

**Course Title:** RE/SE 340: Foundational Literacy  
**Class Meets:** M/W, SGC 127 1:30-3:10pm w/ clinical experience on students' own times  
**Instructor:** Christina Brando-Subis  
**Office Hours:** M 11:30am-1:00pm, T 1:30pm-3pm, Th 10am-11:30am or by appointment  
**E-mail:** cjbrando-subis@lcsc.edu  
**Office Phone:** (208) 792- 2836  
**Office Location:** SPH 238

**LCSC E-mail account:** Professors and students are officially responsible for correspondence sent from and to them only through the college email accounts. I strive to check my email often and will reply to you within 24 hours (during the week) to 48 hours (weekends may be hit or miss). In regards to weekends, if you email me Friday evening, I may not check my email until Monday morning, so please plan accordingly. You can always check with your peers first, if you have a pressing question about something in this course.

**Office Hours Disclaimer:** The hours noted above are my general hours, but I also mentor teacher interns in the local schools and may be out doing so during office hours occasionally. It would be wise to schedule a visit with me if you know you want to stop by; otherwise, I will leave a note outside my office with the date and estimated return time if I am out in the schools. Thank you for your understanding.

**Book Lending Disclaimer:** You will have the ability to check out books from the library to help with course assignments, but I also have many books you can choose to borrow as well. I bought these books with my own money, or, they are book sets that belong to the Teacher Education Program, and therefore expect my students to treat them with respect and return them to me if borrowed, in a timely fashion. I will have a check in/out sheet. To help ensure that all borrowed books get returned, the Registrar has allowed a hold to be placed on your account for registering for the next semester of courses. If you do not return books I loan you, a generic hold will be put on your record so you will not be able to register for future terms or receive your transcript until the book is returned or replaced. Most of the books can be purchased online from Amazon or used book websites like Abebooks.com; you would also be surprised by what you can find in thrift stores! It will be much easier to replace the book for \$5-10 at the most, than to have to register late or have your next semester put on hold, so PLEASE be responsible and return any books you borrow!

**Family Disclaimer:** Children are welcome in my courses. I prefer advance notice if you cannot find a babysitter or something else comes up, but if an emergency arises, please know they are still welcome! I would rather you bring your children than miss class!

**Respect for Diversity and Universal Learning:** In this course, you will be respected for your unique backgrounds and opportunities for communication and dialogue that you bring, regardless of race, color, age, gender identity, religion, national origin, disability, veteran status, or sexual orientation. As future educators, we want to provide an inclusive classroom experience that is respectful of others, where students can engage in discussions with a willingness to listen to and consider different views. This course is no different. Please help make this class a bully-free zone; spirited discussion and debate is welcome, but disrespect for your peers or instructor will not be tolerated. Please reach out to me if you ever feel disrespected or talked down to

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by myself or your peers; your opinions and feelings matter, are valid, and will be heard. If you wish to remain anonymous, there is a link in Blackboard to provide course feedback throughout the semester in an anonymous Google form.

## Course Description

Letter knowledge, phonological awareness, and an understanding of speech–sound correspondences are essential for all children to learn how to become readers and writers. However, it is also critical for children to learn how to use these tools to better their thinking and reasoning. In this course students will develop and demonstrate knowledge of written and oral language used in emergent literacy development in reading, writing, speaking, and listening through classroom lecture, research assignments, activities, and clinical experiences (24 hours in a classroom).

**Pre-requisite(s):** Admission to the Elementary Education Program. Cross-listed with SE 340

**Number of Credits:** 4 credits

This course has a 24-hour clinical experience in a K, 1<sup>st</sup>, or 2<sup>nd</sup> grade classroom (two hours a week for 12 weeks). Your instructor will help you schedule an appropriate location and time according to you and your host teacher's weekly schedules. Once you have your clinical experience location determined, it will be up to you to contact your host teacher and plan for your experience. You will be given a letter to give to your host teacher. More information about this experience will be presented in class.

## Course Outcomes (Goals, Objectives, & Associated Assessments)

This course follows the LCSC Conceptual Framework and the existing Teacher Education formal program principles. To assist in development of these competencies, participants will:

- Conduct yourself in a manner that shows commitment to the profession of education, exhibiting (1) preparation and scholarly thought in class discussions, (2) positive engagement in activities, and (3) a high level of concern and caring towards all students and adults at the partner schools.
- Through readings and discussions, gain foundational knowledge of the reading and writing processes. With this knowledge, you will begin to form your personal viewpoint regarding literacy instruction.
- Explore and experiment with a wide variety of literacy strategies, placing particular emphasis on phonological awareness and phonics/early reading skills, reading comprehension, vocabulary instruction, writing, and assessment for grades K-2, from multiple resources all based upon researched best-practices.
- Throughout your clinical experience, you will be encouraged to find ways to guide students to enjoy reading so that they become life-long readers and learners.
- Develop differentiated lesson plans involving literacy strategies for different levels of readers as well as readers from diverse cultures, through understanding the role of Idaho Content Standards in development of curriculum and lessons.
- Administer a variety of literacy assessments to guide instruction.
- Reflect upon the teaching process before, during, and after clinical experiences.

The next section presents objectives and assignments that will help meet course outcomes.

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<b>LCSC Teacher Education Principles</b>	<b>Requirements (Objectives)</b>	<b>Methods of Assessment</b>
<i>Dedicated Professional</i>	<ul style="list-style-type: none"> <li>• Demonstrate a high level of engagement in class activities, as evidenced by active listening, appropriate enthusiasm, and “fair share” contributions</li> <li>• Be prepared. Come to class with appropriate, scholarly notes and/or thoughts based upon assigned reading material and homework</li> <li>• Both oral and written responses should demonstrate encouragement and consideration of others in group</li> <li>• Both oral and written responses should be thoughtfully completed in a timely manner</li> <li>• Demonstrate professionalism and timeliness in keeping practicum appointments and fully engaging in the school and classroom practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of assignments on time</li> <li>• Attendance</li> <li>• Instructor anecdotal notes during small group discussions</li> </ul>
<i>Culturally Responsive Educator</i>	<ul style="list-style-type: none"> <li>• Discover more about yourself and others as you read and write about diversity and plan for diverse learning experiences with a variety of learners</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans: considerations for diverse learners</li> <li>• Class discussions/writing prompts</li> </ul>
<i>Knowledgeable Professional</i>	<ul style="list-style-type: none"> <li>• As a student in this course, you are encouraged to consider and exercise the ideas of other people who have published works as well as those of LCSC Faculty and students. All written work should be properly cited and</li> </ul>	<ul style="list-style-type: none"> <li>• Written work</li> <li>• Reading Responses</li> <li>• Class discussion</li> </ul>

LCSC Teacher Education Principles	Requirements (Objectives)	Methods of Assessment
	<p>referenced, conforming to APA 6<sup>th</sup> edition standards.</p> <ul style="list-style-type: none"> <li>• Through readings and discussions, gain foundational knowledge of the reading and writing processes. With this knowledge, you will begin to form your personal viewpoint regarding literacy instruction.</li> </ul>	
<i>Content Specialist</i>	<ul style="list-style-type: none"> <li>• Explore and experiment with a wide variety of literacy strategies, placing particular emphasis on phonological awareness, phonics, reading comprehension, and vocabulary instruction, from multiple resources all based upon researched best-practices.</li> <li>• You will complete assessments over course content in phonological awareness/phonics, reading comprehension, writing, and vocabulary to help demonstrate your proficiency in these areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Responses</li> <li>• Class Discussion</li> <li>• Lesson Plans</li> <li>• Case Studies</li> <li>• Tests (Mid-term and final exam)</li> </ul>
<p><i>Educational Designer</i></p> <p><i>Educational Facilitator</i></p> <p><i>Reflective Professional</i></p>	<ul style="list-style-type: none"> <li>• The highlight of this course is the clinical experience. You will be planning, delivering, assessing, and reflecting upon literacy lessons created for emergent readers (K) and/or early and transitional readers (1st-2<sup>nd</sup> grade)</li> <li>• Throughout the clinical experience, you will be encouraged to find ways to guide students to enjoy reading so that they become life-long readers and learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Assessments and planning for 2 students' literacy development (case studies)</li> <li>• Class Discussion/Writing Prompts (opportunities for reflection based on readings and lesson plan deliveries)</li> </ul>

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## Further Course Requirements

- Assignments are to be submitted by the assigned due date. All typed work is to follow 6<sup>th</sup> edition APA standards (click on the following link or copy and paste the full link in your Internet browser to help guide you as needed).
  - [APA Purdue OWL website](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_author_authors.html)
  - Full link:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/in\\_text\\_citations\\_author\\_authors.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_author_authors.html)
- All assignments need to be Times New Roman font, size 12, and submitted via a WORD document (.doc or .docx) in Blackboard unless otherwise noted.
- Standards of excellence and professionalism are expected. Classroom teachers interact with colleagues, parents, administrators, staff, and a multitude of community members to support students' learning and well-being on a daily basis, and all members of the community play vital roles. To develop your skills as a collegial educator, I will expect a high degree of professionalism throughout the course: being on time to class, engaging in discussions or activities, being prepared, following procedures in community places where you will conduct your lessons, and completing quality, in-depth work within the time frames given.
- Academic dishonesty or inappropriate conduct may result in failure of the assignment, failure from the class, and/or dismissal from the program.
- Professionalism is key! You are expected to turn in all assignments on time. Points will be deducted for late work as noted on rubrics in Blackboard. Because I do not believe in "busy" work, late assignments WILL be accepted because every assignment in this course has a specific purpose. However, after one week past the due date, the highest grade you could earn on the assignment would be a B-. Any points taken off will begin from that B- point (taking the assignment into the "C" or lower grade territory if points are deducted). All assignments must be completed to pass this course because they all relate to course objectives/standards students must show evidence of meeting.

## Texts/Materials

- Cecil, N. L., Baker, S., & Lozano, A.S. (2015). *Striking a balance: A comprehensive approach to early literacy* (5th ed.). Scottsdale, AZ: Holcomb Hathaway.
- Blackboard – all assignments, rubrics, and any other assigned reading will be accessed via Blackboard

## Grading

The instructor reserves the right to alter due-dates, quantities of points, and requirements of assignments as the needs of the semester require. A grade of **B-** is required to successfully pass this course.

Percentage	Grade	LCSC Grading Equivalent
94-100%	A	4.0
90-93%	A-	3.67
87-89%	B+	3.33
84-86%	B	3.0
80-83%	B-	2.67
77-79%	C+	2.33
74-76%	C	2.0
70-73%	C-	1.67
67-69%	D+	1.33
64-66%	D	1.0
60-63%	D-	1.0
0-59%	F	<1.0

Students must receive a grade of B- or better in all professional education coursework and in any coursework they are using as part of an application for an endorsement or approval. **The instructor reserves the right to adjust students' grades up or down based on attendance, professionalism, quality of work, and effort in the course.**

The grade of Incomplete may be given in extraordinary circumstances. These would have to be made clear to your course instructor well in advance, in writing, as a request to take an Incomplete. A timeline for completion and expectations would need to be written, agreed upon, and signed by the instructor and student. Such a process could jeopardize your continuation in the education program.

