



## EDUC 302: Methods and Materials for Teaching Reading I Semester I ~ Fall 2020

Section 1: 8:00-9:15 M&W CPS 310

Section 2: 12:30-1:45 M&W CPS 310

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

### Instructor Information & Office Hours

Dr. Cindy Cate

**F2F:** M & W 9:30am – 10:30am CPS 456 (1 person max)

**Text or Call:** 715.412.1585 M-TH 8am – 2pm (text–provide name and section)

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

### Overview

This course is an introduction to the reading process, focusing on 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. More importantly, effective reading instruction requires teachers to plan responsive reading activities in connected and developmentally appropriate ways. The [SOE Teaching Dispositions](#) and InTASC Standards *critical dispositions* focus on the habits of professional action and moral commitments in how teachers do and must act in practice (2013, p. 6). A preservice teacher’s dispositions are nurtured, discussed, and monitored during course activities (see Dispositions Agreement, p. 5). Assignments include the [CCSS-ELA](#) standards and follow explicit instruction within a gradual release of responsibility teaching and learning model. Reading activities are practiced in class, online, and in a 10 hour practicum. The following [InTASC Teaching Standards](#) frame assignments:

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. (Assignment 4: Reading Assessments)

**Standard #7: Planning.** 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 and the community context. (Assignment 3: Plan & Practice)

**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. (Assignment 3: Plan & Practice)

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Assignment 2: Learning Journal)

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Assignment 1: Portfolio)

## Format, Face Coverings & Other Guidance

**Format:** This hybrid course includes 9 F2F meetings, several online meetings (small groups), and learning activities set up into 9 independent modules.

### F2F Meetings

1. **F2F meetings take place in CPS 310.** Cohorts (groups) meet 9 times during the semester. CPS 310 has longer tables with one chair (following social distance protocol). The seat you choose during the first F2F will be your assigned seat. **Attendance** is required during all 9 F2F meetings (in person or virtual).
2. **Please review your section and cohort on the next page before continuing.** Each section is divided into 3 cohorts. Within these cohorts, smaller groups of 3 to 4 friends have been organized to support each other and collaborate on assignments. This is your GO-TO group for the semester. If you have chosen not to attend the F2F meetings, *it is your responsibility* to contact your group of friends PRIOR to the start of the semester. You will need someone from your group to Zoom you in during class (i.e., for attendance).

I assume everyone has already contacted me if they will not attend F2F. I have already placed people in groups accordingly. Several emails have been sent out asking that you contact your instructors immediately so they can figure out how to organize their classes.

3. **If you Zoom a friend in during class, please** sit at a front table. As the semester moves forward, other ways of using technology might be explored – but for now this is how we will begin. I will support everyone the best I know how. I need your support too.
4. **Small group meetings with Professor Cate.** Depending on what works for your group, set up a meeting (F2F or Zoom) to discuss Assignment 3: Plan & Practice.

### Online Environments

1. **Canvas.** 7 learning modules are set up and opened as we progress through the semester. Completing canvas learning modules is part of your attendance. Points are not part of this assignment – but modules close and online attendance is taken according to following directions at the end of each module and sharing your “resources” in the online portfolio (Assignment 1), under a Resource tab.
2. **Portfolio.** Together with friends, create an online reading portfolio (Assignment 1: Portfolio). Although you will work on this assignment all semester, the portfolio is your Final course project (presented near the end of the semester). Your group’s portfolio will house ALL course assignments. Each friend creates their own page(s). I will assess your assignments within the portfolio environment and enter your earned points in the Canvas grading area.
3. **Google Docs.** Use Google Docs or other writing document to use as a Learning Journal (Assignment 2). In this journal, you will track chapter content, aha moments, and vocabulary terms from the *Teaching Reading Sourcebook* (TRS). Upload a link or embed your journal in your personal area of your group’s online portfolio (Assignment 1). It will be necessary to invite the instructor (edit mode) – to leave comments and answer questions, if applicable.

