

CIEP 421 Course Syllabus—Spring 2014

CIEP 421: Reading/Literacy Instruction in the Elementary School Spring 2014

Course Description:

This course will focus on the theoretical and practical applications associated with teaching reading in the elementary school. Emphasis will be on research-based teaching strategies that are effective in developing the literacy abilities of elementary school students within a literate classroom environment. The interrelationship between reading and writing will be emphasized. Teacher candidates will learn instructional approaches to assist ALL elementary school students to develop as individuals who are capable of learning to read and who appreciate and strive to be life-long readers and writers. The development of teachers who realize the value of professional journals, organizations, and conferences will be encouraged.

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School of Education Conceptual Framework:

The conceptual framework of the School of Education can be summarized as “*professionalism in service of social justice.*” As you prepare for a career in teaching, your professional development will focus on how to become actively engaged in working with others and working for others. The pillars of the conceptual framework are knowledge, skills, ethics, and service. In this course reading, writing, speaking, listening, and viewing are identified as the components that define a literate individual. Your participation in this course will provide the groundwork for the development of your knowledge and skills in the literacy components. As a teacher of literacy, you will assist in your future students’ development as literate individuals. Universal literacy is critical to the development and nurturing of a just society. As literacy educators, we advance the work of social justice for all learners.

This course addresses the following School of Education Conceptual Framework Standard:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Diversity

Issues of diversity are addressed throughout this course through children’s literature, instructional methodology, and technology. Adaptations that are necessary to assist all learners to become literate are included in the research-based strategies presented in this course. In this class, we strive to recognize and respect each individual; this is demonstrated through the relationships that develop with classmates and the instructor.

Technology

Teacher candidates in this course will be expected to use the Internet to support their learning of literacy topics. Each chapter in the primary text presents several websites where additional information

can be found. Those enrolled in this course are expected to access the sites and become knowledgeable about the contents of these websites. The myeducationlab provides case study videos which will support the readings in each chapter.

Teacher candidates are expected to know how to use Live-Text. At least one of the assignments for this course must be submitted in Live-Text.

Special Circumstances

Candidates who have any special needs or who may require considerations or modifications for any reason must contact the instructor personally during the first two weeks of the semester so that these issues may be addressed.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Course Objectives:

Teacher candidates will develop an awareness of the importance of teaching reading and writing in the elementary school classroom as a natural component of learning. (ACEI Standard 1 and Standard 2.1)

Teacher candidates will develop a knowledge base of current reading/writing/thinking theory as it applies to the teaching of reading and the development of literate learning communities. Candidates will review current literacy research and research-based teaching strategies. (ACEI Standard 2.1 and Standard 3.4)

Teacher candidates will gain confidence in their ability to teach reading/writing to all students in the elementary school classroom and to choose research-based reading/writing teaching strategies that will be most effective with children who represent a variety of cultures, home backgrounds, learning styles, and motivation. (ACEI Standard 3.1 and 3.2)

Teacher candidates will learn how assessments of literacy skills will be used in making decisions regarding literacy instruction and how Response to Intervention components will be employed in future classrooms. (ACEI Standard 3.1 and 4.0)

Teacher candidates will discover resources available in the library, school, community, and the world of technology to assist teachers to improve the quality of reading instruction. (ACEI Standard 5.1)

Teacher candidates will value the importance of professional growth as they become aware of professional organizations, journals, and conferences. (ACEI Standard 5.1)

ACEI Standards

The following ACEI standards are linked to the above course objectives.

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

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

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

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

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

4.0 Assessment for instruction—Candidates know, understand and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional and physical development of each elementary student.

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

This course includes two **ACEI/NCATE** Core Assessment requirements:

#2: Assessment of content knowledge in elementary education; this will be met by the course grade. **#3 Assessment of candidate ability to plan instruction**) which will be met in the Lesson Plan requirement which must be submitted in Live-Text. Additional information will be given when assignment is due.