## Attendance

The Student Handbook indicates: "Lewis-Clark State College does not enforce a global attendance policy for all students. Individual faculty members may limit the number of absences a student is granted in a given class in order to receive a passing grade." **You may miss up to 2 class sessions with advance, written notice to your instructor via email, which will not largely impact your course grade.** If something unexpected comes up, you are still expected to notify your instructor in writing as soon as possible. You are responsible for making up any missed work; check with your peers and on Blackboard before asking your instructor about missed work. Clinical experience sessions are difficult to make up, and the lesson planning portion of the class is a large percentage of your grade. It is highly advised not to miss clinical experience times. Please communicate with your host teacher if you are not able to attend a session and schedule a make-up time. You may also contact one of your classmates to inform me of an absence, but you also need to email me so I have a written record of it.

## Accessibility Resources

Resource	Description	Contact Information
<p><b>Disability Accommodations</b></p>	<p>Students with disabilities requesting accommodations must follow college procedures for such requests. Notify your instructor about your accommodation requests by the 2nd day of class and meet with staff at LC Disability Services to document your needs. Please note that should you require accommodations at any point during the semester, that you must schedule a meeting with your course instructor to complete a plan and paperwork, per the LC Disability Services procedures.</p>	<p>Click the following link to visit the LCSC Disability Service webpage or copy and paste the link into your Internet Browser.</p> <ul style="list-style-type: none"> <li>• <a href="#">LCSC Disability Services Website</a></li> <li>• Full link: http://www.lcsc.edu/disability-services/</li> <li>• <b>Phone:</b> 208-792-2677</li> <li>• <b>Email:</b> disabilityservices@lcsc.edu</li> </ul>
<p><b>FERPA</b></p>	<p>The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student educational records, as enforced by the U.S. Department of Education. Under this act, students must be permitted to inspect their own educational records and school officials may not disclose personally identifiable information about a student without written permission from the student.</p>	<p>For further information on FERPA and LCSC's directory information policy, call 208-792-2223.</p>
<p><b>Title IX</b></p>	<p>From LCSC's Title IX website: "Lewis-Clark State College is committed to maintaining a working and learning environment that is free of unlawful discrimination, sexual harassment, and sexual misconduct and to providing an environment that emphasizes the dignity and worth of every member of its community. Such an environment is necessary to maintain a healthy learning, working, and living atmosphere because discrimination, sexual harassment, and sexual</p>	<p>For further information about LCSC's Title IX policy, please visit the following website or copy and paste the website addresser into your Internet browser.</p> <ul style="list-style-type: none"> <li>• <a href="#">LCSC Title IX website</a></li> <li>• Full link: http://www.lcsc.edu/title-ix/</li> <li>• <b>Phone:</b> 208-792-2689</li> <li>• <b>Email:</b> TitleIX@lcsc.edu</li> </ul>

Resource	Description	Contact Information
	<p>misconduct undermine human dignity, mutual respect, and the positive connection among all people at our College. The College strives to create an environment that supports, encourages, and rewards career and educational advancement on the basis of ability and performance. LCSC will not tolerate any form of discrimination, harassment or retaliation and will address allegations of misconduct pursuant to LCSC Policy 3.110 - Discrimination, Sexual Harassment, and Sexual Misconduct Prohibited.”</p>	
<p><b>Counseling Services</b></p>	<p>Your mental health is very important to me. If you are experiencing anxiety, trauma, depression, suicidal thoughts or ideation, or just need someone to talk to, please reach out to LCSC’s Student Counseling Center that offer a variety of counseling session opportunities, crisis hotlines, and other valuable information. Please know I am also available to talk if you need it; schedule a time with me or come visit me during my office hours.</p>	<p>You can visit the LCSC Counseling Services website at the following link or copy and paste the full link into your Internet browser.</p> <ul style="list-style-type: none"> <li>• <a href="#">LCSC Student Counseling Services</a></li> <li>• Full link: http://www.lcsc.edu/student-counseling/</li> <li>• <b>Phone:</b> 208-792-2211 or toll free at 800-933-5272, extension 2211</li> <li>• <b>Email:</b> counseling@lcsc.edu</li> </ul>
<p><b>LCSC Library</b></p>	<p>You may need to check out books to use for lesson plans in this course. The LCSC Library is a great place to do so, as well as a good place to visit for research support, study space, and much more!</p>	<p>Visit the LCSC library’s webpage at the following link or copy and paste the full link into your Internet browser.</p> <ul style="list-style-type: none"> <li>• <a href="#">LCSC Library</a></li> <li>• Full link: http://www.lcsc.edu/library/</li> <li>• <b>Phone:</b> 208-792-2396 (circulation desk)</li> <li>• 208-792-2236 (information desk)</li> <li>• <b>Email:</b> circdesk@lcsc.edu (circulation desk)</li> <li>• refdesk@lcsc.edu (information desk)</li> <li>• For Interlibrary Loan information call 208-792-</li> </ul>

Resource	Description	Contact Information
		2394 or email iloans@lcsc.edu.
<b>LCSC Writing Center</b>	You will complete many formal written assignments in this course and are expected to cite your sources in text and in a reference at the end using APA. Tutors are available in the library to help you with your writing needs if you find you continue to need support after feedback from me on your assignments. The writing center is located in Library room 172.	Contact the writing center at 208-792-2433 or email writinglab@lcmal.lcsc.edu.
<b>LCSC Testing Center</b>	Should you need testing accommodations or to take an exam outside of a class date, please let me know and I can make accommodations for you. After I have let you know the testing center has your information, you will be able to call them and make an appointment to take your exam. The testing center is located in Library room 161.	Contact the testing center at 208-792-2100 or toll free at 1-800-879-0453 or email testing@lcsc.edu.

## Course Assignment Descriptions with Matched Standards for the Purpose of State Accreditation

\*Please note that each assignment may address other standards within each of the subcategories listed, but only ones that will be cross referenced in our program's artifact archive for state accreditation are noted. See Appendix A for a description of each standard.

Assignment Description	Points Available	Standards Addressed: Idaho Comprehensive Literacy Standards (ICLS), Literacy Endorsement (LE), Teacher Preparation CORE Standards (TPrepCORE), Teacher Preparation Elementary Teachers (TPrepElem), Exceptional Child (EC), & LCSC Teacher Education Program 8 Principles
<b>Weekly Reading Responses</b> 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 and in appendix B of this syllabus. Responses will take a variety of forms such as question/answer, concept maps, timelines, etc. <b>You will be responsible for uploading these</b>	<b>200 points</b> (20 points times 10 weeks)	<ul style="list-style-type: none"> <li>• ICLS I, II, III, IV (all Knowledge standards)</li> <li>• LE 4c, 8a</li> <li>• LCSC Principles: Knowledgeable Professional, Content Specialist, Reflective Professional</li> </ul>

Assignment Description	Points Available	Standards Addressed: Idaho Comprehensive Literacy Standards (ICLS), Literacy Endorsement (LE), Teacher Preparation CORE Standards (TPrepCORE), Teacher Preparation Elementary Teachers (TPrepElem), Exceptional Child (EC), & LCSC Teacher Education Program 8 Principles
<p>responses to the Teacher Education program artifact database as “Reading Responses” for course name: Foundational Literacy (RE 340), so I would suggest saving each response and putting them in one Word document so you can convert it to a PDF at the end of the semester to submit to the system.</p>		
<p><b>Case Studies</b>  You will conduct and analyze a variety of assessments for two students during your clinical experience and plan appropriate literacy experiences for these two students based on assessment outcomes to further their literacy growth. More information and rubric can be found in Blackboard and in Appendix B of this syllabus. <b>You will be responsible for uploading these responses to the Teacher Education program artifact database as “Case Study” for course name: Foundational Literacy (RE 340). You will need to combine your two case studies into one Word document so you can convert it to a PDF at the end of the semester to submit to the system.</b></p>	<p><b>100 points</b>  (50 points x 2 students)</p>	<ul style="list-style-type: none"> <li>• ICLS I d,e,f, II f,i, III Knowledge &amp; Performance (all standards except 3f)</li> <li>• LE 1a, 2c, 6e, 6f, 6g, 7c, 8c, 10c</li> <li>• EC 1a, 4d, 4h,</li> <li>• TPrepElem 4b, 4m</li> <li>• LCSC Principles: Knowledgeable Professional, Educational Designer, Educational Facilitator, Educational Evaluator, Reflective Professional</li> </ul>
<p><b>Lesson Plans</b>  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 phonological awareness lesson, phonics lesson, a writing lesson, and 2 reading comprehension lessons in which one will have a vocabulary component. Lessons will be drafted as part of weekly homework assignments with occasional time to revise/discuss in class. More details and a rubric for these lessons will be in Blackboard and can also be found in Appendix B of this syllabus. <b>You will be responsible for uploading your fifth lesson plan you write in</b></p>	<p><b>300 points</b>  (Lesson 1 20 points, Lesson 2 40 points, Lesson 3 60 points, Lesson 4 80 points, and Lesson 5 100 points)</p>	<ul style="list-style-type: none"> <li>• ICLS I a,b,c, II d,e,g,h,j,k,l, IV d,f,g,i,j,k,l,n,o,p</li> <li>• LE 4g, 7b</li> <li>• EC 3a, 3b, 3d, 4a, 5f, 5g, 5h, 5l</li> <li>• TPrepCORE 8d</li> <li>• LCSC Principles: Knowledgeable Professional, Culturally Responsive Educator, Educational Designer, Educational Facilitator, Educational Evaluator, Reflective Professional</li> </ul>

Assignment Description	Points Available	Standards Addressed: Idaho Comprehensive Literacy Standards (ICLS), Literacy Endorsement (LE), Teacher Preparation CORE Standards (TPrepCORE), Teacher Preparation Elementary Teachers (TPrepElem), Exceptional Child (EC), & LCSC Teacher Education Program 8 Principles
<p><b>this course to the Teacher Education program artifact database as “Final Lesson Plan” for the course name: Foundational Literacy (RE 340).</b></p>		
<p><b>Guided Observations:</b> You will complete six focused observations for your K, 1<sup>st</sup>, or 2<sup>nd</sup> grade clinical experience which will include various topics related to literacy/course topics and objectives. You will be in your clinical experience for a total of 12 weeks, for 2 hours a week.</p> <p><b>Your host teacher will complete a Dispositions form for you based on their observations. You will be responsible for uploading this completed form to the Teacher Education program artifact database as “Dispositions Evaluation” for the course name: Foundational Literacy (RE 340).</b></p>	<p><b>300 points</b> (50 points x 6 observation write-ups)</p>	<ul style="list-style-type: none"> <li>• ICLS I a,b,c, II a,b,c,d,e,f,i, IV a-h</li> <li>• LE 2a (dispositions form only)</li> <li>• LCSC Principles: Knowledgeable Professional, Reflective Professional</li> </ul>
<p><b>Exams</b> You will take two assessments related to course content based on all ICLS Knowledge standards. 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. The final exam will be cumulative of all ICLS. ICLS: All knowledge standards, LCSC Standards: Content Specialist, Core Teaching Standard 4</p>	<p><b>200 points</b> Mid-term for 100 points &amp; Final Exam (100 points)</p>	<ul style="list-style-type: none"> <li>• ICLS all Knowledge standards for Standards 1 and 3</li> <li>• LCSC Principles: Content Specialist</li> </ul>
<p><b>Miscellaneous In-Class Assignments</b> 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). <b>*One assignment will be Warrior Writing Buddies where students will write to a second grader for a few weeks to apply some writing knowledge, skills, and</b></p>	<p><b>Up to 100 points</b></p>	<ul style="list-style-type: none"> <li>• ICLS IV d,e (writing buddies), III f,j (IRI assessment)</li> <li>• LCSC Principles Dedicated Professional, Knowledgeable Professional, Culturally Responsive Educator, Educational Evaluator, Reflective Professional</li> </ul>

Assignment Description	Points Available	Standards Addressed: Idaho Comprehensive Literacy Standards (ICLS), Literacy Endorsement (LE), Teacher Preparation CORE Standards (TPrepCORE), Teacher Preparation Elementary Teachers (TPrepElem), Exceptional Child (EC), & LCSC Teacher Education Program 8 Principles
assessment practices with authentic writing samples. *Another assignment will be to interpret and analyze the Idaho Reading Indicator (IRI) exam.		