**Section I Cohorts 8:00 – 9:15 (32)**

Cohort 1	Cohort 2	Cohort 3
Andersen, Haley Blenker, Ashley <b>Bukolt, Kaylee</b> <b>DeLosh, Katelynn</b>	Duchaine, Heather Ellie, Hannah Heitkamp, Emily	Pagel, Emma Roller, Jessie Salzwedel, Alyssa Hannah Pagel
Cook, Ty De Cleene, Ashlyn Spindler, Alison	Hynst, Jordyn Johnson, Victoria Kalina, Katelyn <b>Mitchell, Bailey</b>	<b>Kathryn Butt</b> Singer, Dakota Soukup, Sara Watkins, Stephanie
Sullivan, Brenna Szczepanski Jr, Jill Verkruysse, Alexis Sarah Wallner	Kohl, Gillian <b>Lins, Autumn</b> Magee, Ava Moore, Jasmine	<b>Burns, Tori</b> Werner, Makenzie Wilson, Elizabeth Zickert, Alycia
<b>F2F Meetings:</b> <b>September 2, 16, 28.</b> <b>October 7, 19, 28.</b> <b>November 9, 18, 30.</b>	<b>F2F Meetings:</b> <b>September 9, 21, 30.</b> <b>October 12, 21.</b> <b>November 2, 11, 23.</b> <b>December 2.</b>	<b>F2F Meetings:</b> <b>September 14, 23.</b> <b>October 5, 14, 26.</b> <b>November 4, 16, 25.</b> <b>December 7.</b>

**Section II Cohorts 12:30 – 1:45 (34)**

Cohort 1	Cohort 2	Cohort 3
Barich, Sadie Beyer, Ally Brandner, Kylie	Hoehn, Emily Holzem, Emily Jackson, Hannah	Riemer, Brittney Rottscheit, Joshua Sanchez, Gabby Seubert, McKenzie
Charles, Erin Edges, Alyssa Feltz, Paige <b>Ferguson, Cassidy</b>	Krautkramer, MacKenzie Kruger, Isabelle Lovelace, Ellie Marvin, Lyndsey	Simonis, Rachel Soukup, Megan Worley, Elija Xiong, Katrina
Gilbert, Kaitlin Gregor, Sam Hallas, Hannah Harrison, Georgie	Michalek, Emma Nygaard, Hannah Overfelt, Megan Parmeter, Benjamin	<b>Saunders, Deanta</b> Styka, Katelyn Tobul, Prairie Vang, Chi
<b>F2F Meetings:</b> <b>September 2, 16, 28.</b> <b>October 7, 19, 28.</b> <b>November 9, 18, 30.</b>	<b>F2F Meetings:</b> <b>September 9, 21, 30.</b> <b>October 12, 21.</b> <b>November 2, 11, 23.</b> <b>December 2.</b>	<b>F2F Meetings:</b> <b>September 14, 23.</b> <b>October 5, 14, 26.</b> <b>November 4, 16, 25.</b> <b>December 7.</b>

**Face Coverings:**

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss

accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

### Other Guidance:

Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).

- As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Prior to entering the classroom, please clean your assigned seat area.
- Please maintain these same healthy practices outside the classroom (i.e., wash your hands or use appropriate hand sanitizer regularly and avoid touching your face).

## Textbooks & Materials

### Required

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

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.

### Recommended

Cate, C. Fernholz, L. & Armstrong, J. (Eds.). (2017). *Absolutely not another reading test study guide: Cultivating knowledge of responsive literacy practices to get ready to TEACH and pass the FoRT*. Iola, WI: BA Diggers, LLC. (Amazon)

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

## University & Department Policies

This course aligns with university and SOE department policies. If you have any questions or ideas, please share during the discussion, or talk with me privately. **I agree to/know that:**

- register with Disability Services Office if I need specific accommodations and inform the instructor of any and all accommodations needed to be successful in this course  
<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>
- use technological devices during class in an appropriate manner (i.e., zoom or FaceTime a group member if they are unable to attend). If you need to text or waiting for an important call – step outside the room and/or inform the instructor.
- follow EDUC 302 attendance policy (p. 2). If I am unable to attend a F2F meeting (in person or online) and/or modules, assignment, and attendance tasks, I will contact Dr. Cate prior to missing/due date.
  - 1 absence: 0 points
  - 2 absences: 5 points
  - 3 absences: 10 points
  - 4 or more absences: automatic letter grade deduction (e.g., A to a B), dispositions meeting, and/or incomplete if absences continue and/or persistent tardiness

