

LOYOLA UNIVERSITY OF CHICAGO  
SCHOOL OF EDUCATION  
CIEP: 359 Reading in the Elementary School  
Section 001: Wednesdays 4:15 – 6:45 p.m.  
Cuneo Hall 107

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Office Hours: Before or after class and also by appointment.

**SPECIAL CIRCUMSTANCES:** Candidates who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under *Accessibility, P. 2 of this syllabus*.

**COURSE DESCRIPTION:** The purpose of this course is to introduce the preservice teacher candidate to the teaching and learning processes associated with research based comprehensive literacy instruction in K – 8 elementary and middle grade classrooms and will emphasize the scientific foundations of reading instruction: phonemic awareness, phonics, vocabulary, text comprehension and fluency. Developmental stages of learning to read and write, interactive teaching strategies, and instructional materials, methods and assessments will be presented. Emphasis will be placed on the development of a knowledge base needed to assist beginning teachers in making insightful decisions regarding their objectives and practices. Updated information on current trends, research, and state and national common core standards will be emphasized. Tier 1 classroom literacy interventions in accordance with Response to Intervention/ Multi-Tier System of Supports philosophy and practice will be highlighted. The needs of all children including those with special needs based on exceptionalities or on diversity of language or culture will be embedded in all course experiences. Teacher Candidates will be introduced to the Domains of Response to Intervention practices throughout this course and will observe and practice applications during the clinical experience. Current multi-cultural children's literature will be used in simulated classroom teaching experiences.

**REQUIRED TEXTS\*:**

- 1) Boushey, Gail and Joan Mosher. (2006). *The Daily Five*. Portland, ME: Stenhouse.  
ISBN: 1-57110-429-1
- 2) Fox, Barbara, J. (2012) *Word Identification Strategies: Building phonics into a classroom reading program, 5<sup>th</sup> edition*. Allyn & Bacon: Boston, MA. EU 3 S1
- 3) Hougen, Martha C., and Susan Smartt. (2012). *Fundamentals of Literacy Instruction & Assessment, PK –6*. Baltimore: Paul H. Brookes Publishing Co.

\*Candidates must have individual copies of the required texts and bring them to all class sessions unless notified. After the first week of class, candidates who do not bring required resources to class will not earn participation points.

**Required Readings on Sakai:** There are several articles and resources posted under course documents.

**REQUIRED SOFTWARE:**

- 1) Live Text Software Account

Candidates are required to have a LiveText account in order to complete course, benchmark and CF assessments, as well as receive feedback on disposition growth.

More information about LiveText can be learned though the following link  
<http://www.luc.edu/education/admission/tuition/course-management-fee/>.

## **LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:**

### **University Policies and Information**

#### **Syllabus Addendum Link**

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This is a link to university policies and information that includes the following:

Academic Honest, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, & Electronic Communication Policies and Guidelines.

#### **Conceptual Framework**

Teacher candidates in CIEP 359 will be expected to demonstrate “social action through education” in course experiences. This will be evidenced by developing and displaying knowledge and skills in literacy concepts, curriculum, instructional strategies and pedagogy based on best practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized. The following CF standards will be assessed in the CIEP 359 Core Assessment: Literacy Lesson Plan. Additional information regarding the conceptual framework for the SOE can be found at [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

#### **School of Education Conceptual Framework Standards:**

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

#### **Technology**

Teacher candidates in CIEP 359 will be expected to demonstrate evidence of professional technology skills. Teacher candidates will be expected to utilize a variety of websites including Sakai, ISBE and literacy related professional sites. It is expected that teacher candidates will recognize the importance of developing a strong and continually renewed set of technology skills and that they will promote access to these skills for all students with whom they teach. Candidates will be expected to upload core assessments on Live Text. <https://www.livetext.com>

#### **Diversity**

It is expected that teacher candidates in CIEP 359 will recognize, respect and address all varieties of diversity in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors as well as in emerging professional relationships and knowledge of professional planning and instruction with the administration, faculty, students and families at their clinical school site.