**Total points available: 1200 (These points are approximate and are subject to change; they will be updated in Blackboard as we go through the semester.)**

## Guided Observations

Each week you will spend two hours\* in your clinical experience placement. You may do these two hours all in one day and time or spread out into two-hour increments over the week. You will make these arrangements with your selected/assigned teacher. Your instructor will help get you started with an appropriate placement at the beginning of the semester. Every effort should be made to schedule these observations during their literacy/ELA teaching, as this will be the focus of our class. If you run into difficulty please let your instructor know as soon as possible. The assignments start in week 3, and we want you all good to go by then so you don't struggle to catch up!

*You will need to log a minimum of 24 hours\* in your clinical placement by the end of the semester.*

*\*Please be aware that it may not be an actual "hour" as in 60 minutes. The classroom often doesn't work that way. For example, a middle-school ELA class may be 50 minutes long. That would count as one "hour" for our purposes. In an elementary classroom, you may have a 15-minute literacy block, 10-minute recess, then continue with another 40 minutes of literacy. In this case, you'd stay for the whole 70 minutes to count for an "hour."*

You will have a specific focus each week you attend your clinical experience. These could include guided observations, teaching lessons to small groups, assessing students, and/or tutoring individual students. In addition, a portion of your time there may be spent giving back to the school through service such as making copies, running errands, grading, etc.

On the weeks you have a guided observation, you will see the prompts described in the course schedule below. After you've done the prompt, please write up your findings/thoughts/connections/questions in a 1-2-page reflection. To get full credit, the write-up needs to address every element in the prompt. These will be due the following Wednesday of your observations by 1:30pm (beginning of class). More details and a rubric for the guided observations will be in Blackboard and can also be found in the Course Calendar (guided observation content) and Appendix B (rubric) of this syllabus.

## Course Topics & Calendar

Week	Focus & Related Activities	Your To-Do List: Class Work	Your To-Do List: Clinical Experience Work
<p style="text-align: center;"><b>1</b> <b>August 19/21</b></p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Intro to course, each other, and literacy elements and development in K-2</li> <li>• Syllabus/course overview</li> <li>• Getting to know you/literacy questionnaire</li> <li>• Read Aloud Jim Trelease quotes</li> <li>• Allington article</li> <li>• Read first chapter of CORE textbook/jigsaw activity</li> <li>• Ch 1, 2, review activity (Wed.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response <b>due Wednesday August 21<sup>st</sup> by 1:30pm in Blackboard</b> (Cecil, Chapters 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Set up your clinical placement – nothing due for clinical experience this week. 😊</li> </ul>
<p style="text-align: center;"><b>2</b> <b>August 26/28</b></p>	<p><b>Emergent Literacy and Setting up Early Literacy Classroom</b></p> <ul style="list-style-type: none"> <li>• Model of an emergent literacy classroom/literacy station</li> <li>• Close viewing, listening, and speaking activities</li> <li>• Read aloud, shared reading, LEA</li> <li>• Text Complexity and how it contributes to setting up early literacy classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response <b>due Monday, August 26<sup>th</sup> by 1:30pm in Blackboard</b> (Cecil, Chapters 3 and 15)</li> </ul>	<ul style="list-style-type: none"> <li>• Set up your clinical placement – nothing due for clinical experience this week. 😊</li> </ul>
<p style="text-align: center;"><b>3</b> <b>September 4</b></p>	<p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness activities</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response <b>due Wednesday, September 4<sup>th</sup> by</b></li> </ul>	<p>Begin clinical experience. <b>Guided Observation: Literacy Classroom set-up:</b></p>

Week	Focus & Related Activities	Your To-Do List: Class Work	Your To-Do List: Clinical Experience Work
	<ul style="list-style-type: none"> <li>• Assessing Concepts about print and Phonemic/Phonological Awareness</li> <li>• GRR/lesson planning process</li> </ul>	<p><b>1:30pm in Blackboard (NO SCHOOL MONDAY)</b> (Cecil, Chapter 4)</p>	<ul style="list-style-type: none"> <li>• Identify all the literacy elements in the classroom. This includes reading, writing, speaking, listening, and viewing. Be sure to consider the walls, ceiling, bookshelves, desks, and work areas. <ul style="list-style-type: none"> <li>○ How are the literacy elements arranged in the classroom?</li> <li>○ Do the students have access to different literacy tools? What and where are they?</li> <li>○ Are the tools accessible to <i>all</i> students? How so? Or Why not?</li> <li>○ Are all the literacy elements identifiable in the classroom? How so? Or Why not?</li> </ul> </li> <li>• Consider if the classroom is arranged to offer access to all literacy elements to all the students in the class.</li> <li>• Write up your findings in your guided observation.</li> </ul> <p><b>DUE: September 11<sup>th</sup> by 1:30pm in Blackboard</b></p>
<p><b>4 September 9/11</b></p>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness skills review and quiz</li> <li>• Jigsaw activity with concept maps</li> <li>• Phonological awareness and phonics- related terms/activities</li> <li>• Anecdotal notes</li> <li>• Work on phonological lesson plan</li> <li>• Administer a Concepts about Print Assessment to a student in your clinical experience classroom *part of miscellaneous participation points for course</li> </ul>	<ul style="list-style-type: none"> <li>• Concept map <b>due Monday, September 9<sup>th</sup> by 1:30pm in Blackboard</b> (Cecil, Chapter 11)</li> <li>• Early Literacy Classroom Set-Up Guided Observation <b>due Wednesday, September 11<sup>th</sup> by 1:30pm in Blackboard</b></li> </ul>	<p><b>Guided Observation: Text Complexity Analysis:</b></p> <ul style="list-style-type: none"> <li>• Select a text from the room that you see a set of students using.</li> <li>• Observe how the students are interacting with the text. Consider things like the following: <ul style="list-style-type: none"> <li>○ Is the whole class using it? A small group?</li> <li>○ What are the students doing with the text? Just reading it? Responding in some way? What kind of learning are the students doing with the text? Describe it!</li> <li>○ Is the teacher helping the students interact with the text? If so, how? If not, why do you think they aren't?</li> </ul> </li> <li>• Borrow a copy of the text or take 3 pictures of 3 different pages.</li> <li>• When you have time, analyze the text for qualitative, quantitative, and reader and task elements.</li> <li>• Consider if this text is a good fit for how it was being used. How so? Or Why not?</li> <li>• Write up your findings in your guided observation.</li> </ul>

Week	Focus & Related Activities	Your To-Do List: Class Work	Your To-Do List: Clinical Experience Work
			<p><b>DUE: September 18<sup>th</sup> by 1:30pm in Blackboard</b>  <b>Administer the concepts about print assessment to a student in your clinical experience classroom. You will be conducting assessments with 2 focus students during the semester, so if your host teacher identifies a student for you, you may conduct the assessment with that student and use the results later in your case study write-up.</b></p>
<p><b>5 September 16/18</b></p>	<p><b>Phonics/Decoding and Fluency Elements</b></p> <ul style="list-style-type: none"> <li>● Phonological awareness skills review and quiz (discuss how your concepts about print assessment went last week)</li> <li>● Jigsaw activity with concept maps</li> <li>● Cueing Systems</li> <li>● Instructional strategies for phonics (including a video example)</li> <li>● Word sorts</li> <li>● Word building activities</li> <li>● Multisyllabic word strategies</li> <li>● Phonics strategy posters (in class activity)</li> <li>● Instructional Strategies for Fluency</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>● CORE phonics assessment: administer a portion of the assessment to a student in your clinical experience classroom this week *part of miscellaneous</li> </ul>	<ul style="list-style-type: none"> <li>● Concept map <b>due Monday, September 16<sup>th</sup> by 1:30pm in Blackboard</b> (Cecil, Chapter 5)</li> <li>● Text Complexity Guided Observation <b>due Wednesday, September 18<sup>th</sup> by 1:30pm in Blackboard</b></li> <li>● Draft of Phonological Lesson Plan <b>due Monday, September 16<sup>th</sup> by 1:30pm in Blackboard</b></li> </ul>	<p><b>Guided Observation: Types of Reading Instruction:</b></p> <ul style="list-style-type: none"> <li>● Reflect on all your observations so far and identify as many types of literacy instruction as you can. Consider the following: <ul style="list-style-type: none"> <li>○ Whole class / Small group / Individual instruction</li> <li>○ Reading / Writing / Speaking and Listening / Viewing</li> <li>○ Guided Reading / Literature Circles / Read to Self / Etc...</li> </ul> </li> <li>● Do some of these instruction types occur more often than others? Which ones? Describe!</li> <li>● Ask the teacher how they structure literacy instruction and why they set it up that way.</li> <li>● Ask the teacher their philosophy of literacy instruction. In other words, what do they feel is most important in literacy instruction and why? <ul style="list-style-type: none"> <li>○ Consider, do you see a connection between the teacher's philosophy and actual teaching? Or do they seem different? How so?</li> </ul> </li> </ul> <p>Write up your findings in your guided observation.  <b>DUE: September 25<sup>th</sup> by 1:30pm in Blackboard</b></p> <p><b>Administer the CORE phonics assessment portion to a student in your clinical experience classroom. You will be conducting assessments with 2 focus students during the semester, so if your host teacher identifies a student for you, you may conduct the assessment with that student and use the results later in your case study write-up.</b></p>

