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RDG 370-READING AND LITERACY II COURSE SYLLABUS: Spring 2016

Instructor: Laurena Roberts, Adjunct Instructor
Office Location: Bain Building-Navarro College Campus
Class Day and Time: *Thursday 5:00-7:25pm*
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings: Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

Tompkins, Gail. (2013). Literacy for the 21st Century: A Balanced Approach. (6th Edition). New York, NY: Pearson.

Tompkins, (2014). Teaching writing: Balancing product and process. Pearson.

Fountas, I.C. & Pinnell, G. S. (1996). Guiding Reading: Good First Teaching for All Children. Portsmouth, NH: Heinemann.

Optional:

Ekwall, J. L. (2013). Ekwall/Shanker reading inventory (6th edition). Pearson publications.

On-Line Resources:

TEKS for Language Arts and Reading available on-line at
<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

English Language Arts and Reading Information from the Texas Education Agency available on-line at http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720

English Language Proficiency Standards available on-line at
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Dyslexia Handbook

http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf

Course Description:

This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies.

Objectives:

Conceptual Objectives: (Supported through TEKS and TExES Standards)

This course will focus on the teacher knowledge and applications as supported by the following Standards:

ELA/Reading Standards:

Standard 1. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard 2. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard 3. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard 4. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard 6. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard 8. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard 9. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard 11. Reading, Research, and Inquiry Skills: Teachers understand the importance of research and inquiry skills to students' academic success that provides students with instruction that promotes their acquisition.

Standard 12. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Pedagogy and Professional Responsibilities Standards:

Standard I. Domain I.

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
- 1.10k how lesson content and skills connect with other disciplines and within the discipline;
- 1.11k current research on best pedagogical practices.
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13k the importance of developing instructional goals and objectives that can be assessed
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.15k the importance of aligning instructional goals with campus and district goals.
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.31k how to analyze data from local, state, and other assessments using common statistical measures.
- 1.4s plan instruction that motivates students to want to learn and achieve; and
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
- 1.7s exhibit appropriate knowledge of a subject to promote student learning;
- 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
- 1.9s plan instruction that reflects an understanding of important prerequisites relationships;
- 1.11s use a variety of pedagogical techniques to convey information and teach skills.
- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
- 1.23s provide students with opportunities to explore content from many perspectives

Standard II. Domain II.

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 2.4k the importance of communicating enthusiasm for learning; and
- 2.5k the necessity of communicating teacher expectations for student learning
- 2.6k how classroom routines and procedures affect student learning and achievement;
- 2.7k how to organize student groups to facilitate cooperation and productivity;
- 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.22k physical accessibility as a potential issue in student learning; and
- 2.23k students' emotional needs and ways to address needs.
- 2.1s interact with students in ways that reflect support and show respect for all students;
- 2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.
- 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and
- 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
- 2.8s schedule activities and manage class time in ways that maximize student learning;
- 2.9s manage transitions to maximize instructional time;
- 2.18s organize the physical environment to facilitate learning;
- 2.20s use effective strategies for creating and maintaining a positive classroom environment; and

Standard III. Domain III.

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 3.1k the importance of clear, accurate communication in the teaching and learning process;
- 3.3k spoken and written language that is appropriate to students' age, interests, and background; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;
- 3.12k characteristics of effective feedback for students;
- 3.13k the role of timely feedback in the learning process; and
- 3.14k how to use constructive feedback to guide each student's learning.
- 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning.
- 3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;
- 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
- 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;

3.19s adjust instruction based on ongoing assessment of student understanding; and

3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;

4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);

4.17k the importance of adhering to required procedures for administering state- and district-mandated assessments; and

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and

4.5s maintain supportive and cooperative relationships with colleagues;

4.8s communicate effectively and appropriately with other educators in varied contexts;

4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);

4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and

4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;

4.17s serve as an advocate for students and the profession;

4.18s maintain accurate records; and

4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

Dyslexia and other language disorders:

- Pre-service teachers will be familiar with the recommendation and assessment process for dyslexia and other language disorders and how they relate to RTI and 504.
- Pre-service teachers will develop an understanding for "related disorders" like developmental auditory imperception, dysgraphia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.
- Students will understand that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level.
- Pre-service teachers will be familiar with planning, delivering and accommodating multisensory instruction for students with dyslexia and other language disorders regardless of English language learners.
- Pre-service teachers will learn how to provide multisensory instruction to students who are having difficulty learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
- Pre-service teachers will be aware that evidenced-based identification materials are available

Student Learning Outcomes:

During the course of RDG 370, participants will be able to:

Select and plan appropriate comprehension reading strategies for diverse elementary students to include ESL learners.

Integrate appropriate children's literature into reading comprehension lessons

Observe and analyze experienced teachers' methods for ensuring comprehension and assess student learning.