IDEA Objectives

Each semester, the teacher candidates registered for this course are encouraged to evaluate whether the IDEA objectives have been met and to provide suggestions for the improvement of the course. The following IDEA objectives have been identified as essential for this course:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

REQUIRED TEXT:

Tompkins, Gail E. **Literacy for the 21st Century, 6th edition**. Upper Saddle, New Jersey: Merrill/Prentice Hall, 2014. (Be sure to purchase the **myeducationlab** component.)

RECOMMENDED TEXTS:

Boushey, Gail and Moser, Joan. **The Daily 5: Fostering Literacy Independence in the Elementary Grades**. Portland, ME: Stenhouse Publishers, 2007.

Dow, Roger S. and Baer, G. Thomas. **Self-Paced Phonics: A Text for Educators, 5th edition**. Upper Saddle, New Jersey: Merrill/Prentice Hall, 2007.

Miller, Donalyn. **The Book Whisperer: Awakening the Inner Reader in Every Child**. San Francisco, CA: Jossey-Bass, 2009.

Gallagher, Kelly. **Readicide: How Schools are Killing Reading and What You Can Do About It**. Stenhouse, 2009.

Course Requirements:

Class Participation/Literacy Sharing	15%
Reading Game or Literacy Center.....	20%
Literature Focus Unit	25%
Literacy Lesson Plan	5%
Phonics Proficiency/Literacy Terms Quiz.....	15%
Final Paper/Project.....	20%

Description of Course Requirements:

Class Participation/Literacy Sharing: As a literate community, we model the literate environment which is anticipated/expected in your future classroom. To encourage this literate environment, teacher candidates are expected to share literacy experiences. There are two components to this requirement:

Class participation:

All teacher candidates who are enrolled in CIEP 421 are expected to attend class, and to share literacy experiences and relevant knowledge with course participants. The learning experiences in class and the learning community that develops during the class periods cannot be replaced or “made up.” This implies that you have come to class having read the assigned chapter or text. Your active involvement in this course is essential in helping you to reach your goals as a future elementary school classroom teacher. Class attendance therefore is NOT optional.

Literacy Sharing:

Share a picture book in class in a 15-minute presentation. Create a handout that is representative of the chosen book. A sign-up calendar for these activities will be circulated at the first class session.

Due Date: *As determined by calendar sign-up*

Reading Game or Literacy Center: Each teacher candidate will have the choice of creating either an original reading game that teaches or reinforces reading abilities or a literacy center that focuses on either phonemic awareness, phonics, vocabulary, fluency, or comprehension abilities. The instructor will provide additional instructions.

Due Date: *February 26, 2014*

Literature Focus Unit: Effective teachers of reading/writing plan literature focus units to organize for literacy instruction. For this assignment, teacher candidates will choose a recently published chapter book, children’s author, or a genre as the basis for the literature focus unit. Appropriate research-based teaching strategies and classroom activities for each of the five stages of the reading process must be included in this plan. Additional information about the literature focus unit assignment will be provided by the instructor.

Due Date: *April 9, 2014*

Literacy Lesson Plan: Each teacher candidate will create a lesson plan that may be used to teach a reading/literacy strategy or skill. This lesson plan will be included in the Literature Focus Unit. As you plan this lesson, be sure to consider what the students will be able to do as a result of this lesson and how this lesson will assist them to learn. Keep in mind the “Big Picture” and how this lesson will

contribute to the literacy abilities of the students. This assignment meets the **ACEI/NCATE** Core Assessment requirement (**#3 Assessment of candidate ability to plan instruction**). This lesson plan must be submitted in Live-Text. The official rubric for this Literacy Lesson Plan is available in Live-Text and a hard copy will be distributed at the first class session on January 16, 2013. Additional information about this assignment will be provided by the instructor.

