



University of Wisconsin-Stevens Point

College of Professional Studies  
School of Education

Stevens Point WI 54481-3897  
715-346-4430; Fax 715-346-2549  
www.uwsp.edu/education

## **EDUC 309: Methods & Materials for Teaching Reading II Syllabus**

### **3-Credit Hours**

### **309-03 Monday/Wednesday 9:30-10:45 CPS 229**

#### **School of Education Mission**

*The School of Education develops highly qualified professional educators and leaders who honor the uniqueness of all learners and actively demonstrate the knowledge, skills, and dispositions to positively impact our diverse world for a sustainable future.*

#### **Instructor Information & Office Hours**

Instructor: Professor Jacquelyn Sernau

Office: 460 CPS Bldg.

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

Office hours: Tuesday 9:30-3:30, Wednesday 2:00-4:30 or **Thursday 9:30-12:00 by appointment only**

#### **Communicating with your Instructor**

Students should check their email regularly and respond to emails within 24-48 hours. Students are expected to use their UWSP email for communication with the instructor and/or staff. The best way to reach your instructor is by email. When emailing the instructor, students should include their full name, student identification number, course name, section number, and complete explanation or question. Please include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent.

#### **Course Description**

All students deserve the opportunity for high-quality, engaging, and meaningful instruction within a respectful and empowering learning environment that fosters their self-worth and literacy advancement. Literacy refers to reading, writing, speaking, listening, and viewing experiences and is influenced by a student's cultural background, individual preferences, and interests (International Literacy Association, n.d.; Makin & Spedding, 2015; Rohde, 2015; Wisconsin Department of Public Instruction, 2020). EDUC 309 is designed for pre-service teachers to investigate and apply best practices and research when planning and facilitating literacy assessment, instruction, and curriculum to advance the literacy learning outcomes for all students. Within hands-on and reflective opportunities, students will operationalize literacy theories and frameworks that will ultimately be manifested within their defined philosophy of literacy instruction at the end of the course. Furthermore, EDUC 309 aims to develop pre-service educator's confidence and competence in assessing and instructing the foundational reading skills of phonological awareness, phonics, fluency, vocabulary, and comprehension.



## Required Course Materials

### Required Textbook (Rental)

Hoing, B., Diamond, L., Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd. ed.) Consortium of Reading Excellence in Education, Inc. (CORE)

### Additional Required Resources (Shared on Canvas Learning Platform)

Arenson-Yaeger, J. (2019). *Foundations of Reading Study Guide*. Author.

<https://drive.google.com/file/d/1Q-Zj4HmCzhwCBStg9208aGn3usuDuf0N/view?usp=sharing>

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2009). *Put reading first: The research building blocks of reading instruction: Kindergarten through grade 3* (3rd ed.). National Institute for Literacy.

<https://www.readingrockets.org/guides/put-reading-first-research-building-blocks-teaching-children-read>

Reading Rockets. (2022). *Reading 101: A guide to teaching reading and writing*.

<https://www.readingrockets.org/teaching/reading101-course/modules/course-modules>

Wisconsin Department of Public Instruction. (2020). *Wisconsin Standards for English Language Arts*.

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf>

### Other Helpful Literacy Learning Resources:

Florida Center for Reading Research. *Fourth and fifth-grade student center activities*.

Florida Department of Education.

file:///C:/Users/Owner/Desktop/Fourth\_and\_Fifth\_Grade\_Student\_Center\_Ac.pdf

International Literacy Association (n.d.). *Literacy glossary*.

<https://www.literacyworldwide.org/get-resources/literacy-glossar>

Richardson, J. (2009). *The next step in guided reading*. Scholastic, Inc.