#### **Dispositions**

##### **School of Education Disposition Description and Rubric Criteria for Teaching and Learning**

**Candidates commit to the following dispositions:**

**Inquiry:** Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognized, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate their own knowledge by carrying out systematic approaches to gathering and using data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate their own knowledge by gathering and using data with little connection to instruction or promoting learning.	Candidate does not demonstrate the ability to carry out systematic approaches to gathering data.

**Social Justice:** Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions,	Candidates welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions,	In some instances, candidates affirm diversity and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions,	Candidates do not welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions,

<p>candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>candidates examine and challenge their own beliefs about equity and social justice. Candidates reflect the importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>candidates occasionally examine and challenge their own beliefs about equity and social justice. Candidates sometimes demonstrate importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates sometimes acknowledge the importance of taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>candidates do not examine and challenge their own beliefs about equity and social justice. Candidates do not demonstrate importance of social context as they never apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates show no commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>
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**Professionalism:** Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
<p>Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies</p>	<p>Candidate demonstrates personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidate promotes his/her own development and the development of others and engages in collaborative relationships that</p>	<p>Candidate partially demonstrates personal responsibility and agency by engaging in problem resolution and conflict management. Candidate partially seeks to develop self and others and occasionally participates in collaborative relationships that are</p>	<p>Candidate does not demonstrate personal responsibility and agency in problem resolution and conflict management. Candidate does not seek to develop self and others or participate in collaborative relationships. Candidate does not engage or recognize</p>

<p>ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>promote mutually beneficial outcomes. Candidate adheres to ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>mutually beneficial. Candidate acknowledges but may not reflect ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>
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**IDEA Course Evaluation Objectives**

**The course evaluation for this course will be completed online and is found at <http://luc.edu/idea/>  
**The goals of CIEP 359 are primarily to support candidates in:****

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

**COURSE OUTCOMES:**  
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In combined experiences from course readings, demonstrations, modeling, mini- lessons, and discussions, by the end of the semester, teacher candidates enrolled in CIEP #359 will demonstrate beginning competence in the following knowledge base, skills, and strategies:

- EU3 K1 Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
- EUK3 K2 Explain the scope and sequence in relevant Standards (national, IL, CCSS). (3A)
- EU3 K3 Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (3A) (IB)
- EU3 K11 Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students. (3F, 5B, 5C, 5F, 8G, 9A) (IB)
- EU3 K16 Identify and describe a range and variety of research-based instructional strategies and discuss how they can be used to support creative thinking and problem solving and lead to continuous growth in student learning. (3G, 5A, 5B) (IB)
- EU8 K1 Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (5F)
- EU8 K2 Describe literacy development across the PK – 12 years, (e.g., oral language, word recognition, fluency, reading comprehension, strategic knowledge, academic vocabulary, written composition, and reading-writing connections) using supporting evidence from theory and research.

(6C)

EU8 K3 Explain how and why language varies and changes in different regions across different cultural groups, across different time periods and the impact this has on effective literacy instruction.

(a1E)

EU8 K4 Describe appropriate and effective developmentally appropriate and evidence-based instructional literacy practices for before, during and after reading in the areas of oral language, decoding, comprehension, vocabulary, fluency, written composition, spelling, usage, and grammar.

(6A, 6E, 6I, 6M)

EU8 K5 Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)

EU8 K6 Recognize the role of prior knowledge in comprehending text. (f1B)

EU8 K7 Identify literary and informational text structures. (F1B)

EU8 K8 Describe the components of a comprehensive curriculum that develop students' literacy skills and strategies across all disciplines. (f1A)

EU8 K9 Recognize the role that academic language plays in developing knowledge of concepts and content within all disciplines. (f1C)

1. Demonstrate a high level of competence in the use of the English Language Arts. [ACEI 2.1]

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Utilize these skills in order to develop lessons in reading, writing, speaking, viewing, listening and thinking skills.

2. Define, develop, and refine personal beliefs regarding literacy instruction based on research and best practices. [ACEI 1.0, 2.0, CF 1,]

Recognize the significance of quality core reading instruction for all learners.

Recognize mature literacy processes and their patterns of development.