Develop a variety of comprehension strategies to use for a variety of reading difficulties.

Analyze current basal readers to determine how reading and writing comprehension can be taught.

Provide additional artifacts for their professional portfolio which will indicate growth in the five Teaching Proficiencies.

COURSE REQUIREMENTS
Instructional Methods / Activities / Assessments

- Written assignments must be well-written, typed, and error-free.
- No late assignments!
If it is TWO days or more late you will receive NO credit.

Grading**Assignments**

Personal Writing	100
Reading Inquiry Logs	100
Literature Circles & Mini-Lesson	200
Reading/writing Assessment	100
Live Binder	100
How to "Literacy Topic"	100
<u>3 Quizzes</u>	<u>300</u>
Total	1000

COURSE EVALUATION:

1000-900 points = A

899-800 points = B

799-700 points = C

699-600 points = D

<599 points = F

TECHNOLOGY REQUIREMENTS

Access the Texas Education Association information on the Essential Knowledge and Skills requirements for English Language Arts and Reading.

COMMUNICATION AND SUPPORT
Interaction with Instructor Statement:

E-mail is preferred for outside of class contact. Students are encouraged to inform the instructor of concerns they may have pertaining to the course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

1. Attendance is required and is essential to your success in this class. Participants are expected to be on time and to actively and constructively participate. Arriving late and/or leaving early two (2) times will constitute one (1) absence. Your attendance and participation will impact your grade, particularly if you're on the borderline of a grade.

Contact the instructor (via email) if you anticipate an absence or are **absent for any reason explaining the situation**. This is a common courtesy that is expected by all teachers. It is also part of forming that "community of learners" that we need in the classroom. When you are gone, there is a "hole" at your learning tables, as you are important to your community. If you miss more than 1 class, your grade may be/will be lowered. If you miss more than 2 classes, you may/will fail the course. We are trying to encourage professional development and life-long learning skills. Remember: **Class activities and group discussions cannot be made up**; therefore, reinforcing the idea that attendance is important!

****Missed Class: In the event of a missed class, you are responsible for obtaining class materials/assignments/notes and being prepared for the next class meeting. I will not bring additional copies of handouts from previous classes; therefore, it is your responsibility to get the necessary materials and assignments from a designated class member.** Select a buddy and exchange telephone numbers and e-mail with him/her. By exchanging information, your buddy agrees to collect all handouts for you and to explain any class materials/assignments/notes; however, it is your responsibility to contact your buddy for this information.

Name of Peer	Phone Number	E-mail Address

2. Professionalism: You will be evaluated on your growth in becoming a professional teacher.

You must:

a. **Engage in self-evaluation processes:** This will be done by using the rubrics provided for class projects.

b. **Demonstrate professionalism:** This will be done by:

(a) attending **ALL** classes,

(b) paying attention,

(c) participating actively and constructively,

(d) being responsible and prepared,

(e) being an equal partner in group work,

(f) showing enthusiasm and interest in being a teacher (see Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form),

(g) following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline in the student's guidebook.

Your grade will be adjusted based upon these criteria (see grading section).

Remember: You need to come prepared to class. For every 3 credit hour course you take, you are expected to spend 6-9 hours on homework each week. So, if you are taking 12-15 credit hours, you will be spending 24-36 hours on homework. Thus, you need to plan accordingly.

c. **Cell phones/IPODs:** These items must be turned off during class time. If you are expecting an emergency call let the teacher know and your group know. Also, the phone must be on vibrate and set on the table. If the phone vibrates, pick it up and leave the room. If you are using a phone without letting the teacher know you have an emergency situation, **ten points will be deducted each time.** It is important to keep your phone put away, as it disrupts your learning and the learning of those around you. In addition, it is disrespectful.

d. **Arriving to class on Time:** You are expected to be in your seats and ready to start when class is ready to convene. Class will start on time and you will be dismissed on time. Therefore, if you are late to class, you are expected to enter the class quietly and not to disrupt your table members by talking. **Remember if you are late and/or leave early two times, it is considered one absence.**

e. **Leaving During Class:** This is not acceptable behavior, as you are here to learn. When you are gone from class, you are missing both the lecture and the class discussion. If, for some reason you have an emergency (being sick, phone call or bathroom) your business is expected to be conducted in a timely manner with you returning to class quietly and quickly. **Remember if you are late and/or leave early two times, it is considered one absence.**

3. Written Assignments: All written assignments are expected to exhibit **professional quality.** You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators **MUST BE PERFECT.** Begin that practice now! Therefore, if you need extra help, the **Writing Center** can assist you.

a. Written Assignments should be:

- *double spaced
- *1" top and left side margins, 1" bottom and right side margins
- *12 point font size
- *revised for clarity and meaning
- *edited for accuracy in grammar and mechanics
- *saved on computer disk or copied on paper for your records

b. Academic Integrity/Honest Statement:

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an *F* in the course, or will be brought before a higher level of governance for possible dismissal from the university.