Week	Focus & Related Activities	Your To-Do List: Class Work	Your To-Do List: Clinical Experience Work
	<p>participation points for course</p> <ul style="list-style-type: none"> <li>• Oral Reading Fluency assessments</li> <li>• Begin working on phonics lesson plan</li> </ul>		
<p><b>6</b> <b>September</b> <b>23/25</b></p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Phonological awareness and phonics skills review and quiz (discuss how your phonic assessment went last week)</li> <li>• QSI/Words Their Way</li> <li>• Spelling Activities and Sample Station set-up</li> <li>• Introduce Warrior Writing Buddies project</li> <li>• Work on phonics lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response <b>due Monday, September 23<sup>rd</sup> by 1:30pm in Blackboard</b> (Cecil, Chapter 6)</li> <li>• Types of Reading Instruction Guided Observation <b>due Wednesday, September 25<sup>th</sup> by 1:30pm in Blackboard</b></li> </ul>	<p>This week <u>teach your first lesson plan</u> (Phonological Awareness) to a small group of students.</p> <p><b>Final draft of lesson plan due September 30<sup>th</sup> by 1:30pm in Blackboard</b></p>
<p><b>7</b> <b>September</b> <b>30/October 2</b></p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Phonological awareness, phonics, and fluency skills review and quiz</li> <li>• Jigsaw activity with concept maps</li> <li>• Read-aloud vocabulary strategies (Kindle article and jig-saw activity)</li> <li>• Activities for teaching/reinforcing vocabulary</li> <li>• Mid-Term Prep</li> </ul>	<ul style="list-style-type: none"> <li>• Concept map <b>due Monday, September 30<sup>th</sup> by 1:30pm in Blackboard</b> (Cecil, Chapter 7)</li> <li>• Final draft of phonological awareness lesson plan <b>due Monday, September 30<sup>th</sup> by 1:30pm in Blackboard</b></li> </ul>	<p><b>Guided Observation: Phonics, Spelling, and Vocabulary (Word Work)</b></p> <ul style="list-style-type: none"> <li>• Reflect on all your observations so far and identify instruction focused on phonics, spelling, and/or vocabulary. This is often referred to as “Word Work”. Consider the following: <ul style="list-style-type: none"> <li>• Spelling practice in class and homework</li> <li>• Vocabulary instruction with specific words</li> <li>• Instruction on phonics elements to increase reading and/or spelling</li> <li>• Instruction on morphemic elements to build meaning</li> </ul> </li> </ul>

Week	Focus & Related Activities	Your To-Do List: Class Work	Your To-Do List: Clinical Experience Work
	<ul style="list-style-type: none"> <li>Begin working on vocabulary/read aloud lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>Draft of Phonics Lesson plan <b>due Monday, September 30<sup>th</sup> by 1:30pm in Blackboard</b></li> </ul>	<ul style="list-style-type: none"> <li>Do some of these instruction types occur more often than others? Which ones? How does the teacher structure these Word Work elements? Describe!</li> <li>Ask the teacher how they structure Word Work and why they set it up that way.</li> <li>Ask the teacher their philosophy of Word Work. In other words, what do they feel is most important in this instruction and why? <ul style="list-style-type: none"> <li>Consider - do you see a connection between the teacher's philosophy and their actual teaching? Or do they seem different? How so?</li> </ul> </li> <li>Write up your findings in your guided observation.</li> </ul> <b>DUE: October 9<sup>th</sup> by 1:30pm in Blackboard</b>
<b>8 October 7/9</b>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>Midterm Exam in phonological awareness, phonics, spelling, vocabulary, and fluency</li> <li>Jigsaw activity with concept maps</li> <li>Running Records</li> <li>Miscue Analysis</li> <li>Write first letter to Warrior Writing Buddy</li> </ul>	<ul style="list-style-type: none"> <li>Concept map <b>due Monday, October 7<sup>th</sup> by 1:30pm in Blackboard</b> (Cecil, Chapter 8)</li> <li>Draft of Vocab/Read Aloud lesson <b>due Monday, October 7<sup>th</sup> by 1:30pm in Blackboard</b></li> <li>Spelling, Vocabulary, Differentiated Instruction Guided Observation <b>due Wednesday, October 9<sup>th</sup> by 1:30pm in Blackboard</b></li> </ul>	This week <u>teach your second lesson plan</u> (Phonics/Fluency) to a small group of students.  <b>Final draft of lesson plan due October 14<sup>th</sup> by 1:30pm in Blackboard</b>
<b>9 October 14/16</b>	<b>Assessment</b>	<ul style="list-style-type: none"> <li>Reading Response (defining terms) <b>due Monday, October</b></li> </ul>	<b>(Get to know your 2 focus students for your case studies this week if you haven't yet).</b>

Week	Focus & Related Activities	Your To-Do List: Class Work	Your To-Do List: Clinical Experience Work
	<ul style="list-style-type: none"> <li>Phonological awareness, phonics, and fluency skills review and quiz</li> <li>Statistical measures and general assessment terms applied to literacy</li> <li>Review literacy assessments discussed up to this point</li> <li>State literacy assessment (IRI)/in class activity</li> <li>Read, respond, and write second letter to Warrior Writing Buddy</li> </ul>	<ul style="list-style-type: none"> <li><b>14<sup>th</sup> by 1:30pm in Blackboard</b> (Cecil, Chapter 13)</li> <li>Draft of Lesson Plan 3: Read aloud/vocab component <b>due Monday, October 14<sup>th</sup> by 1:30pm in Blackboard</b></li> <li>Final draft of Phonics Lesson Plan <b>due Monday, October 14<sup>th</sup> by 1:30pm in Blackboard</b></li> </ul>	
<p><b>10 October 21/23</b></p>	<p><b>Literacy &amp; Technology</b></p> <ul style="list-style-type: none"> <li>Phonological awareness, phonics, and fluency skills review and quiz</li> <li>In-class debate: merits (or not) for using technology in the classroom to teach literacy</li> <li>Phonics review-find websites/apps for teaching phonics and review (in class activity)</li> <li>Read, respond, and write third letter to Warrior Writing Buddy</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response <b>due Monday, October 21<sup>st</sup> by 1:30pm in Blackboard</b> (Cecil, Chapter 12)</li> <li>Final draft of Vocab/Read Aloud lesson <b>due Monday, October 21<sup>st</sup> by 1:30pm in Blackboard</b></li> </ul>	<p>This week administer assessments to your focus students. You must administer a running record, spelling assessment, and one other of your choice (or your host teacher's choice- e.g., vocabulary, curriculum-based assessment, or, if your student(s) are ones you administered the concepts about print and/or phonics assessments already, you may use information from those assessments as well). You will type up a brief summary of findings and use this information to help plan your last lesson (Final Lesson-Lesson #5).</p> <p><b>Also this week, TEACH your 3<sup>rd</sup> lesson (read aloud/vocab.). Final draft due Oct.28<sup>th</sup></b></p>
<p><b>11 October 28/30</b></p>	<p><b>Writing Process &amp; Writing Workshop</b></p> <ul style="list-style-type: none"> <li>Phonological awareness, phonics, and fluency skills review and quiz</li> </ul>	<ul style="list-style-type: none"> <li>Concept Map <b>due Monday, October 28<sup>th</sup> by 1:30pm in Blackboard</b> (Cecil, Chapter 9)</li> </ul>	<p><b>Guided Observation: Reading Assessment</b></p> <ul style="list-style-type: none"> <li>Reflect on any observations you've had of reading assessment to determine an appropriate reading level. Consider and describe the following based on your observations and conversations with your teacher:</li> </ul>

Week	Focus & Related Activities	Your To-Do List: Class Work	Your To-Do List: Clinical Experience Work
	<ul style="list-style-type: none"> <li>• Jigsaw activity with concept maps</li> <li>• Development, writing process, genres/text types</li> <li>• Writing workshop as instruction, traits for writing/assessment (watch a video as part of this)</li> <li>• Conferencing</li> <li>• Analyzing writing samples (practice in-class activity)</li> <li>• Read, respond, and write fourth letter to Warrior Writing Buddy</li> <li>• Begin working on writing workshop lesson plan</li> </ul>		<ul style="list-style-type: none"> <li>• Running Records</li> <li>• Anecdotal Notes/Records</li> <li>• Miscue analysis</li> <li>• Informal Reading Inventories</li> <li>• Comprehension assessment</li> <li>• Ask the teacher how they assess students to determine their reading level, and how that might relate to any reading groups they have.</li> <li>• Ask the teacher their philosophy of reading assessment. For example, do they feel it is important for students to read at a certain level? Why or why not? <ul style="list-style-type: none"> <li>• Consider – do you see a connection between the teacher’s philosophy and their actual assessment practices? Or do they seem different? How so?</li> </ul> </li> <li>• Write up your findings in your guided observation.</li> </ul> <p><b>DUE: November 6th by 1:30pm in Blackboard</b></p> <p>This week administer assessments to your focus students. You must administer a running record, spelling assessment, and one other of your choice (or your host teacher’s choice- e.g., vocabulary, curriculum-based assessment, or, if your student(s) are ones you administered the concepts about print and/or phonics assessments already, you may use information from those assessments as well). You will type up a brief summary of findings and use this information to help plan your last lesson (Final Lesson-Lesson #5).</p>
<p><b>12 November 4/6</b></p>	<p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>• Phonological awareness, phonics, and fluency skills review and quiz</li> <li>• Close reading activities and video</li> <li>• Practice of comprehension strategies with informational text (in class activity)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response <b>due Monday, November 4<sup>th</sup> by 1:30pm in Blackboard</b> (Cecil, Ch. 10)</li> <li>• Draft of Writing Workshop Lesson Plan <b>due Monday, November 4<sup>th</sup> by</b></li> </ul>	<p><b>Guided Observation: Types of Writing Instruction</b></p> <ul style="list-style-type: none"> <li>• Observe a writing lesson this week if possible. If you can’t, or haven’t yet, then please ask your teacher about the following items.</li> <li>• Relate what you see to what we have discussed in class. For example, have you seen elements of the following: <ul style="list-style-type: none"> <li>• Writing workshop – mini-lesson, independent writing, conferencing, author’s chair</li> </ul> </li> </ul>