- review the **Dispositions Agreement** that I signed when accepted into the SOE-PEP (refer to UG Advising Guide) and continue to develop my teaching dispositions – understanding that the character of a preservice teacher, their dispositions, are taken seriously and that the instructor is obligated to act (e.g., document, plan meeting with student, etc.) in accordance with the UWSP Teacher Candidate Dispositions. **All assignments infuse dispositions.** Teaching dispositions, your professional actions and character, are part of the InTASC Teaching Standards. 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.*

- complete assignments on time but understand that an assignment completed 1 week late can receive no more than 50% of the points possible.
- I must RECEIVE a C- or better in this course (see Teacher Certification and Academic Standards) – failure to earn a C- or higher will result in repeating this course.
- the UWSP BILL of RIGHTS & RESPONSIBILITIES as a set of expectations developed for all students and instructors at <https://www.uwsp.edu/stuaffairs/Pages/default.aspx>
- academic misconduct is a serious matter and that the policies can be accessed at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

## Big Ideas

- To teach reading with intention, a teacher defines their beliefs and then aligns those beliefs to create a responsive learning environment for all children.
- Reading assessment, planning, and instruction is based on differentiated and explicit instruction using evidence-based strategies, practices, and activities.
- The CCSS-ELA serve as benchmarks for reading instruction.
- Gradual release of responsibility, within Routman’s Optimal Learning Model, serves as a framework for reading assessment, planning, and instruction.

## Assignments

### *Assignment 1: Portfolio (30) \*Final Project*

**Standard #10: Leadership and Collaboration (p. 45).** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to *collaborate* with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Learning Objective:** Preservice teachers participate in opportunities to take responsibility for their learning, practicum student and future students’ learning **by** collaborating with friends in education to create an online professional reading portfolio that displays their knowledge, skill, and dispositions of reading instruction.

#### Directions:

1. **Collaborate.** With your assigned group of 3-4 friends, create an online teacher portfolio to house **ALL** your assignments. Create a portfolio that is enjoyable and easy to work in. There are different types of website builders, such as Wix, Weebly or other.

2. **Email Dr. Cate.** I will track your assignments and online attendance through evidence of completed learning modules under the Resource tab (see p. 2, Online Environments). Email me a link to your online portfolios during Module 3 (see schedule). I will save these in an email folder. For the course final project, groups present their online portfolio during Modules 8 & 9 (see schedule).
3. **Required Content.** Friends create a group (home) page. Discuss your ideas and what you can all agree on – an inviting format with professional color, font and images, fun facts, teacher poem, etc. What matters is that you collaborate on the home page content (read InTASC Standard 10 again 😊). Provide links or tabs from the home page to each personal page. Personal pages include:
  - Learning Journal \*individual introduction and reflection
  - Plan & Practice \*group introduction and reflection for all 5 videos
  - Resources (from Canvas learning modules)
4. **Examples.** I will share several online reading portfolios that teachers created during EDUC 740 Teacher Portfolio course (while teaching full-time) to obtain their 316 & 17 Reading Licenses. They can point you in the right direction – ideas on formatting, content, professional writing (introductions and reflections), etc.
5. **Assessment.** With your group (or individually, depending on certain situations) reading portfolios are presented during the last weeks of the semester. Use the rubric (p. 7) **to support** your group presentation and portfolio content:
  - in response to class and online activities (i.e., discussions, presentations, etc.) related to creating an online professional reading portfolio with friends **AND**
  - to guide our discussions on instructional priorities & next instructional steps during the portfolio development stages and final presentation.



## *Assignment 2: Learning Journal (30)*

**InTASC Standard 9: Professional Learning and Ethical Practice (p. 41).** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Learning Objective:** Preservice teachers provide evidence of and discuss their developing knowledge of the five components (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and how each component presents itself in reading instruction **by way of** a professional learning journal.

### **Directions:**

1. **Online Journal.** Set up an interactive journal, a document that is accessible from within your personal portfolio space (Assignment 1). Use your journal to track evidence of what you learn, aha moments (next steps & why), and key vocabulary in the *Teaching Reading Sourcebook* (TRS).