Department Statement:

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 *Screening and Treatment for Dyslexia and Related Disorders*, §74.28. *Students with Dyslexia and Related Disorders*) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

University Specific Procedures:

1. **ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

2. **Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

3. **Financial Aid Support:** You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also **forgivable loans**. You may want to check in to this by contacting the Bursar's Office for more details.

4. **MyLeo:** As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at <https://leo.tamu-commerce.edu/login.aspx>.

.Assignment Descriptions:

1. Personal Writing (100 points)

As we learn the whys and wherefores of reading and writing, it is important that you learn by doing and not by watching. To this end, you will experience writing workshop through completion of your own writing. You will complete and publish one piece (100 points) of personal writing during the course of the semester. Ideas for topics and models to consider will be spoken about in class. From these conversations, you will generate several drafts; however, one of these pieces will be taken through the writing process – prewriting, drafting, conferring, revising, editing, and publishing. Be ready to write, to confer and to share. (ELA/Reading Standards 9, 10) (PPR Standards 1.5, 1.11s, 1.18s, 1.22s, 2.2k, 2.23k, 2.1s, 2.20s, 3.3k, 3.4k, 3.12k, 3.14k, 3.3s, and 4.5s)

2. Research Log Entries for Reading (20 points each x 5=100 points)

Teachers need to be organized. To that extent, you will complete a research log this semester to help you organize the questions you've asked, the materials you've read, and the sources you've used. Complete the research log as described in the syllabus. You should bring a copy of this log to class in order to participate in discussion groups. A copy should be placed in the drop box THE NIGHT BEFORE CLASS. Points will be deducted if the log is not brought to class AND/OR not placed in the drop box by the deadline. Remember, besides reading the assigned Teaching Writing chapter, you must also read AND BRING TO CLASS an additional journal article or chapter from a professional book dealing with the same topic. (ELA/Reading Standards 8, 11) (PPR Standards 2.2k, 2.4k, 2.5k, 2.6k, 2.7k, 2.16k, 2.22k, 2.23k, 3.4s, 3.5s, 3.9s, 3.19s, and 3.20s)

3. Literature Circles (100 each x 2=200 points)

In a small group you will lead the discussion during the semester for 2 chapters from Guided Reading: Good First Teaching for All Children. You will be expected to present an interactive lesson to the class about what your group learned from the chapter. Chapter assignments will be made during the semester. (ELA/Reading Standards 4, 6, 7) (PPR Standards 2.2k, 2.4k, 2.5k, 2.6k, 2.7k, 2.16k, 2.22k, 2.23k, 2.1s, 2.3s, 2.4s, 2.5s, 2.8s, 2.9s, 2.18s, and 2.20s)

4. Reading Assessment (100 points)

Since informal literacy assessment is an integral part of a teacher's responsibility and one way to guide and plan instruction—you will “assess” and determine the “instructional/independent/frustration” levels for one student within your certification area. You will assess for phonemic awareness, phonics, fluency, comprehension, and spelling. You will also assess for Dyslexia. In narrative form, your submission will be expected to include the student's background, assessment findings, and recommendations for parents and teachers. You will also turn in the assessment instruments and a one-paragraph reflection. (ELA/Reading Standards 1-12) (PPR Standards 2.2k, 2.4k, 2.5k, 2.6k, 2.7k, 2.16k, 2.22k, 2.23k, 2.1s, 2.3s, 2.4s, 2.5s, 2.8s, 2.9s, 2.18s, and 2.20s 3.1k, 3.3k, 3.4k, 3.7k, 3.8k, 3.12k, 3.13k, 3.14k, 3.15k, 3.16k, 3.3s, 3.4s, 3.5s, 3.9s, 3.19s, and 3.20s) Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders)

5. Live Binder (100 points)

To expand your literacy resources you will add six tabs to the Live Binder you created in RDG 350. Four of the tabs are: Guided Reading, Fiction/Non-Fiction Texts, Dyslexia and Lesson Planning. Two tabs are your own choice. More information about the Live Binder will be discussed during class. (ELA/Reading Standards 8, 11) (PPR Standards 1.16k, 1.16s, 1.17s, 1.18s, and 1.20s) Texas Law (38.003 Screening and Treatment for Dyslexia and

Related Disorders, §74.28. Students with Dyslexia and Related Disorders)