Week	Focus & Related Activities	Your To-Do List: Class Work	Your To-Do List: Clinical Experience Work
	<ul style="list-style-type: none"> <li>• Read, respond, and write fifth letter to Warrior Writing Buddy</li> <li>• Analyze 2 focus students' assessments in class</li> <li>• Begin planning final comprehension lesson with all lesson plan elements</li> </ul>	<p><b>1:30pm in Blackboard</b></p> <ul style="list-style-type: none"> <li>• Reading Assessment Guided Observation <b>due Wednesday, November 6<sup>th</sup> by 1:30pm in Blackboard.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writing process – prewriting, drafting, editing, revision, publishing</li> <li>• Writing Traits – ideas, organization, voice, word choice, sentence fluency, conventions, presentation</li> <li>• Text types and their characteristics</li> <li>• Sharing writing at any stage</li> <li>• Ask the teacher how they structure writing instruction and why they set it up that way.</li> <li>• Ask the teacher their philosophy of writing instruction. In other words, what do they feel is most important in writing instruction and why? <ul style="list-style-type: none"> <li>• Consider – do you see a connection between the teacher's philosophy and their actual teaching? Or do they seem different? How so?</li> </ul> </li> <li>• Write up your findings in your guided observation.</li> </ul> <p><b>DUE: November 13<sup>th</sup> by 1:30pm in Blackboard</b></p> <p><b>(Analyze assessments for your 2 focus students in class and add to case study template due at end of semester.)</b></p>
<p><b>13 November 11/13</b></p>	<ul style="list-style-type: none"> <li>• Phonological awareness, phonics, and fluency skills review and quiz</li> <li>• Read, respond, and write sixth (and final) letter to Warrior Writing Buddy</li> <li>• In class work time to finish up draft of comprehension lesson and final version of case studies assignment</li> </ul>	<ul style="list-style-type: none"> <li>• No Reading Response Due</li> <li>• Types of Writing Instruction Guided Observation <b>due Wednesday, November 13<sup>th</sup> by 1:30pm in Blackboard</b></li> <li>• Draft of Final Comprehension lesson <b>due Wednesday, November 13<sup>th</sup> by 3:30pm in Blackboard</b></li> </ul>	<p>This week <u>teach your fourth lesson plan</u> (writing workshop style lesson) to small group or whole class. Make sure your 2 focus students are in your group and that you utilize accommodations you planned for them (in your case study template) during your lesson.</p> <p><b>Reflection section that includes how your focus students performed in lesson plan due November 18<sup>th</sup> by 1:30pm in Blackboard.</b></p>

Week	Focus & Related Activities	Your To-Do List: Class Work	Your To-Do List: Clinical Experience Work
<p><b>14</b> <b>November</b> <b>18/20</b></p>	<p><b>Literacy to Home Connections</b></p> <ul style="list-style-type: none"> <li>• Phonological awareness, phonics, and fluency skills review and quiz</li> <li>• Options for literacy activities at home/in class discussion</li> <li>• Read final Warrior Writing Buddy's letter and conduct a writing analysis (in class assignment-this will be given to the classroom teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response <b>due Monday, November 18<sup>th</sup> by 1:30pm in Blackboard</b> (Cecil, Ch. 14)</li> <li>• Final draft of Writing Workshop lesson plan <b>with reflection due Monday, November 18<sup>th</sup> by 1:30pm in Blackboard</b></li> </ul>	<p>This week <u>teach your fifth lesson plan</u> (comprehension skill with all literacy areas and selected content area) to small group or whole class (both of your focus students must be included). Accommodations for your focus students should be one area you've identified as a need and explained in the lesson plan as Student A and Student B.</p> <p><b>Reflection section that includes how your focus students performed in lesson plan due December 4th by 1:30pm in Blackboard</b></p>
<p><b>15</b> <b>December</b> <b>2/4</b></p>	<p><b>Final Course Review</b></p> <ul style="list-style-type: none"> <li>• Make-up day to finish anything we did not get to on our schedule or review what we only briefly covered</li> <li>• Peer review of case study analysis</li> <li>• Studying terms/vocabulary review activities for final exam (matching, vo'back'ulary)</li> </ul>	<ul style="list-style-type: none"> <li>• No Reading Response due</li> <li>• Final draft of Final Lesson Plan (comprehension-all literacy components, cross-disciplinary) <b>with reflection due Wednesday, December 4<sup>th</sup> by 1:30pm in Blackboard</b></li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy your last week in your clinical experience. No required assignments/activities. 😊</li> <li>• Continue to work on your case study analysis this week (during class and for homework). <b>It is due Sunday, December 8<sup>th</sup> by midnight in Blackboard.</b></li> </ul>
<p><b>16</b> <b>December</b> <b>9</b></p>	<p><b>Final Exam</b></p>	<p><b>SGC 127 at 1:30pm</b></p>	<p><b>No clinical experience this week:</b> Write a thank you letter to the teacher and mail it or hand deliver it to them.</p>

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## Appendix A: Standards

\*The standards below reflect only the standards that have been paired with assignments for the purpose of state accreditation. Assignments may address other standards within each subcategory that are not included in this syllabus because they do not pertain to our program's artifact archive for future accreditation purposes.

### Idaho Comprehensive Literacy Standards Addressed in This Course

#### Standard I: Foundational Literacy Concepts

##### Knowledge:

1a The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.

1b The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.

1c The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

##### Performance:

1d The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.

1e The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.

1f The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

#### Standard II: Fluency, vocabulary, and Comprehension

##### Knowledge:

2a The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.

2b The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.

2c The teacher understands text complexity and structures and the importance of matching texts to readers.

2d The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2e The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.

2f The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

##### Performance:

2g The teacher identifies a variety of high-quality literature and texts within relevant content areas.

2h The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.

2i The teacher can analyze texts to determine complexity in order to support a range of readers.

2j The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2k The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.

2l The teacher uses oral and silent reading practices selectively to positively impact comprehension.

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### **Standard III: Literacy Assessment Concepts**

#### **Knowledge:**

- 3a The teacher understands terms related to literacy assessment, analysis, and statistical measures.
- 3b The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.
- 3c The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.
- 3d The teacher understands how to use literacy assessment results to inform and guide intervention processes.
- 3e The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.
- 3f The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

#### **Performance:**

- 3g The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.
- 3h The teacher utilizes literacy assessment results to inform and guide intervention processes.
- 3i The teacher can measure and determine students' independent, instructional, and frustration reading levels.
- 3j The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

### **Standard IV: Writing Process**

#### **Knowledge:**

- 4a The teacher understands writing as a complex communicative process that includes cognitive, social, physical and developmental components.
- 4b The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.
- 4c The teacher has an understanding of the role and range that audience, purpose, formats, features and genres play in the development of written expression within and across all content areas.
- 4d The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.
- 4e The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.
- 4f The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.
- 4g The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4h The teacher understands the impact of motivation and choice on writing production.

#### **Performance:**

- 4i The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.
  - 4j The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.
  - 4k The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.
  - 4l The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).
  - 4m The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.
  - 4n The teacher scaffolds instruction for a range of student writers.
-

4o The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

4p The teacher utilizes choice to motivate writing production.

## **LCSC Principles & State Teaching Standards Addressed in This Course**

### **Lewis Clark State College Division of Teacher Education Conceptual Framework & Professional Principles**

The Teacher Education Program's conceptual framework is to prepare caring professionals who teach for understanding in communities of learning. Our standards are to ensure that you emerge as:

1. A Dedicated Professional
2. A Knowledgeable Professional
3. A Content Specialist
4. An Educational Designer
5. An Educational Facilitator
6. An Educational Evaluator
7. A Culturally Responsive Educator
8. A Reflective Professional

This course helps students demonstrate competencies on all 8 principles. Knowledgeable Professional, Content Specialist, Educational Designer, Culturally Responsive Educator, and Reflective Professional are addressed through learning about literacy processes in reading, writing, assessment, and planning lessons that support this knowledge. Dedicated Professional, Educational Facilitator, Educational Evaluator, Culturally Responsive Educator, and Reflective Professional are addressed through teaching literacy lessons to K-2 readers of a variety of abilities and backgrounds.

### **State of Idaho Teacher Preparation Standards for Literacy Teachers**

As a state-accredited teacher preparation program, we also facilitate your successful mastery of the State of Idaho Teacher Preparation Standards.

In this course, we particularly address aspects of the following Idaho Standards for Literacy Teachers:

1a Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.
2a Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
2c Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
4c Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
4g Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature, Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.
6d Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

6e Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

6f Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.

6g Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.

7b Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.

7c Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.

8a Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.

10c Collaborate with others to build strong home-to-school and school-to-home literacy connections.

## **Idaho Core Teaching Standards**

In this course, the following standard is supported:

- 8d: The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build connections.

## **Idaho Elementary Teacher Standards**

In this course, the following standards are supported:

- 4a: The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- 4b: The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.
- 4m: The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

## **Exceptional Child Generalist Standards**

In this course, the following standards are supported:

- 1a: The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
- 3a: The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross- disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
- 3b: The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 3d: The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.

- 
- 4a: The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.
  - 4d: The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
  - 4h: The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.
  - 5f: The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
  - 5g: The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
  - 5h: The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.
  - 5l: The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.
-

## Appendix B: Assignment Prompts & Rubrics

### Weekly Reading Responses

To develop content and pedagogical knowledge, you will be reading and responding to a variety of literacy articles and chapters in literacy textbooks. Responses may take on a variety of forms such as question/answer, concept maps, timelines, etc.

### Rubric

- Name  
Reading Response Rubric
- Description
- Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>Content</b>	<b>0 to 6 points</b> Some parts of questions missing or not answered- chapter or reading is not referred to in your response. Time was clearly not spent on giving as quality of a response.	<b>7 to 8 points</b> All parts of all questions answered but may be lacking as much detail or missing an example; the chapter or reading is still mentioned in response.	<b>9 to 10 points</b> All parts of all questions answered with detail/examples/information from the chapter or reading.
<b>Conventions</b>	<b>0 to 2 points</b> 3 or more grammatical issues/typos, full APA reference missing for text, in-text references missing or incorrect.	<b>3 to 4 points</b> 1-2 grammatical issues/typos, APA mostly correct (may have not provided a full reference for text or may be missing page numbers)	<b>5 to 5 points</b> No grammatical issues/typos, APA correct (cited correctly with page numbers, quotation marks, parentheses, etc. with a FULL reference for the textbook, article, etc. at end of response)
<b>Timely Submission</b>	<b>0 to 2 points</b> 3 days late (2 points), 4-6 days late (1 point), 7+ days late (0 points)	<b>3 to 4 points</b> Up to 24 hours late (4 points). 24-48 hours (2 days late) (3 points)	<b>5 to 5 points</b> On time

- Name  
Concept Map/Visual Response
- Description
- Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>Content</b>	<p><b>0 to 6 points</b> The map seems incomplete; information does not seem relevant to main topic, or there is not enough text on the map to know what the main idea is.</p>	<p><b>7 to 8 points</b> Some details may be lacking, leaving the reader wondering about a point, or wanting more information about it.</p>	<p><b>9 to 10 points</b> The map contains information paraphrased from the text selection that clearly sums up the main idea. Examples, details, elaboration, and/or pictures/drawings add to the reader's understanding of the selection.</p>
<b>Organization</b>	<p><b>0 to 2 points</b> The map is more of a brainstorming web with ideas jutting out from a main topic, but no connections between the ideas coming out from the main topic. The reader is unsure where to start or how the information connects to each other.</p>	<p><b>3 to 3 points</b> Organization is mostly clear; reader may not know where to start, or it may not be as clear as to how one idea relates to another one.</p>	<p><b>4 to 5 points</b> Organizational pattern is clear and easy to follow; the reader knows where to begin and a clear relationship between the information in the map is evident.</p>
<b>Conventions</b>	<p><b>0 to 1 points</b> May contain 2+ grammatical issues, full reference is missing, page numbers may be missing.</p>	<p><b>2 points</b> May contain 1 grammatical issue, APA mostly correct (full reference or page numbers may be missing)</p>	<p><b>3 points</b> APA is correct (has a heading with name, topic, page numbers, with page numbers throughout information, and full reference for textbook on map); no grammatical issues.</p>
<b>Timely Submission</b>	<p><b>0 points</b> 3+ days late</p>	<p><b>1 point</b> Within 48 hours</p>	<p><b>2 points</b> On time submission</p>

## RE/SE 340 Case Study Prompt, Template, and Rubric

**Why:** While you are studying literacy concepts, assessments, and instruction in class, it is important to see how this relates to real students in today's classrooms. The objective for this assignment is for you to administer literacy assessments, analyze the results, plan and deliver instruction based on the results, monitor students' progress, and determine the most appropriate next steps with two specific students of differing ability.