Understand how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

Consider and discuss the significance of "service" and "ethics" in today's educational climate and the responsibility educators today have in our schools' cultures with respect to literacy education.

Learn how to organize students and classrooms for literacy instruction that addresses the needs of all learners.

Consider and create instructional plans geared toward struggling readers in order to close the achievement gap for literacy instruction.

3. Understand the science of reading through current research based practices and their connection to literacy instruction. (Phonological Awareness, Phonics, Vocabulary Development, Fluency, Text Comprehension). [ACEI 2, CF 1]

Recognize the significance of high quality research based practices in the delivery of core instruction.

4. Link ideals of comprehensive literacy instruction to instructional planning, implementation and assessment. [ACEI 3, ACEI 4]

Develop strategies for assisting children's acquisition of knowledge about print and cueing systems (Visual, Semantic, Syntactic)

Recognize the connections between comprehension, vocabulary and oral reading fluency.

Recognize strategies that facilitate development of the reading comprehension process through creative and stimulating instructional techniques that help students develop individual responses to text.

Understand skills and strategies involved in reading for various purposes: factual information, personal response, literary appreciation, critical analysis, and social interaction.

Learn how to select and utilize literature to develop skills based instruction and that presents content particularly appropriate with respect to students' cultures and language.

Develop lesson plans that demonstrate the use of a variety of instructional strategies and are designed to meet the needs of diverse student populations.

Incorporate quality multicultural literature into literacy instruction.

5. Learn effective informal and formal strategies for assessing literacy development. [ACEI 4]

- Understand the use of Curriculum Based Measures for Reading as screening and benchmarking tools within the Response to Intervention framework.
  - Recognize behavioral responses to reading
  - Analyze and record qualitative features of oral reading
6. Recognize that all learners have special needs and design literacy learning experiences for students with respect to their individual learning situations. [ACEI 1, ACEI 2.1, ACEI 3, CF 4]
- Understand the Response to Intervention/MTSS philosophy with respect to literacy instruction and the classroom teachers' role.
  - Recognize that English Language Learners have significant cognitive demands placed on them as they learn to listen, speak, read and write in English along with their native languages and that they should be taught in purposeful and authentic contexts.
  - Recognize and utilize research based teaching methods that are appropriate for all literacy learners, and make adjustments where appropriate for ELL learners.
7. Utilize technology in ways that facilitate the emerging roles of the learner and the educator with respect to the teachers' knowledge base, instructional planning, and curriculum and instruction in the areas of reading/language arts. [ACEI 3.5,CF 5]
8. Integrate and apply knowledge for instruction and assessment. [ACEI 2.1, ACEI 3, ACEI 4, CF 1, CF 4]
- Understand, apply and utilize the Illinois Learning Standards incorporating the Common Core in lesson planning.
  - Promote all students' ability to apply language and thinking skills to many different genres, concepts, and situations.
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### **CIEP 359 Participation Policy:**

It is expected that teacher candidates in CIEP 359 will demonstrate high levels of professionalism and responsibility in all aspects of their work in this course. In order to complete the course assessments and requirements in a satisfactory manner, it is important for candidates to be present and well prepared for all sessions. The following guidelines for participation will be considered in the module grades.

#### Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend sessions.
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

#### Professional Attitude and Demeanor Part II

- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

#### Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

#### Integration of Readings into Classroom Participation

- 2-Often cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

#### Listening Skills

- 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 1-Listen when others talk, both in groups and in sessions
- 0-Rarely listen when others talk, both in groups and in sessions.

**Grading Scale for CIEP 359:**

<b>Percent Range</b>	<b>Letter Grade</b>
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
62% and Below	F

**Please note the following additional information related to this course:**

- Students may not use computers, the internet, or cell phones class unless approved by the professor based on a special need or authorized circumstances. These may be used without approval prior to class, during official breaks, or afterward. Students who do not follow these guidelines may not earn their participation points for the session.
- The course schedule listed below is an initial tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics. In the event of an emergency, school closing, etc., please consult the Sakai Website for general announcements.
- Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments handed in late may be accepted, but full points will not be awarded.
- Students may not re-do assignments or expect that extra credit will be accepted. As a result, it is important to attend drop in sessions or make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.
- Because this course meets only once weekly on Mondays, it is highly suggested that candidates begin course assignments/assessments promptly in order to make sure that the requirements are understood. Questions asked about assignments via email will be answered within 24 hours whenever possible on Mondays through Fridays. Candidates should not expect that responses will be provided on weekends.
- In the event of a personal emergency, however, please contact the instructor via email or phone as soon as possible so that course support can be provided if it is helpful.

