



## **EDUC 302: Methods and Materials for Teaching Reading I Semester II ~ Spring 2021**

**Section 1: 8:00-9:15**

Monday – Cohort 1

Wednesday – Cohort 2

**Section 2: 12:30-1:45**

Monday – Cohort 1

Wednesday – Cohort 2

*No one cares how much you know, until they know how much you care. ~ Theodore Roosevelt*

### **Instructor Information**

Dr. Cindy Cate

Email: [ccate@uwsp.edu](mailto:ccate@uwsp.edu)

Cell: 715.412.1585

Office Hours: Tu & TH 8:30am – 10am

### **Overview**

This course is an introduction to best practices in reading instruction. It focuses on the what, why, when, and the how of the five core reading components: phonological awareness, phonics, fluency, vocabulary, and comprehension. This course satisfies the state mandate for phonics instruction; a method of teaching beginning readers to read and pronounce words by learning the phonetic values of letters, letter groups, and syllables. The learning outcomes for this course are based on InTASC Standards 3, 6, 7 and 8. Assignments use the [CCSS-ELA](#) standards to anchor learning activities.

### **Teaching Dispositions**

The [SOE Teaching Dispositions](#) highlight habits of professional action and moral commitments in how teachers must act in practice. This course infuses best practice structures with an emphasis on collaboration in a professional learning community (PLC). Principals require teachers to participate in professional development activities to continue developing their knowledge, skills, and dispositions. Teaching dispositions take center stage in this course. Your professional attitude should support, not disrupt, our PLC. In this course, weekly online meetings, active participation, group work, assignments, etc. showcase your knowledge, skill, and most important ... teaching dispositions. **Multiple absences are a disposition matter.** This will be discussed in class. After 1 absence, points are deducted. The NCATE defines professional dispositions as:

*professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.*

### **Format**

This class meets synchronously, **one day a week**, in the online environment of Canvas. The day you attend depends on the section and cohort (see top of page 1). Online class discussions and activities center on assigned reading and online learning activities (completed each week in Canvas). These online learning activities include watching videos, researching related articles and/or teaching sites, etc. Assignments include the element of online participation to earn points.

### **Required Textbooks**

Honig, B., Diamond, L & Gutlohn, L. (2018). *Teaching reading sourcebook*. (3<sup>rd</sup> ed.). Oakland, CA: Core Literacy Library. (Rental UWSP Bookstore)

Richardson, J. (2016). *The next step looking forward in guided reading: An assess-decide-guide framework for supporting every reader, grades K-8*. New York, NY: Scholastic. (Rental, UWSP Bookstore)

Jennifer Yaeger's FoRT [Study Guide](#) (Free)

## Learning Outcomes

**InTASC Standard 3 Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Performance.** The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

**Knowledge.** The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner ownership of learning.

**Disposition.** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

**InTASC Standard 6 Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision making.

**Performance.** The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

**Knowledge.** The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

**Disposition.** The teacher is committed to providing effective descriptive feedback to learners.

**InTASC Standard 7 Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners / community context.

**Performance.** The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

**Knowledge.** The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

**Dispositions.** The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

**InTASC Standard 8 Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Performance.** The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