## General Education Program Learning Outcomes

*The UWSP School of Education requires adherence to the InTASC Standards below for successful completion of the education program:*

- **InTASC Standard # 1 [Learner Development](#):** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **InTASC Standard # 2 [Learning Differences](#):** The teacher understands individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **InTASC Standard # 3 [Learning Environments](#):** The teacher works with others to create environments that support individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation.
- **InTASC Standard # 4 [Content Knowledge](#):** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **InTASC Standard # 5 [Application of Content](#):** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- **InTASC Standard # 6 [Assessment](#):** The teacher understands and uses multiple assessment methods to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision-making.
- **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.
- **InTASC Standard # 8 [Instructional Strategies](#):** The teacher understands and uses various instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways.
- **InTASC Standard # 9 [Professional Learning and Ethical Practice](#):** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner./



- **InTASC Standard # 10 Leadership & 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.

## Course Learning Outcomes

*As a result of EDUC 309, pre-service educators will acquire/demonstrate the following essential knowledge, performances, and critical dispositions:*

**Essential Knowledge** (i.e., a teacher's knowledge needed for effective practice)

- Recognize literacy as a complex process involving reading, writing, speaking, listening, and viewing. (InTASC Standard 4)
- Demonstrate content knowledge related to the five pillars of literacy. (InTASC Standards 4 & 5)
  - **Phonological Awareness**
    - Explain and provide examples of all the levels of phonological awareness.
    - Explain the relationship between phonological awareness and phonemic awareness.
    - Explain how to assess a student's phonological skills to identify, plan, and instruct reading lessons to meet individual learner's needs.
  - **Phonics**
    - Define the terms phonics, phonemes, graphemes, and the alphabetic principle.
    - Discuss the role of phonics patterns and morphology in phonics instruction.
    - Explain how to assess a student's phonics skills to identify, plan, and instruct reading lessons to meet individual learner's needs.
  - **Oral Reading Fluency**
    - Identify and define the three primary components of oral reading fluency.
    - Explain the correlation between oral reading fluency and comprehension.
    - Explain how to assess a student's fluency skills to identify, plan, and instruct reading lessons to meet individual learner's needs.
  - **Vocabulary**
    - Explain the relationship between vocabulary and comprehension.
    - Explain the term "word consciousness."
    - Explain how to assess vocabulary knowledge and growth to identify, plan, and instruct reading lessons to meet individual learner's needs.
  - **Comprehension**
    - Explain the differences between literal and inferential comprehension.
    - Explain how background knowledge and experiences impact comprehension.
    - Explain how to assess comprehension to identify, plan, and instruct reading lessons to meet individual learner's needs.

**Performances** (i.e., a teacher's practices that can be observed and assessed)

- Apply the WI ELA Standards to inform curriculum planning and develop learning targets for lessons using the gradual release of responsibility approach. (InTASC Standard 4)
- Complete assessments related to phonological awareness, phonics, vocabulary, oral reading fluency, and comprehension. (InTASC Standards 4 & 5)
- Plan and facilitate five targeted research and/or evidence-based reading lessons (i.e., phonological awareness, phonics, vocabulary, oral reading fluency, & comprehension) related to the individual strengths, interests, funds of knowledge, preferences, and learning goals of a student. (InTASC Standards 1,2,3, 7, & 8).



- Cultivate learning environments and experiences that promote respect for and support individual differences of ethnicity, race, language, culture, gender, and ability. (InTASC Standards 1, 2,3, & 6)

**Critical Dispositions** (i.e., a teacher’s professional actions and commitments)

- Adjust reading lessons based on feedback and coaching. (InTASC Standard 9)
- Articulate a philosophy of teaching literacy based on research and determine best practices to advance literacy learning (InTASC Standard 9).
- Participate in reflective practices individually and with peers to improve literacy instruction (e.g., How does literacy instruction reflect research and evidence-based practices (research)? How do I articulate my philosophy of teaching reading to align with evidence and research-based practice? What instructional strategies drive and accelerate literacy learning? How are assessment, data collection, and observation linked to relevant, responsive, and respectful literacy instruction?) (InTASC Standard 9).