**CALENDAR \*The instructor may adapt the syllabus as needed throughout the sequence.**

**\*Rubrics must be handed in with all assignments**

<b>Date</b>	<b>Readings and Assignments</b>	<b>Class Topics</b>	<b>Class Activities</b>
1) 1/18	H & S Ch. 1 Fox Ch. 1	Course Introduction The Science of Teaching Reading Common Core Standards Response to Intervention (MTSS) Elements of ELA instruction What is reading?	Weekly double-entry & book talks Getting to Know Each other interviews Early Literacy Reflection Jigsaw article activity Observing a literacy lesson

			Current initiatives in ELA
2) 1/25	H & S Ch. 2-3 <b>Literacy lesson reflection essay due</b>	Critical Components of Effective Reading Instruction Skills and Strategies Lesson planning	Review of Literacy Lesson/ Peer discussion Beginning to plan with CCSS ELA Introduction to lesson planning Introduction to literature text set project
3) 2/1	Olinghouse, N. <i>Designing Lessons for Diverse Learners</i> article posted on Sakai	Diverse Learners Lesson Planning	Workshop: Demographics and Case Studies Classroom diversity simulations Lesson planning overview
4) 2/8	H&S Ch. 4-5 Fox Ch. 2 - 3	Phonological Awareness, Phonemic Awareness and Alphabetic Principle	Phonemic Awareness video clip Phonics partner quiz (open book)  Review lesson plan assignment
5) 2/15	Fox Ch. 4 – 5 <b>Lesson Plan 1 due (rough draft)</b>	Phonics, Fluency, and Daily Five (bring book to class)	Daily Five overview Daily CAFÉ Discuss presentation assignment
6) 2/22	H & S pages 173-180, 193-194, 197-201  <b>Quiz 1</b>	Fluency Comprehension  Reading Comprehension Close Reading Strategies McLaughlin, M. (2012). Reading Comprehension: What Every Teacher Needs to Know. <i>Reading Teacher</i> , 65(7), 432-440. doi:10.1002/TRTR.01064	Fluency assessment Comprehension Strategies Literature Circles Close Reading, Comprehension skills: QAR, Predict-o-gram, Book bits, Small Group Guided Reading Instruction Before, During, After Reading
7) 3/1	<b>Lesson Plan One due – final draft</b>	<i>Guided Reading: The Romance and the Reality</i> Fountas, Irene C. ; Pinnell, Gay Su The Reading Teacher, 2012, Vol.66(4), pp.268-284  Hand in revised lesson plan with rubric and rough draft copy	NewsELA article: Small Group Guided Reading  F&P practice LLI kit demo in small groups  Lesson Planning workshop
<b>3/8 – No class: Loyola Spring Break</b>			
8) 3/15	H&S Ch. 10 <b>Daily Five Presentations</b>	Daily Five Comprehension & Fluency Vocabulary	Daily Five Presentations/simulations Vocabulary Reader’s Theater  Overview of Lesson Plan Presentations