Due Date: April 9, 2014

Phonics Proficiency/Literacy Terms Quiz: Teacher candidates will successfully complete an assessment of phonics skills and knowledge of literacy terms.

Due Date: February 19, 2014

Literacy Final Paper/Project: Each teacher candidate may choose from several alternative projects or a final paper that requires a written response to a typical job interview question related to literacy instruction. Additional instructions for this final paper/project will be provided by the instructor.

Due Date: April 30, 2014

Grading Scale:

All teacher candidates who are enrolled in CIEP 421 are expected to attend class, to share literacy experiences and relevant knowledge with course participants, and complete/submit assignments on the identified due dates. Assignment of final grade is based upon the completion of course requirements, which are weighted as stated on the preceding page. The following grading scale will be used in assigning a final grade:

93-100	A
90-92	A-
87-89	B+
82-86	B
80-81	B-
77-79	C+
73-76	C
70-72	C-

Clinical Experiences

The candidates who are enrolled in CIEP 421 are students in the M.Ed. Elementary Education program (both full-time and part-time) and the M.Ed. Special Education programs. Those who are in the full-time one year internship program complete the clinical requirements during the Fall semester of the one-year internship. Those who are in the part-time M.Ed. Elementary Education and M.Ed. Special Education program are required to complete 15 clinical experience hours during the term of their enrollment. Clinical placements will be made through the instructor for this course. Those who are required to complete 15 clinical experience hours will submit a reflection paper that focuses on the literacy lessons observed. The instructor will provide additional instructions on an individual basis.

Dispositions

Teacher candidates in the School of Education demonstrate the development of professional dispositions throughout the teacher preparation program. Each teacher candidate is assessed on the development of these dispositions (**Professionalism, Fairness, and the Belief that ALL students can learn.**) The rubric for the assessment of these dispositions is presented below:

OFFICIAL: Dispositions Rubric, Teacher Prep (MEd)

	Target (0 pt)	Acceptable (0 pt)	Unacceptable (0 pt)
Professionalism IL-LUC-DISP.1	Demonstrates all behaviors at acceptable level. Takes initiative. Serves as a model for peers. Actively problem solves. Is resilient.	Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
Fairness IL-LUC-DISP.2	Demonstrates all behaviors at acceptable level. Advocates/intercedes for others. Sees and accepts individual differences as strengths. Serves as a model for peers.	Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners' needs.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
All Students Can Learn IL-LUC-DISP.3	Demonstrates all behaviors at acceptable level. Advocates for students/learners. Serves as a model for peers. Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning.	Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.

Calendar:

January 15, 2014	Creating a Literate Environment Becoming an Effective Literacy Teacher Read: Chapter 1
January 22, 2014	Reading/Writing Processes Read: Chapter 2
January 29, 2014	The Youngest Readers and Writers Read: Chapter 4
February 5, 2014	The Alphabetic Code/Phonemic Awareness And Phonics Instruction Read: Chapter 5
February 12, 2014	Fluency Read: Chapter 6
February 19, 2014	Academic Vocabulary Read: Chapter 7
February 26, 2014	Comprehension—Reader Factors Read: Chapter 8
March 5, 2014	Mid-Semester Break (no class)
March 12, 2014	Comprehension—Reader Factors Read: Chapter 8
March 19, 2014	Literature Focus Units Read: Chapter 10
March 26, 2014	Comprehension—Text Related Factors Read: Chapter 9
April 2, 2014	Literature Circles Read: Chapter 10
April 9, 2014	Basal Readers/Reading and Writing Workshop
April 16, 2014	Assessing Literacy Development Read: Chapter 3
April 23, 2014	Differentiating Instruction Read: Chapter 11
April 30, 2014	Final Paper/Project Due (must be submitted via email by 6:45 p.m. on April 30, 2014)

ASSIGNMENT: Reading/Literacy Centers

“Literacy centers contain meaningful, purposeful literacy activities that students can work at in small groups.” (Tompkins) If you choose this option, you will have a head start on the Literacy Centers you would want to have to excite, challenge, and assist your students to gain literacy skills. There are many possible literacy center formats. Consult our text for additional information about literacy centers at every grade level.