### **Required Readings (see schedule)**

Module 1: Overview of Course

Module 2: The Big Picture

Module 3: Chapter 3 Print Awareness & Chapter 4 Letter Knowledge

**Journal Check**

Module 4: Chapter 5 Phonological Awareness

Module 5: Chapter 6 Phonics

Module 6: Chapter 10 Fluency Instruction

**Journal Check**

Module 7: Chapter 11 Word Instruction

Module 8: Chapter 14 Literary Text & Chapter 15 Informational Text

**Journal Check**

2. **Format.** Canvas modules provide the required outline for each chapter. The first outline for The Big Picture (Module 2) is shown on the next page. Copy/paste each outline your learning journal. Enter required information [type notes here] and any other information you find interesting.
3. **Print Copies.** Print copies of journal entries, according to when they are due in each module (see schedule) to support class discussions **and/or bring your laptop.**
4. **Assessment.** Share your journal in the online reading portfolio (Assignment 1). The instructor will assess journals (during journal checks), using the rubric on the following page, **to support feedback:**
  - in-class and online activity (e.g., discussions, practicum, online meetings, etc.) **related to personal learning journals** – focusing on evidence of learning, justify or adapt instruction, and key vocabulary.

<b>CHAPTER: THE BIG PICTURE</b>		
<b>What I learned</b> (evidence)	<b>Aha Moment</b> (next steps & justify)	<b>Key Vocabulary</b>
<p><b>Note how brain activation patterns differ in poor and skilled readers.</b> [type notes here]</p> <p><b>List five essential components of effective reading instruction.</b>[type notes here]</p> <p><b>Name four types of reading assessment/purpose.</b> [type notes here]</p> <p><b>Identify three common profiles of students with reading difficulties.</b> [type notes here]</p> <p><b>What else do you want to hang on to?</b> [type notes here]</p>	<p><b>Aha moments relate to what you are learning. Include page number (support).</b></p> <p>[type notes here]</p> <p>[type notes here]</p> <p>[type notes here]</p> <p>[type notes here]</p>	<p><b>academic language</b> [type definition here]</p> <p><b>differentiated instruction</b> [type definition here]</p> <p><b>dyslexia</b> [type definition here]</p> <p><b>English-language learners (ELLs)</b> [type definition here]</p> <p><b>foundational skills</b> [type definition here]</p>
Honig, B., Diamond, L & Gutlohn, L. (2018). <i>Teaching reading sourcebook (TRS)</i> . (3 <sup>rd</sup> ed.). Oakland, CA: Core Literacy Library.		

<b>JOURNAL RUBRIC</b>			
<b>CRITERIA</b>	<b>Exceptional 30</b>	<b>Adequate 20</b>	<b>Incomplete 0</b>
<b>Content/Information: What did you learn?</b>	Concise explanations, easy to follow/read evidence of learning. Required sections completed (e.g., Concise yet thorough comments – every question answered).	Evidence of learning is document. Some pieces may be missing and/or not complete (e.g., 1 sentence per question).	Most topics are missing or incomplete.
<b>What will the impact be on your instruction?</b>	“Aha” moments stated with next steps and page number. Includes notes from class or other resource.	Some “Aha” moments stated with page numbers.	“Aha” quote is not included.
<b>Key Vocabulary</b>	Key vocabulary is completely/accurately defined.	Most key vocabulary is briefly defined.	Key vocabulary is missing, incorrect, or unfinished.
<b>Format &amp; Timeliness</b>	Meets format of assignment. Every entry completed on due date.	Meets some of the format of assignment. Some entries may be shared past due date.	Does not meet the format and many entries late.

## *Assignment 3: Plan & Practice (25)*

**InTASC Standard 7: Planning (p. 34).** 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 and the community context.

**InTASC Standard 8: Instructional Strategies (p. 38).** 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.

**Learning Objective:** Preservice teachers become familiar with and demonstrate how to plan skill and strategy-based reading instruction **by** planning and practicing 5 reading activities (including assessments) based on the five reading components based on the Honig, Diamond and Gutlohn's (2018) *Teaching Reading Sourcebook*.

### **Directions:**

1. **5 Reading Activities.** With your group, record 5 teaching activities for each reading component. Select activities from each chapter: 5, 6, 10, 11, 14 or 15. See schedule for when each video is to be uploaded in your group's online portfolio.
2. **Decision 1.** These video clips are quick demonstrations and/or a teaching segment that follow the format of the activity in each chapter. Include:
  - What
  - Why
  - When
  - How (model)
  - Assessment

Due Dates: See schedule. We will use videos during the F2F class to support our TRS journal discussions.