**What:** Working with your clinical experience teacher, you will select two students of differing ability to work with for this assignment. **At least one of them should be performing below grade level.** Then, please complete the following steps over a series of classroom visits:

You'll complete this assignment in the following order:

---

**Weeks 4-9:**

1. Identify your 2 focus students and get to know them.
  - a. Administer an interest survey and interview them.
  - b. Find out about family, language, and cultural background
  - c. Find out what they like and don't like.
  - d. Find out how they feel about different parts of school.
  - e. Develop a pseudonym for your two focus students.

**Weeks 10-11:**

2. Gather some data on your focus students:
  - a. Take anecdotal notes on their performance in class during your classroom visits.
  - b. Assess each focus student for their reading level.
    - i. Administer a running record to both students. This can be with any text that you *think* is at their instructional reading level.
    - ii. Analyze the assessment results and identify what reading level the assessment text was. This includes doing a miscue analysis.
  - c. Administer a QSI (Qualitative Spelling Inventory from "Words Their Way"). Specifically:
    - i. Administer the appropriate spelling list as a test to each of your two focus students.
    - ii. Analyze the results using the evaluation tool from "Words Their Way" (to be handed out in class prior to administration)
  - d. Administer at least one more specific literacy assessment to each student. Specifically:
    - i. You may use the Concepts about Print and/or CORE phonics assessment from Week 4 or 5 if you chose one of your focus students.
    - ii. If you did not choose one of your focus students for these assessments, then please choose one more assessment for each student to administer and analyze. You may work with your host teacher to determine an appropriate assessment. So, each focus student will have a running record, QSI, and one other assessment.

Analyze the assessment results and identify each student's strengths and challenges.

- i. Plan how you will differentiate your instruction for your two focus students in your Lesson Plan #4 and #5. This differentiation should be based on the assessment results. (There will be some lab time in class during week 12 to work on this; you will be using the template found in Blackboard to record your information.)
- ii. Be sure to collaborate with your host teacher on the lesson plans as you get time in class to work on them.

**Week 13-14:**

3. Teach Lesson Plan #4 on writing and in your reflection for the lesson, record your two focus students' responses/progress quantitatively and qualitatively. How did they do?

**Week 14:**

4. Teach Lesson Plan #5 on reading comprehension and record their responses/progress quantitatively and qualitatively. How did they do?

**Week 15:**

5. Analyze the results from the initial assessments and your differentiated lessons to determine each student's strengths, challenges, and growth.
  - a. Relate the results to the developmental stages of literacy (spelling, reading, writing)

- b. Explain how each student's challenges influence their literacy abilities overall
  - c. Explain the most appropriate instructional next steps based on the analysis
  6. Identify and list further recommendations, including:
    - a. Environmental adjustments that would benefit them
    - b. Suggestions for things the parents at home to help their child progress
    - c. At least 2 technology tools that can be used at school/home to help the student progress
    - d. At least one text or a series that would be appropriate for each student based on their identified reading level. Include the Lexile level and explanation of why that text is appropriate.
  7. Write up your final findings in the template in Blackboard and bring a completed draft to class in Week 15. We will have lab time that week to peer review the draft.
  8. The final draft will be due by midnight Sunday, December 8th at the end of Week 15.
- 

This should be written up in the template, in 12-point font, with no errors in writing conventions (punctuation, grammar, spelling, etc.). This template is already formatted for you to help facilitate this process.

**The final draft is due in Blackboard by Midnight on Sunday, Dec. 8<sup>th</sup>.**

**TEMPLATE:**

(Your name here please)

**FOCUS STUDENT #1:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**STUDENT BACKGROUND AND ATTITUDE**

In this section tell us about your focus student's background, including: their family, languages they speak, cultural elements, interests, likes/dislikes, and attitude towards school, learning, and reading. Include information from the interest survey and interview here.

**ASSESSMENTS**

In this section explain each literacy assessment you gave. Be sure to detail what the assessment was, what the results were, and what the results mean. Each assessment should have its own paragraph. Thus, you should have at least 3 paragraphs: running record and miscue analysis, Qualitative Spelling Inventory (QSI), and the third assessment. You can weave details from your anecdotal notes into each paragraph they relate to. You can have additional paragraphs if you gave additional assessments.

**LEARNER PROFILE**

In this section summarize the focus students' literacy strengths and challenges based on the assessment analysis above. Also describe how those strengths and challenges relate to the developmental stages of literacy (spelling, reading, and/or writing).

## DIFFERENTIATED INSTRUCTION

In this section explain how you differentiated or designed lesson plan #4 and #5 to meet this student's literacy needs, based on the assessment results above. Be specific in how you designed or differentiated the lesson for this specific student! Also state how you planned to assess their understanding. Each lesson should have its own paragraph. Thus, you should have at least two paragraphs.

## SUMMARY OF GROWTH

In this section, summarize the results of your teaching and the assessments your student did. How did the student respond to each lesson? What did the assessment data show? Did the student show progress from your lessons and/or based on what they did on the three assessments you administered? Explain the growth and/or challenges you saw, and whether they need continued instruction in that area, or if they are ready to move onto another area of literacy.

## FURTHER RECOMMENDATIONS

In this section list further recommendations that are appropriate for this student based on the assessments and lesson plan evaluations. You need to list at least 7 specific recommendations that address at least 3 different literacy areas (spelling, reading, writing, phonics, phonemic awareness, etc.). Some of these can overlap as long as it's appropriate. These should include:

- 2 recommendations for the classroom teacher
  - 1 recommendation should relate to adjustments in the classroom environment
- 2 recommendations for the parent
  - These should be things they can do at home or in the community
- At least 2 recommendations for technology tools
  - These could be websites or apps for iPad or phone. Watch out for costs!
- At least 1 recommendation for a book or series to read
  - Include an applicable grade level (think text complexity) and explanation of why that text is appropriate.

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(Repeat template for Student #2; Word document of template will be found in Blackboard).

**RE/SE 340 Case Study Rubric**

<b>Criteria:</b>	<b>Expectation</b>	<b>Student #1</b>	<b>Student #2</b>	<b>Comments/Feedback</b>
<b>Background and Attitude</b> (5 points possible)	Detailed information is included about the student's: <ul style="list-style-type: none"> <li>- Family background; languages spoken; cultural elements; interests; likes and dislikes;</li> <li>- Attitude towards school, learning, and reading</li> </ul>			
<b>Assessments and Analysis</b> (10 points possible)	<ul style="list-style-type: none"> <li>- Assessments include a running record with miscue analysis, QSI, and 3<sup>rd</sup> appropriate assessment given grade level and observations (3 points)</li> <li>- Assessments were analyzed correctly (3 points) and results reported accurately and appropriately, including reading level (4 points)</li> </ul>			
<b>Learner Profile</b> (10 points possible)	<ul style="list-style-type: none"> <li>- Accurately states the student's literacy strengths and challenges based on the assessment analyses (4 points);</li> <li>- Accurately relates literacy development to developmental stages in at least one literacy area. (2 points)</li> <li>- The profile creates a rich understanding of the student's literacy needs (4 points for detail/examples to enhance reader's understanding)</li> </ul>			
<b>Differentiated Instruction</b> (5 points possible)	<ul style="list-style-type: none"> <li>- Identified lesson plan design/differentiation was congruent with assessment findings and contextual information (1 point);</li> <li>- Assessment plan is appropriate to the student and lesson (1 point)</li> <li>- Assessment plan would provide meaningful data (1 point)</li> <li>- Description of lesson plans is sufficient for basic understanding (2 points)</li> </ul>			
<b>Summary of Growth</b> (10 points possible)	<ul style="list-style-type: none"> <li>- Qualitative and quantitative data on assessments and lesson plan evaluations are thoroughly and accurately analyzed and reported (3 points)</li> <li>- Summary of growth accurately portrays student growth based on data and observation (how each student did from initial assessments to end of lessons) (5 points)</li> <li>- Statement of next steps is appropriate given the data (2 points)</li> </ul>			

<p><b>Further Recommendations</b> (7 points possible)</p>	<ul style="list-style-type: none"> <li>- At least 7 specific and distinct recommendations are included</li> <li>- Recommendations are appropriate for the student and include: 2 for teacher (1 on class environment), 2 for parent, 2 technology tools, and 1 appropriate book. (5 points for all 7 being there, 4 points for 6, 3 points for 5, 2 points for 4, and 1 point for 1-3 recommendations listed)</li> <li>- Recommendations address at least 3 different literacy areas (1 point; all 3 areas have to be present)</li> <li>- Recommendations will actually help advance the student's literacy development (1 point)</li> </ul>			
<p><b>Professionalism and Writing Conventions</b> (3 points possible)</p>	<ul style="list-style-type: none"> <li>- All elements of the case study are written in a professional, semi-formal voice with no negative expressions or bias ( 1 point);</li> <li>- The document is formatted properly so information is easy to find and understand (1 point)</li> <li>- 0-1 errors in all writing conventions (1 point)</li> </ul>			

## RE/SE 340 Final Lesson Plan Prompt and Rubric

**Why:** While you are studying literacy concepts, assessments, and instruction in class, it is important to plan and deliver instruction to demonstrate your knowledge and performance of teaching foundational literacy components to real students in today's classrooms. The Educational Designer, Facilitator, and Evaluator is able to plan, teach, and assess effective literacy lessons that develop, review, and build upon foundational literacy knowledge and skills. The objective for this assignment is for you to design, teach, and reflect on one comprehension lesson you teach in your clinical experience classroom.

**What:** Working with your clinical experience teacher, you will create a lesson for a small group of students or the whole class that focuses on a specific comprehension skill.