To complete this assignment, please submit the following components:

PART I: Written assignment

- A. Name of Literacy Center
- B. Grade Level or Reading Level of students who would benefit from this activity
- C. Purpose of the Literacy Center (practice of specific literacy abilities)
- D. Materials needed for this Literacy Center
- E. Provide some options for the students who use this Literacy Center so that they can be assigned to this center more than once or so that they can choose this center more than once.
- F. Directions for students to read and follow at this Literacy Center
- G. How will this Literacy Center support independent student use? How will this Literacy Center challenge and reinforce literacy skills?

PART II. THE LITERACY CENTER

Most importantly, construct the packet that will be placed in this Literacy Center.

Be sure to assemble all pieces for the Literacy Center in a large envelope or self-sealing plastic bag. Include all the materials your students will need to work at this Literacy Center; this includes books or other reading materials as well as the writing and/or other response activities. Materials should be sturdy so that they can be reused by children. Laminate or cover with clear contact paper.

Keep in mind that attractive presentation encourages children to use the Literacy Center materials.

The Literacy Center will be evaluated using the rubric on the next page. All components have a point value as indicated in the rubric.

DUE DATE: February 12, 2014

READING/LITERACY CENTER RUBRIC
Spring 2014

	TARGET	ACCEPTABLE	UNACCEPTABLE
Literacy Center Title (3 points)	Creative title that reflects purpose of center; motivational for children (3 points)	Appropriate title for Literacy Center (2 points)	Title does not reflect purpose of center or no title is provided; does not motivate children (0 points)
Age or grade level that may use the center (2 points)		Age or grade level is indicated (2 points)	Age or grade level is not indicated (0 points)
Purpose of Literacy Center (10 points)		Purpose is appropriate to literacy instruction; it is clearly indicated in report and is supported by research (6-10 points)	Purpose is not stated or is not clear (0-5 points)
Materials (6 points)		All materials are listed in report. (6 points)	Materials list is incomplete. (0-5 points)
Directions (20 points)	A. Directions are clear, concise, and easy to follow (19-20 points)	A. Directions are somewhat clear, concise, and easy to follow (16-18 points)	A. Directions are confusing and difficult to follow (less than 15)
Options (10 points)	Several options are listed so that students can use center more than once (9-10 points)	One or two options are listed so that students have some choice and can return to center (7-8 points)	No options are listed and no additional opportunities to use the center are provided (0 points)
Literacy Center (35 points)	Materials are sturdy; pieces are easy to handle; attractive in appearance and construction; bag for components (33-35 points)	Materials are sturdy; pieces are easy to handle; neatly constructed; bag for components (30-32 points)	Materials are not sturdy; difficult for children to handle; poorly constructed; no box or bag for components (less than 30)
Appropriateness (12 points)	Center supports independent use as well as challenge and reinforcement of literacy skills that are supported by research (12-14 points)	Center supports reinforcement of literacy skills (10-11 points)	Center does not support reinforcement of literacy skills or independent use (less than 10 points)

Assignment: Literature Focus Unit

Create a Literature Focus Unit featuring a recently published chapter book, children's author, or a genre as the basis for your Literature Focus Unit. You will have the opportunity to choose from a list provided by the instructor. The central focus book you choose must have been published during the period from 2006 to 2013. The books you choose for the text set do not have this particular requirement.

Be sure to consult our textbook, Literacy for the 21st Century, 6th edition by Gail Tompkins for further instructions about creating a Literature Focus Unit.