3. **Decision 2.** You are given a choice. Collaborate with your group and decide how you want to go about completing this assignment. Videos can be a group effort, partner up, or each member works independently on one. **What is required: Everyone participates to create 5 short videos!**
4. **Introduction and Reflection.** Each video is labeled according to the chapter topic. Above the video is a brief introduction and below, a reflection.
5. **Support.** Groups set up a meeting with Dr. Cate, to support work on this assignment. Meetings can be F2F, online or other.
6. **Practicum Requirement.** Complete 10 hours of reading practicum prior to December 11<sup>th</sup>. Try out several of your planned reading activities (and assessments), if applicable, or other activities in the TRS with your practicum student. You are responsible for documenting your practicum hours and obtaining a signature or some other form of confirmation (e.g., email) from the teacher, parent or other.
7. **Assessment.** Groups are responsible for sharing videos on their group's online portfolio (Assignment 1). Refer to the rubric (next page) to:
  - in response to in-class and online activities (e.g., discussions, practicum, etc.) related to planning and practicing videos planning and practicing instruction related to the five reading components.

## PLAN & PRACTICE RUBRIC

**Reading Video (highlight one):** Phonological Awareness Phonics Fluency Vocabulary Comprehension

CRITERIA	5 Exceptional	3 Adequate	0 Incomplete
<b>INTRODUCTION</b> Think about: What & why	Group's introduction is concise and defines component. Includes <a href="#">CCSS- ELA standard foundational skills</a> . Includes a reference to research-based practices ( <a href="#">APA format</a> ). Introduction is above video.	Introduction defines component. Includes benchmark (standard). Connection to research-based practices incomplete or format incorrect.	Introduction is inaccurate, poorly written (spelling errors, etc.) and/or incomplete.
<b>VIDEO FORMAT</b>	Includes what, why, when, and how. Refers to the <a href="#">Gradual release of responsibility (GRR)</a> . Includes differentiation strategy for a struggling student, ELL, etc.	Some of the format of video or videos missing or incomplete.	Format of video is difficult to follow, inappropriate, and/or incomplete.
<b>ASSESSMENT</b> Think about: What student knows, needs to know, and how do you know	Assessment explained and ties back to <b>ELA standard</b> .	Assessment defined.	Assessment information is incomplete or inaccurate.
<b>REFLECTION</b> Think about: What I know now & support it with evidence	Group posts reflection bottom of plan AND includes <b>1 citation</b> that supports research-based/theory of effective practices. <a href="#">Reference section</a> and in text citations follow APA format.	Reflection posted in plan. Citation is evident but does not follow APA format. Reference section missing or inaccurate. Plans are late.	Reflection is inaccurate, poorly written (spelling errors, etc.) and/or incomplete. References are missing. Group reflection used. Plans are more than a week late.

**Feedback:**

Keepers & Changers (instructor) –

Keepers & Changers (preservice teacher) –

## *Assignment 4: Reading Assessments*

**InTASC Standard 6: Assessment (p. 30).** The teacher understands and uses multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Learning Objective:** Preservice teachers will become familiar with various assessments related to the five reading components (phonemic awareness, phonics, vocabulary, fluency, and comprehension) **by way of** journaling, planning, practicing, and discussing reading instruction.

### **Directions:**

1. Reading assessments drive planning and instruction. Your understanding of assessments will develop as you document your learning, plan for and practice reading instruction.
  - **Journal & Plan.** As you read through the chapters of the *Teaching Reading Sourcebook* (TRS) track your understanding of reading instruction and related assessments (Assignment 2: Learning Journal). The TRS will support your teaching videos, which include assessments, for Assignment 3: Plan & Practice.
  - **Practice & Discuss.** Practice 2 or more informal assessments during your **required practicum**. With the classroom teacher and/or instructor, discuss appropriate assessments.
  - **Assessment.** Incorporated into Assignments 1-3.

## **Grading**

Assignment 1: Portfolio (30) *Final Project Assignment 2: Learning Journal (30) Assignment 3: Plan & Practice (25) Assignment 4: Reading Assessments (incorporated) Learning Module Activities: (15)
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### **Point-based Grading**

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	0-65

## Tentative Schedule

Assignments are highlighted in different colors. When cohorts meet F2F (in person and virtual), assignments, readings, etc. are DUE when each module begins.