You'll complete this assignment in the following phases:

---

### Phase 1: (1 week) Design/write lesson

Your lesson will need to address the following:

- Include a lesson goal (i.e., the overarching literacy skill you want students to learn about and use)
- Include a lesson rationale (i.e., why learning the particular literacy skill is important for literacy development; why do students need to learn the concept you are teaching them?)
  - Include a cross-disciplinary explanation (i.e., explain about what other content area-science, social studies, art, music, etc.-you are using for this lesson and how all students, including students with exceptionalities, will benefit.)
  - Include and describe multiple forms of communication used in the lesson (e.g., oral, written, non-verbal, digital, visual) and how they enhance the lesson and are important to be able to do
  - Also describe the 21<sup>st</sup> century student outcomes that will be utilized in your lesson (e.g., critical thinking, problem-solving, & collaboration) for all students (including students with exceptionalities)
- Include at least one reading, writing, speaking & listening, and language Idaho Content Standard, as well as an Idaho Content Standard that relates to your other content area you are using
- Include a lesson hook (i.e., an introductory activity to capture students' interests, assess prior knowledge, and sets the tone for the main lesson activity)
- Include a Main Activity section that uses the Gradual Release of Responsibility (GRR) model for explicit instruction
  - Also list the 21<sup>st</sup> century student outcomes that will be utilized in your lesson (e.g., critical thinking, problem-solving, & collaboration) for all students (including students with exceptionalities)
- Include adaptations or accommodations for two students who need more support in reading skills (e.g., students who are reading below or above grade-level-your two focus students): how will you differentiate instruction for these students?
- Include an Assessment section that describes formative (informal) and/or summative (formal) assessments you will use with templates of the actual assessments (e.g., rubrics, exit slips, checklists, anecdotal note tables, etc.)
- Include a Materials section that lists all materials needed for the lesson-\*be sure to include author/illustrator information for any texts, as well as the actual handouts, worksheets, etc. you may be using in your lesson.

\*Your lesson will be submitted in Blackboard and your professor will give you formative feedback within the week so that you can revise and teach you lesson the following week.

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### Phase 2: (1 week) Teach lesson & analyze student results (from assessments)

\*After receiving formative feedback from your professor on your lesson plan, you will revise and teach your lesson this week and collect/analyze student work samples/information from your assessments.

- Teach your lesson at agreed-upon day and time you establish with your clinical experience teacher.
  - Be sure to collect any student work samples from materials you had students complete.
- For homework, look over student materials and your notes/rubrics for assessments in preparation for writing up your reflection.

---

**Phase 3: (1 week) Write a reflection**

- In the “Reflection” piece of lesson plan template, write a 2-3-page double-spaced (Times New Roman, 12 pt. font) reflection that addresses the following:
  - General overview of how you feel your lesson went (i.e., strengths and challenges and what you might do differently in the future-if everything went stellar, how could you modify/change certain components of the lesson to make them more challenging or different)
  - Describe general assessment outcomes for your students, including your 2 focus students with exceptionalities; what did you learn about your students’ knowledge of your literacy skills you taught? How did students meet or not meet your objectives?
  - Describe feedback you would give to students, including your 2 focus students with exceptionalities, based on your assessment results/analysis. What are next steps? What guidance and support would you offer?

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Your completed lesson should be written up in the template, in 12-point, Times New Roman font, with no errors in writing conventions (punctuation, grammar, spelling, etc.).

---

Rubric:

Criteria:	Expectation	10	8	6	4	2	Comments/Feedback
<b>Rationale and Standards (10 points)</b>	<ul style="list-style-type: none"> <li>- The rationale includes all 4 sections and shows critical thinking specific to this lesson and the students in this class</li> <li>- The standards are appropriate to the lesson</li> <li>- The standards are written out and include at least one ELA standard for each area (reading, writing, speaking/listening, language) and one cross disciplinary content area standard.</li> </ul>						
<b>Goals and Objectives (10 points)</b>	<ul style="list-style-type: none"> <li>- The goal is appropriate to the lesson and uses a holistic verb</li> <li>- The objectives are written in the ABCD format.</li> <li>- The objectives are clear, measurable, and express high expectations</li> <li>- The goal and objectives are aligned with the standards</li> </ul>						
<b>Anticipatory Set / Activities (20 points) (x2 weight)</b>	<ul style="list-style-type: none"> <li>- An anticipatory set is identified and appropriate to engage students</li> <li>- The activities are aligned with the objectives and use the GRR model to lead students towards the objective</li> <li>- The activities are content, grade, and class specific and appropriate</li> <li>- The activities are described in enough detail to visualize each part of the lesson, and the timing is reasonable</li> </ul>						
<b>Adaptations (10 points)</b>	<ul style="list-style-type: none"> <li>- Adaptations for both focus students are included</li> <li>- Adaptations are lesson-specific and student-specific</li> <li>- Adaptations are realistic to meet the needs of each focus student</li> </ul>						
<b>Assessment and Materials (20 points) (x2 weight)</b>	<ul style="list-style-type: none"> <li>- Assessment is clearly described with example if necessary</li> <li>- Assessment is aligned with activities and objectives and realistic</li> <li>- Assessment plan is designed to provide meaningful information on students' understanding and abilities related to the lesson</li> <li>- An assessment is included for each objective in the lesson</li> <li>- Materials list is included and accurate</li> </ul>						
<b>Reflection (20 points) (x2 weight)</b>	<ul style="list-style-type: none"> <li>- Reflection addresses all 4 sections of the prompt</li> <li>- Reflection shows thoughtful consideration and critical thinking</li> <li>- Reflection is specific and accurate given the collected data</li> <li>- Reflection shows understanding of how to plan next steps based on assessments of student learning</li> </ul>						
<b>Professionalism and Writing Conventions (10 points)</b>	<ul style="list-style-type: none"> <li>- All elements of the lesson plan are written in a professional voice</li> <li>- The document is formatted properly so information is easy to find and understand</li> <li>- 0-1 errors in all writing conventions</li> <li>- On time Submission</li> </ul>						

Template:



LEWIS-CLARK STATE  
COLLEGE

Division of Teacher Education

## Lesson Plan Template

### Name of Lesson

(Give your lesson a catchy name that sums up your topic and literacy skill focus)

- 

### Rationale:

Explain why learning the particular literacy skill (your lesson focus) is important for literacy development; why do students need to learn the concept you are teaching them? **Be sure to include** a cross-disciplinary explanation (i.e., explain about what other content area-science, social studies, art, music, etc.-you are using for this lesson and how all students, including students with exceptionalities, will benefit). **Also include** a description of forms of communication you will use in the lesson and why they are important/how they contribute to the lesson. Finally, **include** a description of 21<sup>st</sup> century student outcomes that will be utilized in your lesson (e.g., critical thinking, problem-solving, & collaboration) and how all students will benefit in your lesson, including your 2 specific students with exceptionalities.

- General Rationale
- Cross-disciplinary explanation
- Forms of communication explanation
- 21<sup>st</sup> century student outcomes explanation

### Standards Addressed

This is a sub-set of the standards gathered for the unit – put the ones here that are addressed in this lesson. Links to access standards:

ELA Content Standards (Reading, Writing, Speaking & Listening, Language):

[www.sde.idaho.gov/academic/shared/ela-literacy/booklets/ELA-Literacy-Standards.pdf](http://www.sde.idaho.gov/academic/shared/ela-literacy/booklets/ELA-Literacy-Standards.pdf)

Social Studies Content Standards: <http://www.sde.idaho.gov/academic/shared/social-studies/ICS-Social-Studies.pdf>

Science Content Standards: <http://www.sde.idaho.gov/academic/shared/science/ICS-Science-Legislative.pdf>

Math Content Standards: <http://www.sde.idaho.gov/academic/shared/math/ICS-Mathematics.pdf>

Physical Education Content Standards: [www.sde.idaho.gov/academic/shared/pe/ICS-PE.pdf](http://www.sde.idaho.gov/academic/shared/pe/ICS-PE.pdf)

Health Education Content Standards: <http://www.sde.idaho.gov/academic/shared/health/ICS-Health.pdf>

Arts and Humanities Standards (click the plus arrow of applicable content area that relates to your lesson like

dance, music, art, etc.): <http://www.sde.idaho.gov/academic/arts-humanities/>

- Reading:
- Writing:
- Speaking & Listening:
- Language:
- Content Area (e.g., science, social studies, math, etc.)

## Goal(s)

There should be at least one goal that connects to what your lesson will focus on.

•

## Objective(s)

Format your objectives to include A.B.C.D.:

- Actor = the students,
- Behavior = the action they will take to perform/demonstrate meeting the objective.  
Each objective is a definite, concrete, measurable action.  
Use definite-action, specific verbs (discuss, write, identify, indicate, analyze, etc.)  
Helpful tool: Refer to this [Social Learning Systems website](#) for verbs that you can use for objectives, tied to various Bloom’s levels.  
Remember, no big, holistic verbs like “learn” or “understand” – performance words only!
- Criteria/Condition is the format of production of that verb (i.e., “in a two paragraph paper...” “in a ten minute partner-talk...”etc.),
- Degree = how many/much you need to see to rate a success/lack of success in meeting the objective (i.e. “at least three accurate facts...” “a self-made definition that is still correct...” etc.)

**Remember that your objectives and standards addressed should align. One objective may hit more than one standard, but make sure that every standard is represented in each objective.**

## Anticipatory Set/Bell Ringer/Hook

Describe what will grab the students’ attention & engagement at the outset. How will you introduce your main lesson activity/literacy skill?

Time (estimate)	Teacher Actions (what is teacher responsible for doing in each step-use some direct scripting of what teacher will say to students as well)	Student Actions (what are students responsible for doing in each step?)	Methods/Strategies

## Activity

While the instructions for this are the shortest, this should actually be the largest component of the plan – this is what you actually plan to do with the students. Describe what you are going to do with the students, planned as specifically as possible (remembering that students will not respond as you expect much of the time). The ideal for describing activities is somewhere between a script and an outline. A good guideline is whether a substitute could teach your plan with what you have written. Another piece of advice in design is whether someone could visualize what is happening during the class based upon what you have written.

<b>Time (estimate)</b>	<b>Teacher Actions (what is teacher responsible for doing in each step-use some direct scripting of what teacher will say to students as well)</b>	<b>Student Actions (what are students responsible for doing in each step?)</b>	<b>Methods/Strategies</b>

## **Adaptations**

List the lesson-specific, student-specific accommodations and/or adaptations for your two chosen students with learning challenges, Student A and Student B. The learning challenges should describe challenges the student has in literacy skills; the students you pick should be the ones you worked with as your focus students who you delivered assessments to during your clinical experience.

Remember: Accommodations are a change to the learning environment or something that helps the student access the curriculum/participate in the lesson as planned; your lesson objectives remain the same. Adaptations change your lesson objectives.

If you make an adaptation in this case, please also list the modified objective(s) for the student.

**Focus Student A:**

**Focus Student B:**

## **Assessment**

Describe the assessments that you will employ for the lesson (informal and formal, formative and if you are using one for this lesson, summative).

If you are using evaluation criteria or rubric, include those.

If you have assessment prompts/questions, include the instrument. You will type student assessment data you collect from your lesson into the tables/instruments you provide after you teach the lesson.

•

## **Materials**

This is just the “shopping list” of materials so you know what you need is at hand before actual application of the lesson. Include everything and anything needed for the lesson (including technology devices); make sure to include author/illustrator information for any texts used. Also include any worksheets, handouts, etc. being used for your lesson.