**Knowledge.** The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

**Dispositions.** The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

## Overview of Assignments

Assignments	Brief Description	Points	Learning Outcomes
1. TRS Organizers (group)	<p>First half of the semester, participants read <i>Teaching Reading Sourcebook</i> (TRS) and document learning in a <b>TRS Organizer</b>. During class, groups use the jigsaw strategy to <b>share</b> their assigned sections each week. Friends actively listen and contribute to the discussion. Organizers provided.</p> <p><b>Artifact:</b> TRS Organizers</p>	20	InTASC Standards 3, 6, 7 & 8
2. Guided Reading (GR) Lesson Plans (independent)	<p>Second half of the semester, participants read <i>Next Steps Forward in Guided Reading</i>. To satisfy the practicum for this course, participants watch videos and plan 5 lessons. GR lesson templates provided.</p> <p><b>Artifact:</b> GR Lesson Plans &amp; Justification</p>	25	InTASC Standards 3, 6, 7 & 8
3. Learning Activities (independent)	<p>In Canvas, 10 modules contain an activity that supports weekly topics and readings. Activities are <u>completed prior</u> to class and <b>evidence</b> of each activity is placed in your online portfolio.</p> <p><b>Artifact:</b> Learning Activity Evidence</p>	20	InTASC Standards 6, 7 & 8
4. TWI Lesson Plan (group final)	<p>Groups design and teach a lesson that highlights a specific literacy and/or learning <b>strategy</b> from their TRS course textbook. Miller's Teaching with Intention (TWI) lesson plan template provided.</p> <p><b>Artifact:</b> TWI Lesson Plan</p>	15	InTASC Standards 3, 4, 7 & 8
5. Online Portfolio (independent)	<p>Assignments 1-4 are placed in an online portfolio. An online teacher portfolio offers a way to easily share your link with the professor when assignments are due, hang on to valuable information to use later, share your knowledge and skill with potential employers and/or volunteer opportunities.</p> <p><b>Artifact:</b> Online Portfolio</p>	20	InTASC Standards 4, 7 & 8

## Course Assignments & Assessments

### 1. TRS Organizer

First half of the semester, participants read Teaching Reading Sourcebook (TRS) and document learning in a TRS Organizer and share their assigned section in class.

**Share & TRS Organizer:** 20 Points (1 point per share & 2 points per organizer)

**Timeline:** Weeks 3-8

**Directions:**

1. Assessment: TRS Organizer Checklist. Attend class to share your assigned section.
2. Complete each section of the organizer, Organizers are provided (Big Picture organizer is shown below).
3. Groups set up their own meetings. Approximately 15 minutes should do the trick. Discuss your assigned section and how you plan to share and/or teach it (depends on your assigned section). You will share your assigned section in class to **earn “share” points.**
4. During class, listen and support each group. Add notes to your organizer.
5. Place organizers in your teacher portfolio (Assignment 5). **See the schedule for due dates.**

#### TRS Organizer Checklist

To receive 2 points per Organizer:

- What I learned section is complete.
- 3+ AHA moments and page numbers included.
- Key Vocabulary section is complete.
- Notes added (date or different colored font).
- Submitted on time.

#### CHAPTER: THE BIG PICTURE

What I learned (evidence)	Aha Moment	Key Vocabulary
<b>Note how brain activation patterns differ in poor and skilled readers.</b> [type notes here] <b>List five essential components of effective reading instruction.</b> [type notes here]	<b>Aha moments relate to what you are learning. Include page numbers.</b> [type notes here]	<b>academic language</b> [type definition here]
<b>Name four types of reading assessment/ purpose.</b> [type notes here]	[type notes here]	<b>differentiated instruction</b> [type definition here]
<b>Identify three common profiles of students with reading difficulties.</b> [type notes here]	[type notes here]	<b>dyslexia</b> [type definition here]
<b>What else do you want to hang on to?</b> [notes]	[type notes here]	<b>English-language learners (ELLs)</b> [type definition here]
		<b>foundational skills</b> [notes here]

Honig, B., Diamond, L & Gutlohn, L. (2018). *Teaching reading sourcebook* (TRS). (3<sup>rd</sup> ed.). Oakland, CA: Core Literacy Library.

## 2. Guided Reading (GR) Lesson Plans

Second half of the semester, participants read Next Steps Forward in Guided Reading. To satisfy the practicum for this course, participants watch videos and plan 5 lessons.

**GR Lesson Plans/Justification:** 25 Points (5 plans, 5 points each)

**Timeline:** Weeks 9-13

**Directions:**

1. Assessment: Lesson plan and justification summary rubric.
2. During weeks 9-13, participants read The Next Step Forward in Guided Reading and watch teaching videos related to reading stages. Lessons are planned, and a justification summary is written based on the teaching moves.
3. To watch the teaching videos and access the lesson plans, participants go to Richardson's (Scholastic) website.
4. Place lesson plans in your teacher portfolio (Assignment 5). **See the schedule for due dates.**

## 3. Learning Activities

In Canvas, 10 modules contain an activity that supports weekly topics and readings. Activities are completed prior to class and **evidence** of each activity is placed in your online portfolio.