Your typewritten (word processed) paper must include the following:

Literature Choice: Present a rationale for the book (or author or genre) you have chosen as the central focus. Be sure to include the **grade level** at which you think this literature focus unit would be most appropriate. Include a **text set bibliography** (5-10 books) that can be used during the unit as well as any supplementary materials (video/DVD/websites) that would support the unit.

Goals: What literacy goals do you have for this literature focus unit? What do you hope your students will learn as a result of this unit? Identify the Common Core Standards that will guide this unit and **be sure to link the Common Core Standards to your unit goals.**

Unit Plan: Develop a unit plan that addresses each stage of the reading process. You should clearly identify and elaborate on what you plan to do with the students in the prereading, reading, responding, exploring, and applying stages. **One lesson plan that teaches a reading strategy or reading skill must be included in your unit. This lesson plan must be submitted on Live-Text and in the hard copy of this unit that you submit to the instructor.** You may describe and schedule additional mini-lessons in your unit, but only one lesson plan must be submitted on Live-Text.

Grouping Patterns: Identify the grouping patterns you will use in this unit.

Time Schedule: Create a calendar (minimum: 2 weeks; maximum: 3 weeks) that depicts your plans for each day of the unit. Indicate what the teacher and students will be doing each day.

Assessment/Evaluation: Present the plan you will use to determine how well your students have completed the activities in this unit and how you will evaluate their progress. **A requirement of this section is an assignment checklist** that you can use with the students (one that they might use to determine the completion of the assigned activities.)

DUE DATE: APRIL 9, 2014

**Literature Focus Unit Rubric
Spring 2014**

	TARGET	ACCEPTABLE	UNACCEPTABLE
Literature Choice Rationale Grade Level Text Set	Literature is appropriate for grade level; rationale is clear and well articulated; text set bibliography includes books and supplementary materials 20 pts.	Literature is appropriate for grade level; rationale indicates why book was chosen; text set bibliography compliments lit choice but is not complete 18-19 pts.	Literature is not appropriate for grade level; rationale is weak; no grade level is indicated and no text set is provided. 0-17 pts.
Goals/Standards	Goals clearly indicate what learners will do and are appropriate to literacy instruction; Common Core Standards are linked to unit goals. 7 pts.	Goals clearly indicate what learners will do and are appropriate to literacy instruction; Common Core Standards are linked to unit goals. 7 pts.	Goals do not reflect learners' needs and are not appropriate to literacy instruction; there is no link to the Common Core Standards. 0-6 pts.
Unit Plan Prereading Reading Responding Exploring Applying	Each component of the reading process is addressed with research supported activities and examples; lesson plan incorporates literacy strategies that are necessary for the instruction of this unit. 30-35 pts.	Each component of the reading process is addressed with at least one activity and one example; lesson plan incorporates a literacy strategy that may be useful for students. 26-29 pts.	Each component is not addressed or activities for some components are not literacy focused; no lesson plan is provided. 0-25 pts.
Grouping Patterns	Unit plan includes all grouping patterns in order to provide an effective unit. 3 pts.	Unit plan includes all grouping patterns in order to provide an effective unit. 3 pts.	Grouping patterns are not addressed. 0-2 pts.
Time Schedule	A 2-week time schedule for 2 hours each day is presented in a grid that clearly indicates what the teacher and students will do each day. 20 pts.	A 2-week time schedule for 2 hours each day is presented in a grid that indicates what is planned for each day. 15-19 pts.	Schedule is not presented in a grid; daily activities are vague. 0-14 pts.
Assessment/Evaluation Assignment Checklist	Well-written narrative explains assessment/evaluation plan; checklist includes the listing of assignments and is visually attractive. 15 pts.	Brief narrative explains assessment/evaluation plan; assignment checklist with listing of assignments to be completed by students is included. 12-14 pts.	Narrative lacks on explanation of the assessment/evaluation plan; checklist is not included or the quality of the work is poor. 0-11 pts.