## **Reflection**

Type up your reflection here after you have taught your lesson. Include the following information:

- 
- General overview of how you feel your lesson went (i.e., strengths and challenges and what you might do differently in the future-if everything went stellar, how could you modify/change certain components of the lesson to make them more challenging or different)
  - Describe general assessment outcomes for your students, including your 2 focus students with exceptionalities; what did you learn about your students' knowledge of your literacy skills you taught? How did students meet or not meet your objectives?
  - Describe feedback you would give to students, including your 2 focus students with exceptionalities, based on your assessment results/analysis. What are next steps? What guidance and support would you offer?

## Guided Observations for Clinical Experience Rubric

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
<b>Content</b>	<p><b>0 to 31 points</b> Some parts of questions missing or some questions not answered at all- host teacher's viewpoints, classroom observations, and/or applicable readings not mentioned at all. Time was clearly not spent on giving as quality of a response.</p>	<p><b>32-35 points</b> All parts of all questions answered but may be lacking as much detail or missing an example.</p>	<p><b>36-40 points</b> All parts of all questions answered with detail/examples/information from the host teacher/classroom and/or applicable readings.</p>
<b>Conventions</b>	<p><b>0 to 2 points</b> 3 or more grammatical issues/typos, full APA reference missing for text, in-text references missing or incorrect if citing texts.</p>	<p><b>3 to 4 points</b> 1-2 grammatical issues/typos, APA mostly correct (may have not provided a full reference for text or may be missing page numbers if citing texts)</p>	<p><b>5 to 5 points</b> No grammatical issues/typos, APA correct (cited correctly with page numbers, quotation marks, parentheses, etc. with a FULL reference for the textbook, article, etc. at end of response if citing texts)</p>
<b>Timely Submission</b>	<p><b>0 to 2 points</b> 3 days late (2 points), 4-6 days late (1 point), 7+ days late (0 points)</p>	<p><b>3 to 4 points</b> Up to 24 hours late (4 points). 24-48 hours (2 days late) (3 points)</p>	<p><b>5 to 5 points</b> On time</p>

## Analyze Writing

**What:** You will correspond with a 2<sup>nd</sup> grade student, assess the child's writing, identify strengths, and provide recommendations of next steps. Your assessment will be based on Idaho Common Core Standards, 6 + 1 writing traits, and other applicable writing rubrics you have learned about and used in this class.

**Why:** It is important to be familiar with different stages of writing, as well as learning targets that pertain to writing, so that you can scaffold student's writing goals and give them meaningful feedback in order to target and help students improve in grade-level writing and language-based standards. Analyzing real students' samples provides an authenticity to this task because you are providing real feedback to a group of students' 2<sup>nd</sup> grade teacher.

### EXAMPLE:

**Name:** LCSC Student \_\_\_\_\_

**Date:** \_\_\_ Today's Date \_\_\_\_\_

**Directions:** Evaluate student writing using the following prompts.

What are you analyzing? Warrior Writing Buddy Letters \_\_\_\_\_

Warrior Writing Buddy Name: \_ (you can use your student's real, first name)

#### 1. Strengths: (Lists strengths exhibited in the writing, approx. 6-10.)

- Proper nouns are consistently capitalized (like when they talked about "Halloween")
- "I" is capitalized consistently when talking about self
- Capitalizes beginning of sentences consistently
- Spaces between words
- Consistently explains why they likes certain things (when they talked about his favorite activity of football, they explained they liked football because they "gets to takl pep!")
- Applies conventional sound/spelling for words with common spelling (spelled all sight words correctly in his letters: to, the, from, of)
- Uses inventive spelling to get all letter sounds in each word (peple, frend)
- Uses correct verb tenses ("I liked trick or treating at Halloween because I got a lot of candy"-kept past tense "liked" and "got" matching)

#### 2. One Strength: (Identify one strength that is developmentally appropriate based on the writing sample.)

Consistently explains why they like certain things

#### 3. Script for Strength: (Write the exact words you would say to the student in a conference about his/her writing strength.)

"Student's name, I like how you added detail to your letters to give me more information. For example, you were able to tell me your favorite part of Halloween

## Analyze Writing

and why you liked it (you liked trick or treating because you got a lot of candy).”

### 4. Teaching Points: (List possible different teaching points, approx. 6-10.)

- Use word wall or resources in the classroom to find correct spelling (“friend” is a common word we write; look up or use resources in the classroom to spell common words like that correctly)
- Punctuation such as a "period" (consistently use correct punctuation)
- Use more descriptive words (to describe the way you feel in certain situations that you write about; how do you feel when you play football? What does your cat look like?)
- Work on capitalizing your beginning closing word of your letter (“Sincerely”)
- Work on not putting in capital letters within words, or for words that should not be capitalized (“Are you My relay pen pal”-“my” should not be capitalized)
- Work on getting varied sentence lengths in writing to make it flow better (shorter sentences can make the writing sound “choppy” or “clunky”): instead of saying “My favorite sport is football. I like to takl peple.”-you can combine these two thoughts to make a compound sentence “My favorite sport is football because I like to tackle people.”)

### 5. One Teaching Point: (Identify one teaching point that is developmentally appropriate based on the writing sample.)

Work on using capitals only for beginnings of sentences or for proper nouns.

### 6. Script for Teaching Point: (Write the exact words you would say to the student to teach the select teaching point.)

“Student’s name, we should only use capital letters at beginnings of sentences or for proper nouns which are names of people, places, or things. So when you wrote “Are you My pen pal?”, the “m” in “my” should be lower-case because that word is not a proper noun.”

### 7. Statement of Improvement from October-November, 2019: (Please explain to student’s teacher the progress you have seen from your Warrior Writing Buddy based on 2nd grade writing skills (please give an example of a content improvement and mechanics improvement with an explanation of how your student improved in those areas: use examples from their writing!).

# Analyze Writing

Student name has shown improvement in adding more details to their writing. In the first letter they stated they have a cat and a sister but did not provide more information about them. In a later letter, they were able to talk about their favorite sport for a few sentences, like their favorite sport was football and they liked to tackle people, and their favorite football team is the Seahawks.

Student name has shown improvement in ending punctuation too. Their first few letters had inconsistent punctuation (some sentences had periods at the end of the sentences and some did not, about 50% accuracy), but the last few letters had more sentences correctly punctuated (about 80% accuracy).

## TEMPLATE:

Name: LCSC Student \_\_\_\_\_

Date: \_\_\_ Today's Date \_\_\_\_\_

**Directions:** Evaluate student writing using the following prompts.

What are you analyzing? Warrior Writing Buddy Letters \_\_\_\_\_

Warrior Writing Buddy Name: \_ (you can use your student's real, first name)

**1. Strengths:** (Lists strengths exhibited in the writing, approx. 6-10.)

**2. One Strength:** (Identify one strength that is developmentally appropriate based on the writing sample.)

**3. Script for Strength:** (Write the exact words you would say to the student in a conference about his/her writing strength.)

**4. Teaching Points:** (List possible different teaching points, approx. 6-10.)

## Analyze Writing

**5. One Teaching Point:** (Identify one teaching point that is developmentally appropriate based on the writing sample.)

**6. Script for Teaching Point:** (Write the exact words you would say to the student to teach the selected teaching point.)

**7. Statement of Improvement from Date-Date, Year:** (Please explain to student's teacher the progress you have seen from your Warrior Writing Buddy based on 2<sup>nd</sup> grade writing skills (please give an example of a content improvement and mechanics improvement with an explanation of how your student improved in those areas: use examples from their writing!).

**IRI/ISAT Response Assignments and Templates (IRI response is covered in RE 340 and ISAT is covered in RE 342)**

**What:** During a class session in a small group, you will access the IRI/ISAT and view information about the assessments and take any practice tests offered. Then you will fill out the templates (below) to evaluate the tests, report on a local school district's most recent results, summarize and critique benchmarks, and explain how a local school district utilizes results from these assessments. Finally, you will pretend you are a teacher in the school district and describe next steps you would take in ELA instruction as a teacher in a particular grade level based on the scores from a grade level that you choose.

**Why:** It is important to learn about and reflect on high stakes assessments your students will be expected to take so that you can help better prepare your students. It is also important to examine tests' results so you can determine next steps in your instruction to help improve your teaching and students' learning of content.

PROMPTS ON NEXT FEW PAGES

IRI Response Template:

	<b>Strengths of the Assessment (at least 3)</b>	<b>Challenges of the Assessment (at least 3)</b>	<b>What are some things you can do as the classroom teacher to help prepare your students to be successful on this exam? (List/explain 3, test prep/content area ideas)</b>
<b>IRI (IStation) strengths and challenges</b>			
<b>IRI Benchmark Percentages for 2018/2019 school year</b> <b>Enter Fall 2018 Percentages Here:</b> <b>K:</b> <b>1:</b> <b>2:</b> <b>3:</b>	<b>Enter Spring 2019 Percentages Here:</b> <b>K:</b> <b>1:</b> <b>2:</b> <b>3:</b>		
<b>Pretend the Fall 2018 scores represent your classroom's results. How would the results of this assessment influence your reading and writing instruction? What would your next steps be?</b>			

IRI BENCHMARKS	Tier 1	Tier 2	Tier 3	What do you think about these benchmarks/their descriptions? Questions? Concerns? Thoughts?	What do you think about standardized testing in general? How should we be measuring student success in ELA? (Give some examples/ideas).
Summarize what each Tier means (in your own words and paraphrasing; do not take content word-for-word from your handout).					
<p><b>Group Summary of District's Process for Assessment and What the District Does with State Testing Scores like the IRI:</b></p>					

ISAT Response Template:

	Strengths of the Assessment (at least 3)	Challenges of the Assessment (at least 3)	What are some things you can do as the classroom teacher to help prepare your students to be successful on this exam? (List/explain 3, test prep/content area ideas)	Idaho ELA Benchmark Scores 2017-2018 (percentage of all students who took the test)* List percentages for all 4 benchmarks	Cut-Off Scores for Reading and Language Usage
<b>ELA CAT</b> *Enter Grade Level Too				Advanced:  Proficient:	<b>Reading:</b> Advanced: Proficient: Basic:
<b>ELA Performance Task</b> *Enter Grade Level Too				Basic:  Below Basic:	<b>Language Usage:</b> Advanced: Proficient: Basic: Below Basic:
<p><b>Pretend the Fall 2018 scores represent your classroom's results. How would the results of this assessment influence your reading and writing instruction? What would your next steps be?</b></p>					

ISAT BENCHMARKS	Advanced	Proficient	Basic	Below Basic	What do you think about these benchmarks/their descriptions? Questions? Concerns? Thoughts? (Please provide some note for each test).	What do you think about standardized testing in general? How should we be measuring student success in ELA? (Give some examples/ideas).
Reading						
Language Usage						

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**Group Summary of District's Process for Assessment and What the District Does with State Testing Scores like the IRI:**