**Learning Activity Evidence:** 20 Points (2 points per activity)

**Timeline:** Weeks 3-13

**Directions:**

1. Assessment: Activity Evidence
2. Activities will be posted each week in Canvas modules. Some of them might contain multiple components. Make sure to read the directions and simply complete all components of the activity.
3. Place activities in your teacher portfolio (Assignment 5). **See the schedule for due dates.**

### Activity Evidence

Targets	Meets Expectations	Below Expectations
<ul style="list-style-type: none"> <li>• Activity is complete. Directions followed.</li> <li>• Activity reflects understanding of content.</li> <li>• Activity is placed in the online portfolio.</li> </ul>	2 points	1 - 0 points

#### 4. TWI Lesson Plan (group final)

Groups design and teach a lesson that highlights a specific literacy and/or learning **strategy** from their TRS course textbook. Miller's Teaching with Intention (TWI) lesson plan template provided.

**TWI Lesson Plan:** 15 Points

**Timeline:** Weeks 13-15

**Directions:**

1. Assessment: Teaching/Lesson Plan Rubric
2. Groups plan a lesson that is focused on any content and includes a focus strategy. Groups teach a portion of the lesson. The lesson is 20-30 minutes.
3. We will practice filling in a lesson plan in class. More direction will be shared in class. The lesson plan template and rubric will be shared as well.
4. Place activities in your teacher portfolio (Assignment 5). **See the schedule for due dates.**

#### 5. Online Portfolio

An online teacher portfolio offers a way to easily share your link with the professor when assignments are due, hang on to valuable information to use later, share your knowledge and skill with potential employers and/or volunteer opportunities.

**TWI Lesson Plan:** 20 Points

**Timeline:** Ongoing

**Directions:**

1. Assessment: Completed portfolio
2. Create an online teacher portfolio. Place assignments 1-4 in your portfolio and share the links to your portfolio when these assignments are due.
3. Sample portfolios will be shared in class and formats discussed.

#### Grading Scale

94 – 100 points = A	77 – 79 points = C+	60 – 63 points = D-
90 – 93 points = A-	74 – 76 points = C	< 60 points = F
87 – 89 points = B+	70 – 73 points = C-	
84 – 86 points = B	67 – 69 points = D+	
80 – 83 points = B-	64 – 66 points = D	

#### Late Work, Attendance Policies & Important Information

I expect you to honor your responsibilities, including completion of all assigned readings on time, participating in class, and doing your part for group work.

**You must attend each class session, complete assignments and be ready to participate during Zoom meetings and canvas activities. Absences and late assignments should be discussed with the professor PRIOR to the meeting and/or due date.**

**Make sure you have someone you can rely on to take notes for you and fill you in IF you miss a class.**

Direction is left up to the instructor regarding the loss of points for missing a class. Attending class will likely be the single most important factor in determining your performance and grade in the course. Plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I am unable to re-teach the material to you if you are absent. Any exceptions to the attendance policy should be confirmed in writing. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veteran's educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or [DOS@uwsp.edu](mailto:DOS@uwsp.edu).
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required **military obligations**, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

**Religious beliefs.** It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:



- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

**Inclusivity Statement.** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

**Equal Access for Students with Disabilities.** UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*

**Academic Honesty.** Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.



(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

**FERPA.** The [Family Educational Rights and Privacy Act](#) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

**Title IX.** UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

**Clery Act.** The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1<sup>st</sup> in our [Annual Security Report](#). For more information about how these notices will be sent out, please see our [Jeanne Clery Act page](#).

**Drug Free Schools and Communities Act.** This act requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

**Copyright infringement.** This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

**UWSP Service Desk.** The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

**Care Team.** The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually, I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).