FINAL PROJECT OPTIONS

Option A: How Will You Teach Reading? Formal Paper

The question: “How will you teach reading?” often occurs in job interviews. Since this is a question that principals frequently ask in interviews, it may be helpful to begin to think about your response to this question. Your response should be in the form of a formal paper. (minimum number of pages: 7 pages, single spaced; maximum number of pages: 10 pages, single spaced.) You will need to identify a grade level for which your response is best prepared. Your paper would focus on the following:

- a. A definition of reading;
- b. A detailed description of the five areas identified by reading research as essential to literacy ability and how you would provide for each area in your classroom;
- c. The approaches you would use (basal reader approach, literature focus unit, literature circles, reading/writing workshop);
- d. The children’s literature you would use to support literacy instruction;
- e. How you would differentiate instruction in the reading/literacy class;
- f. How you would assess reading/literacy ability;
- g. A bibliography that lists 3-5 resources that you used to prepare this response.
- h. It is expected that you would quote from one or two articles in *The Reading Teacher*, *the Journal of Adolescent and Adult Literacy*, *Reading Research Quarterly*, or *Language Arts*.

Option B: Attend a Professional Reading /Literacy Conference

Each year, the Illinois Reading Council sponsors a 3-day conference in Springfield for literacy professionals. You may choose to attend one day or the entire 3-days.

Illinois Reading Council Conference

March 13-15, 2014

Springfield, Illinois

You must attend at least three (3) sessions on one of the dates listed above. There is a student registration fee for this conference. Sessions begin at 8:00 a.m. and end by 4:00 p.m. on Thursday and Friday. On Saturday, March 15, the sessions begin at 8:00 a.m. but end at 11:30 a.m. There is an Author Luncheon with Jon Scieszka from 11:45 a.m. to 1:30 p.m. which could be considered a third session, but there is an additional charge for the luncheon. Further information about this conference and the sessions can be found at:

<http://www.illinoisreadingcouncil.org/conference/conferenceinformation.html>

Early registration ends on February 1, 2014. Early registration for a preservice teacher with an ID is \$50.00. If you join the Illinois Reading Council, the early registration fee is \$25.00. After February 1st, the registration fee is higher.

If you choose to attend this professional conference, this is what you will be required to do:

- a. Attend at least three (3) sessions at the conference.
- b. Prepare a report (3-5 pages) about the sessions you attended; the report should include:
 - a. A summary for each of the sessions;
 - b. A reflection on how each session increased your knowledge about literacy instruction;
 - c. A report/application section about how you might use the suggestions/ideas in each session in your future classroom.

Option C: Reading the Research

You are fascinated with the current research in the area of literacy instruction and want to learn more about the areas that the National Reading Panel identified as important to literacy instruction in the classroom. Identify one of the areas for your research report (phonemic awareness, phonics, fluency, vocabulary, comprehension.) Then, locate the research studies that have been published in the past 10 years in that literacy area. Prepare a word-processed written report (minimum number of pages: 7 pages, single spaced; maximum number of pages: 10 pages, single spaced.) that includes the following:

- a. Rationale for choosing this area of research
- b. Summaries of the research on which you have focused
- c. Conclusions about literacy instruction that you have determined as a result of your research
- d. A bibliography that lists the research articles that you used to prepare this report.

Option D: Review a Professional Book about Literacy Instruction

You have chosen to read *The Book Whisperer: Awakening the Inner Reader in Every Child* or *Readicide: How Schools Are Killing Reading and What you Can Do About It*. The book was fascinating and you would like to share it with your classmates. Discuss with the instructor how you can creatively share this book and meet the requirements of a final project.

Option E: Your choice

If you have not discovered an appropriate option among the ones listed above, you are invited to discuss with the instructor any plan you might have for completing a project, which will meet the criteria of a FINAL Literacy project.

RUBRICS FOR THESE OPTIONS WILL BE AVAILABLE FROM THE INSTRUCTOR.

DUE DATE: April 30, 2014