<b>9) 3/22</b>	Shettel, J. and Bower, K. <i>Infusing Technology into the Balanced Literacy Classroom</i> Article posted on Sakai	Technology workshop  (5 lesson plan presentations)	Websites, apps, and critical discussion of digital literacy
<b>10) 3/29</b>	MTSS Webquest provided via email	MTSS (5 lesson plan presentations)	MTSS overview Overview of Text Set Project
<b>11) 4/5</b>	H & S pages 144-147 & Ch. 14 <b>Literature Text Set Project Due</b>	RAN (Reading and Analyzing Nonfiction, Stead) Literacy in the Content Areas  (5 lesson plan presentations)	Share-out Text Set Projects  Disciplinary Literacy RAN Strategy/ Nonfiction and Informational Text Comprehension
<b>12) 4/12</b>	<b>Lesson Plan Two Due (post on Live Text)</b>	Reading/Writing Connections Reading Comprehension Preparation for Journal Talk	H&S Ch. 13 jigsaw Calkins/Atwell Preparation for Journal Talk
<b>13) 4/19</b>	For the Love of Reading <i>Reading Therapy</i> article posted on Sakai  <b>Quiz 2</b>	Book Clubs and Therapy Reading	Quiz Therapy Reading
<b>14) 4/26</b>	<b>Journal Talk</b>	Academic Language Final Review of course content	Articles on Sakai

### Assignments and Points for Grading:

**Grades will be posted on the Sakai Gradebook**

**Percentage of course grade:**

Literacy Lesson Extended Response Essay	5%
Text Set Project	10%
Lesson Plan Presentation	5%
Quiz 1	10%
Quiz 2	10%
Daily Five Group Simulation	5%
Journal Talk	5%
Lesson plan one – code based (formative)	20%
Lesson plan two - meaning based (summative) on Live Text	20%
Class Participation	10%

## **COURSE REQUIREMENTS**

- Teacher Candidates should follow all professional guidelines in the TLLSC handbook.
- All student work should demonstrate serious effort and professionalism.
- All work must be individually completed. Credit must be given to original sources.
- All assignments including lesson plans and the essays must be typed.
- All assigned work must be completed and turned in on the dates listed on this syllabus.
- Late work may not be accepted. If it is, based on the circumstances, points may be subtracted and grades will be reduced from all work that is handed in late without prior consent from this instructor.
- Attendance will be taken at the beginning of class. Teacher Candidates not present at this time may be marked as absent.
- If Teacher Candidates are absent from class, they should notify the instructor by e-mail or phone. Learning Partners can share responsibility for collecting handouts or handing in materials.
- Teacher Candidates may demonstrate preparedness and participation, even if absent, if they notify the course instructor via email prior to the beginning of the class session **and** hand in materials due.
- Teacher candidates must not assume that they can redo assignments to earn higher grades once the work is completed and graded. If there are questions about an assignment, it is highly recommended that the teacher candidate make an appointment with the instructor or attend drop in sessions to receive additional assistance prior to the date the assignment is due.

**Required Readings:** Teacher Candidates will be responsible for all assigned readings. Readings should be completed by the dates listed. Required textbooks and materials should be brought to class each day unless students are notified otherwise.

**Class Participation:** Teacher candidates will be expected to attend class and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here. Only students who have excused absences from the Asst. Dean or for Athletic participation will be allowed to make up participation points. Punctuality, responsibility, professionalism, preparedness and contributions are considered. The rubric is posted above.

**Anchor Lesson Response Essay:** On day one of class, teacher candidates will watch a video of a literacy lesson. Candidates will be asked to write a 650 word essay that identifies key elements of the lesson and connects them to their personal beliefs about teaching literacy. The rubric for this will be posted on Sakai.

**Quizzes:** There will be two quizzes given on February 22nd and April 19th. These quizzes will cover terms, instructional strategies, and theories from assigned readings and in-class activities/discussions. The first quiz will focus on code-based skills (e.g., phonemic awareness, phonics, the alphabetic principal, etc) and the second quiz will focus on meaning-making skills (e.g., vocabulary, academic language, comprehension strategies, etc).

**Two Lesson Plans:** Candidates will individually design two lesson plans, one code based and one meaning based. The first lesson plan will be a formative assessment, submitted for comments and revisions. The second lesson plan will be summative and it is expected that candidates will demonstrate their knowledge of lesson planning as well as pedagogy in the teaching of literacy. The first plan will be submitted as a hard copy in class. The second plan will be submitted and assessed on Live Text. The rubric for this will be posted on Sakai and Live Text. The second plan must include a written response element. Candidates will be required to use the TLLSC lesson plan template.