Date	Discussion & Activities	Assignments & Materials
W Sept. 2 – cohort 1 <b>M Sept. 7 – No Class</b> W Sept. 9 – cohort 2 M Sept. 14 – cohort 3	<b>Module 1 – Course overview</b> ➤ Assignments, attendance, practicum	➤ Syllabus
W Sept. 16 cohort 1 M Sept. 21 cohort 2 W Sept. 23 cohort 3	<b>MODULE 2 – Big Picture</b> ➤ 5 Reading Components ➤ Review assignments and canvas environment	➤ Bring TRS & Richardson course textbooks  <b>The Big Picture (TRS)</b>
M Sept. 28 cohort 1 W Sept. 30 cohort 2 M Oct. 5 cohort 3	<b>MODULE 3 – Early Literacy</b> ➤ Print Awareness & Letter Knowledge ➤ Teaching activities and assessments	<b>Assignment 1: Portfolio Link to Dr. Cate</b> <b>Chapters 3 &amp; 4 (TRS)</b> <b>Assignment 2 Journal ✓</b>
W Oct. 7 cohort 1 M Oct. 12 cohort 2 W Oct. 14 cohort 3	<b>MODULE 4 – Phonological Awareness</b> ➤ Relationship between Phonological and Phonemic Awareness ➤ Levels and activities	<b>Chapters 5 (TRS)</b> <b>Assignment 3: Plan &amp; Practice Videos</b>  <b>*Practicum set</b>

<p>M Oct. 19 cohort 1 W Oct. 21 cohort 2 M Oct. 26 cohort 3</p>	<p><b>MODULE 5 – Phonics</b></p> <ul style="list-style-type: none"> <li>➤ Phonics instruction and alphabetic principle</li> <li>➤ Instructional strategies</li> </ul>	<p><b>Chapters 6 (TRS)</b> <b>Assignment 3: Plan &amp; Practice Videos</b></p>
<p>W Oct. 28 cohort 1 M Nov. 2 cohort 2 W Nov. 4 cohort 3</p>	<p><b>MODULE 6 – Fluency</b></p> <ul style="list-style-type: none"> <li>➤ Relationship between reading fluency, decoding and comprehension</li> <li>➤ Instructional methods to build fluency</li> </ul>	<p><b>Chapters 10 (TRS)</b> <b>Assignment 2 Journal ✓</b> <b>Assignment 3: Plan &amp; Practice Videos</b></p>
<p>M Nov. 9 cohort 1 W Nov. 11 cohort 2 M Nov. 16 cohort 3</p>	<p><b>MODULE 7 – Vocabulary</b></p> <ul style="list-style-type: none"> <li>➤ Components of an effective program</li> <li>➤ Vocabulary strategies</li> </ul>	<p><b>Chapters 11 (TRS)</b> <b>Assignment 3: Plan &amp; Practice Videos</b></p>
<p>W Nov. 18 cohort 1 M Nov. 23 cohort 2 W Nov. 25 cohort 3</p>	<p><b>MODULE 8 – Comprehension</b></p> <ul style="list-style-type: none"> <li>➤ Comprehension strategies</li> <li>➤ Story structure elements</li> </ul>	<p><b>Chapters 14 &amp; 15 (TRS)</b> <b>Assignment 2 Journal ✓</b> <b>Assignment 3: Plan &amp; Practice Videos</b></p>

M Nov. 30 cohort 1 W Dec. 2 cohort 2 M Dec. 7 cohort 3	<p style="text-align: center;"><b>Final Projects</b></p> <ul style="list-style-type: none"> <li>➤ Group Portfolio Presentations</li> </ul>	<p style="text-align: center;"><b>Assignment 1: Portfolio</b></p>
W Dec. 9	<p style="text-align: center;"><b>Final Projects</b></p> <ul style="list-style-type: none"> <li>➤ Portfolio Presentations (individual)</li> </ul>	

## References and Resources

InTASC Standards (2013). *Interstate teacher assessment and support consortium model core teaching standards and learning progressions for teachers 1.0: A resource for ongoing development*. Retrieved from [https://ccsso.org/sites/default/files/201712/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/201712/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

Wisconsin's framework for Response to Intervention (RtI) is found at these attached links  
<http://www.wisconsinrticenter.org/>

Balanced literacy <https://resources.corwin.com/thisisbalancedliteracy>

A-Z.com Assessment, books, and more.

Reading Rockets