6. *How To (100 points)*

Since we will spend the semester learning through inquiry, you will demonstrate your learning by writing a how to essay. This assignment is connected to assignment 2A. After identifying your “burning question,” you will need to spend time researching information related to your “burning question.” This means that you need to use library and internet resources, as well as keep notes --- you will need a small notebook to collect all of your information. You will have “workshop” time each week to discuss/research your topic, but do not count on that being the only time needed to work. Once you have been successful in finding a variety of sources, you will need to determine what information is the most appropriate to capture this particular topic. You will turn in a written format a final essay. (ELA/Reading Standards 4, 8) (PPR Standards 2, 3)

The instructor will be doing regular checks with each of you to determine how you are doing with your project. Be prepared to show the instructor your progress. During class there will be opportunities for you to share works in progress. You should be prepared to individually share at least 2 times over the course of the semester. These do not have to be final drafts, but can be ideas that you are working on that you may want to get some feedback on or just ideas that you want to hear aloud. You will need to turn in a reference list with your final piece. Please use APA format. A more extended description with guidelines and information is forthcoming.

Examples:

How to: Implement Guided Reading
 Use fiction/non fiction Texts
 Teach Vocabulary
 Assess Literacy
 English Language Learners

7. 3 Quizzes (300 points).

To measure the knowledge you have acquired this semester you will be formally assessed three times during the semester. The first assessment will focus on oral language, phonological and phonemic awareness, literacy development and practice, and assessment. The second quiz will focus on the writing process, writing conventions, and the development of written communications. The final quiz will focus on promoting literacy practices, comprehension, and fluency using Guided Reading as an instructional approach. (ELA/Reading Competencies 1-12) (PPR Standards 1, 2, 3, 4)

INQUIRY RESEARCH LOG FOR CHAPTERS

Topic: _____

WHAT I KNOW ABOUT THIS TOPIC:

3 QUESTIONS:

a.

b.

c.

WHAT I LEARNED (Including, DID I FIND THE ANSWERS TO MY QUESTIONS?):

ANY OTHER QUESTIONS MY READING HAS BROUGHT TO MIND:

SOURCES:

At least one other article or chapter that addresses this topic—APA format—**BRING ARTICLE OR CHAPTER TO CLASS**

Reading 370 Course Calendar

Date	Topic	Reading	Assignment
Week 1	Welcome and introduction to the course	Provided by instructor	
Week 2	Reading Assessment	Chapter 3 GTR Assessing Literacy Development Chapter 7 GTR Expanding Academic Vocabulary Informal Reading & Spelling Inventory (Handouts provided by teacher)	
Week 3	Reading Comprehension Assessment Task	Chapter 9 GTR Promoting Comprehension: Text Factors (except the nonfiction portion)	Inquiry Reading Log #1
Week 4	Quiz # 1 Assessment and Comprehension		Inquiry Reading Log #2
Week 5	The Writing Process Assessment Task	Chapter 1 GTW The Writing Process Chapter 2 GTW Developing Strategic Writers Chapter 3 GTW The Writers Craft Chapter	
Week 6	Writing Genres Assessment Task	Chapter 5 GTW Personal Chapter 6 GTW Descriptive Chapter 7 GTW Poetry Chapter 8 GTW Narrative	Inquiry Reading Log #3 Prewriting
Week 7	Writing Genres Assessment Task	Chapter 9 GTW Expository Writing Chapter 10 GTW Biographical Writing	Writing Share
Week 8	Writing Assessment Assessment Summary/Analysis/Reflection	Chapter 4 GTW Assessing Writing	Inquiry Reading Log #4 Revision Group

Week 10	Quiz # 2 Writing and Instruction		Editing Partner
Week 11	Using Guided Reading to Scaffolding Student Comprehension	Chapter 1 F&P What is Guided Reading? Chapter 2 F&P Building on Literacy Learning Chapter 3 F&P Guided Reading Within a Balanced Literacy Program	Literature Circle # 1 Inquiry Reading Log #5 Personal Writing Due
Week 12	Using Guided Reading to Scaffolding Student Comprehension	Chapter 11 F&P Selecting and Introducing Books Chapter 6 F&P Using Assessment to Inform Teaching	Reading and Writing Assessment Literature Circle # 1
Week 13	Guided Reading	Chapter 7 F&P Using Running Records Chapter 8 F&P Dynamic Grouping Books Chapter 12 F&P Using a Gradient of Text to Match Books to Reading	Literature Circle # 2
Week 14	Guided Reading Examine sets	Chapter 10 F&P Using a Leveled Set of Books Chapter 13 F&P Learning about Letters and Words	Literature Circle # 2
Week 15		Chapter 12 F&P Reading and Writing in the Content Areas	Live Binder How to Paper
Week 16	Quiz 3 Topic: Implementing Guided Reading		

GTR: Tompkins Reading

GTW: Tompkins Writing

F&P: Fountas & Pinnell Guided Reading