**Lesson Plan Presentation:** Candidates will present one lesson plan from either their code- or meaning-based lesson plan to the class. The purpose of this activity is to practice implementing a lesson plan by providing a mini-lesson, or other 10-minute component of the lesson, as well as a brief overview of the plan to the class, with the result of gaining constructive feedback. Each candidate will sign up for a class

time to present, and will receive feedback on both the written aspect and actual implementation of his/her lesson plan.

***Chosen lesson plan must be submitted via Sakai the Sunday (midnight) before each candidate's presentation day.***

**Literature Text Set Project:** Candidates will pick a topic/theme for an informational text set project, i.e. biographies, community helpers, artists, athletes, presidents, scientists, etc. Consider various text formats such as poetry, periodicals and websites.

Identify an elementary grade level and select 5 texts that work together as an instructional text set for reading/writing/ collaborative discussion lessons. The rubric for this will be posted on Sakai. This will be presented in a ppt. Candidates may work in teams to complete this assessment.

Included will be:

Overview of the topic and why it is relevant for this grade level

CCSS ELA standards to be addressed

Summaries of the five texts

Readability information for the five texts

Suggested standards based literacy activities for each of the texts

**Online Journal Talk:**

An important aim of this course is to develop your skills as literacy professional. To support you in adopting current research-based practices and future research-based practices this assignment aims to provide a foundation for your ability to consume and evaluate research about literacy pedagogy. The goal of this assignment is to provide you with a skill set that will help you make decisions about which literacy techniques will be most effective in your own classroom. Students should choose an article from the list of articles on Sakai that they would like to present in class. Detailed directions for how to read and present the article are posted to Sakai. You will post a review/response/summary of the article and then post a response to a colleague who read the same article and a colleague who read a different article. Your initial post should include the objectives of the study, a description of the technique evaluated, and evidence for why you would or would not adopt this technique in your classroom (see detailed instructions on Sakai).

## Literacy Lesson Plan Template and Rubric

1. Candidates will be required to use the official TLLSC literacy lesson plan template .

Element /Standard	Target	Acceptable	Unacceptable
<p><b>Content Knowledge: Standard 1.0 Development Learning Motivation—</b> Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</p>	<p>Teacher candidate’s plan demonstrates a thorough understanding of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are well represented throughout the plan. Candidate considers and respects diverse language, learning and cultural needs. [Plan provides specific statements, questions and strategies that are developmentally appropriate for the grade and learning level addressed.]</p>	<p>Teacher candidate’s plan demonstrates recognition of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are represented throughout the plan. Candidate considers and respects diverse language, learning and cultural needs. [Plan provides specific developmentally appropriate details throughout.]</p>	<p>Teacher candidate’s plan does not demonstrate recognition of the developmental, learning and motivational elements of this age student. Standards, objectives, strategies, assessment and attention to individual needs are inappropriate or missing from the plan. Evidence that the candidate considered diverse language, learning and cultural needs of students is missing . [Plan requires additional specific details that make it clear how this lesson will be taught to the identified grade and reading level.]</p>
<p><b>Content Knowledge: Curriculum</b> Standard 2.1 Reading, Writing, and Oral Language— <b>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</b></p>	<p>Literacy lesson plan thoroughly addresses diverse learners’ individual developmental, linguistic, learning and interest needs in the areas of reading, writing, listening, speaking and viewing. A variety of evidence based strategies are used appropriately to teach students to decode, comprehend, respond to and enjoy written texts in a balanced approach that addresses both word and text level skills. Critical responses to text are encouraged and supported. [ Plan provides specific steps and details for before, during</p>	<p>Literacy lesson plan addresses instructional considerations for teaching reading, writing, listening, speaking and viewing by attending to individual learner’s developmental, linguistic, learning and interest needs. Evidence based strategies are used purposefully to engage students and to allow them to respond to text in a balanced approach that includes critical and creative responses. [ Plan provides details for before, during and after reading/writing and it is aligned</p>	<p>Literacy lesson plan fails to consistently provide adequate standards/objectives and instructionally aligned details needed to teach reading, writing, listening, speaking or viewing or to effectively address the needs of individual and diverse learners. Evidence based strategies may not be appropriately or purposefully used in order to engage learners or to help them develop both word and text</p>

<p><b>developing skills to many different situations, materials, and ideas;</b></p>	<p>and after reading/writing to guide students in their literacy learning based on the identified curriculum standards and objectives. ]</p>	<p>with the curriculum standards and objectives.]</p>	<p>level skills. [Additional specific details may be needed in some or all of the before, during or after reading/writing instructional elements.]</p>
<p><b>Standards</b> <b>Standard 3.1 Integrating and applying knowledge for instruction</b>—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<p>Teacher candidate has identified highly appropriate CCSS ELA standards and has used this effectively to build a purposeful lesson that incorporates knowledge of learning theory and subject matter. These components are represented clearly in all parts of the lesson plan and in the instruction. [Candidates identify three or fewer standards and align them clearly with objectives, assessment and procedure.]</p>	<p>Teacher candidate has identified appropriate CCSS ELA standards and has used the standards to build a lesson that incorporates knowledge of learning theory and subject matter. These components are represented in all parts of the lesson plan and in the instruction. [Candidates identify three or fewer standards and align them with objectives, assessment and procedure.]</p>	<p>Teacher candidate has failed to identify appropriate CCSS ELA standards and has created a lesson plan that is not focused; it lacks evidence of knowledge of learning theory and subject matter. [Candidates struggle to identify three or fewer standards and align them with objectives, assessment and procedure.]</p>
<p><b>Objectives</b> <b>Standard 4.0 Assessment for instruction</b>—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.</p>	<p>Teacher candidate has written measurable objectives specifically aligned with the standards and plan for assessment. These are written in appropriate format with the action verb, conditions and criteria. Appropriate domains are presented. [Objectives are written properly using appropriate words and are specifically and clearly aligned with standards.]</p>	<p>Teacher candidate has written measurable objectives generally aligned with the standards and plan for assessment. These are written in appropriate format with the action verb, conditions and criteria. Appropriate domains are presented. [Objectives are written properly using appropriate words and are aligned with standards.]</p>	<p>Teacher candidate has failed to provide measurable objectives and has not aligned objectives with the standards and plan for assessment. Objectives are not written in appropriate format with the action verb, conditions and criteria. Appropriate domains are missing. [Objectives may be too few or too many and are not specifically and aligned with standards and assessment.]</p>
<p><b>Assessment</b> <b>Standard 4.0 Assessment for instruction</b>—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.</p>	<p>Teacher candidate has developed a coherent and cohesive plan for assessing the outcomes of the lesson and has provided the results or data from the lesson if possible or appropriate. Formative or summative assessment data along with analysis of instructional procedures is used to determine future plans for instruction. [Candidate includes a simple, yet specific rubric for</p>	<p>Teacher candidate has developed a plan for assessing the outcomes of the lesson. Formative or summative assessment data is considered in the analysis of instructional procedures and is used to determine future plans for instruction. [Candidate includes a simple rubric for assessing student performance that is linked to standards/objectives.]</p>	<p>Teacher candidate has not developed a plan for assessing the outcomes of the lesson. Formative or summative assessment data is missing or is not considered in the analysis of instructional procedures and is not used to determine future plans for instruction. [A rubric that clearly demonstrates how</p>

	assessing student performance that is aligned with standards/objectives.]		the standards/objectives are met needs to be provided.]
<b>Materials</b>	Teacher candidate identifies, develops and utilizes a variety of curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards. [Complete list and examples are provided, where appropriate.]	Teacher candidate identifies, develops and utilizes curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards. [Complete list is provided.]	Teacher candidate fails to identify, develop and use curricular materials and text genres appropriate for developmental, motivational, and diverse learning needs that support the curriculum and teaching of the standards. [Complete list needs to be provided.]
<b>Procedure- Standard 3.2 Adaptation to diverse students</b> —Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	Lesson details demonstrate a thorough understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Specific, creative and targeted strategies and approaches are clearly presented that respond directly to the needs of diverse students. [Specific elements designed to differentiate the instruction are described in order to meet the needs of each individual learner.]	Lesson details demonstrate an understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Strategies and approaches are presented that respond directly to the needs of diverse students. [Elements designed to differentiate the instruction are described in order to meet the needs of each individual learner.]	Lesson details fail to demonstrate an understanding of the developmental level and skills, strengths and weaknesses of the individual students to whom this lesson will be taught. Strategies and approaches are generic and fail to respond directly to the needs of diverse students. [Effective use of differentiation for instruction is not specified. ]
<b>Standard 3.3 Development of critical thinking, problem solving, performance skills</b> —Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.	Lesson details provide specific activities and evidence based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills. [Lesson plan provides detailed steps listed in bullet points or numbered steps that could be followed by someone else teaching this lesson.]	Lesson details provide activities and evidence based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills. [Lesson plan provides helpful steps listed in bullet points or numbered steps that could be followed by someone else teaching this lesson.]	Lesson details lack activities and evidence based practices for engaging students and encouraging individual responses to instruction that include critical thinking, problem solving and performance skills. [Lesson plan tends to be generic and would be difficult for someone else to teach with this limited guidance.]
<b>Standard 3.4 Active engagement in learning</b> —Candidates use their knowledge and understanding of	Details include varied evidence based strategies, approaches, materials, resources and technology designed to	Details include evidence based strategies, approaches, materials, resources and technology designed to	Details do not include evidence based strategies, approaches, materials, resources and

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.	effectively engage students in the lesson. Management strategies are employed to motivate, guide, and support students to become independent learners. Candidate demonstrates recognition of cultural and gender differences and responds accordingly. [Specific evidence based strategies are intentionally and effectively utilized in this lesson.]	engage students in the lesson. Management strategies are employed to motivate, guide, and support students to become independent learners. [A specific evidence based strategy is utilized in this lesson.]	technology designed to engage students in the lesson. Strategies to motivate, guide, and support students to become independent learners are missing.[It is not clear how or where a specific evidence based strategy is intentionally utilized in this lesson.]
<b>Communication Skills</b> <b>Standard 3.5 Communication to foster collaboration</b> —Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom	Teacher candidate models effective use of English in written and spoken discourse and encourages a variety of opportunities for supportive, collaborative and interactive communication among students. Media communication used to effectively support active learning. Instructional practices promote active and creative thinking and problem solving. [Candidate makes an attempt to teach in an interesting and engaging manner.]	Teacher candidate models appropriate use of English in written and spoken discourse and encourages opportunities for supportive, collaborative and interactive communication among students. Media communication is included when appropriate. Instructional practices promote active and creative thinking and problem solving.	Teacher candidate does not use appropriate language skills in written and spoken discourse. No effort to include media communication is present. There is a lack of evidence that the candidate would encourage opportunities for supportive, collaborative and interactive communication among students.
<b>Reflection</b> <b>Standard 5.1 Professional growth, reflection and evaluation</b> — 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 student, families and other professionals in the learning community and actively seek out opportunities to grow professionally	Teacher candidate provides a thoughtful and perceptive analysis of the lesson in specific and detailed terms. Suggestions are provided for future lessons and data from the assessment is considered. Support or connections to this from research is provided. Candidate may suggest a plan for professional development or collaboration with other professionals. [Candidate provides an insightful and thoughtful statement about what is believed to be a strength of this plan and what might need to be adapted as it is taught, or taught as a follow up lesson.]	Teacher candidate provides a thoughtful analysis of the lesson. Suggestions are provided for future lessons and data from the assessment is considered. Support or connections to this from research is provided. Candidate may suggest a plan for professional development or collaboration with other professionals. [Candidate provides an appropriate statement about what is believed to be a strength of this plan and what might need to be adapted as it is taught.]	Teacher candidate provides a cursory analysis of the lesson. While suggestions are provided for future lessons, the data and research support for the suggestions is missing. [Candidate needs to think about this plan regarding ways that it might need to be adapted when taught or could be taught as a follow up lesson.]
<b>Overall Grade</b>			