**Evaluation/Course Requirements**

*Each student’s participation and performance in class will be evaluated based on the assignments outlined below.*

Assignment # 1: <a href="#">Five Pillars Discussion Facilitator Rubric</a>	Points	InTASC Standards
Pre-service teachers will: <ul style="list-style-type: none"> <li>• complete readings and lead discussions related to each of the five pillars (components) of reading.</li> </ul>	20	4 & 8

Assignment # 2: <a href="#">Five Pillars of Reading FoRT Prep Guide</a>	Points	InTASC Standards
Pre-service teachers will: <ul style="list-style-type: none"> <li>• complete the assigned FoRT Prep Guide sections to demonstrate content knowledge related to phonological awareness, phonics, fluency, comprehension, and vocabulary.</li> <li>• submit individual sections of FoRT Prep Guide in CANVAS.</li> </ul>	25 (5 pts. each)	4 & 8

Assignment # 3: <a href="#">Select Two Pillars of Reading &amp; Teach One Lesson for Each</a>	Points	InTASC Standards
Pre-service teachers will: <ul style="list-style-type: none"> <li>• develop a lesson plan on two separate reading pillars.</li> </ul>	40	4, 7, & 8



<ul style="list-style-type: none"> <li>• facilitate <b>two</b> hands-on small-group lessons to their study team.</li> <li>• reflect on the teaching moves in their lesson.</li> </ul>		
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<b>Assignment # 4: <u>Case Study (3 assessments &amp; 3 corresponding lessons)</u></b>	Points	InTASC Standards
pre-service teachers will: <ul style="list-style-type: none"> <li>• complete at least three reading assessments with case study focus students to assess at least three of the foundational reading skills</li> <li>• identify and write a summary of the literacy strengths, needs, and instructional goals for the focus student.</li> <li>• plan three literacy based on instructional goals for the student. The lessons should relate to the foundational literacy standards.</li> </ul>	40	3, 4, 6, 7, & 8

<b>Assignment # 5: <u>Philosophy of Literacy Instruction (Final Exam)</u></b>	Points	InTASC Standards
pre-service teachers will: <ul style="list-style-type: none"> <li>• prepare a personal philosophy essay on teaching reading using practical classroom applications, course readings, and research-based theories to advance literacy learning opportunities for all children regardless of background, culture, language, and/or motivation to read.</li> <li>• craft philosophies related to current teaching environments and provide the reader with an appropriate blend of practical classroom application with solid theoretical frameworks.</li> <li>• submit the final paper should be a well-written and original piece (APA 7th Edition)</li> </ul>	20	3, 4, 6, 7, & 8

<b>Assignment # 6: Participation &amp; Professionalism</b>	Points	InTASC Standards
Pre-service teachers will: <ul style="list-style-type: none"> <li>• participate in all course activities</li> <li>• demonstrate professionalism within their work with peers, professors, community members, and other educators.</li> <li>• show competency in the UWSP SOE defined dispositions.</li> </ul>	15	9, 10



**TOTAL POINTS = 160**

### Grading Scale

Percentage	Letter Grade
96-100	A
94-95	A-
92-93	B+
88-91	B
86-87	B-

### Pre-Clinical Experience

EDUC 309 pre-service educators must complete twenty hours of pre-clinical experience. The first half of the semester requires pre-service teachers to complete a case study. In the remaining half of the semester, EDUC 309 students will engage in opportunities to observe, apply, and reflect on learning during a pre-clinical experience at a local school or organization. Students are asked to save all documentation and evaluations from the pre-clinical teaching experiences.

### Technology Guidelines

**Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines, as they help create a positive learning community.

**Online Learning and Collaboration Tools:** This course may require posting work online that is viewable only by your classmates and instructors. None of the work submitted online will be shared publicly. Some assignments may require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the course instructor. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these learning



activities, you are giving consent to sharing your work with others in this class, and you recognize there is a small risk of your work being shared online beyond the purposes of this course. You will receive an alternate assignment if you elect not to participate in these online assignments due to confidentiality concerns, you will receive an alternate assignment.

**Videoconferencing:** In this course, Zoom may be used for live delivery of regularly scheduled instructional hours on an occasional as-needed basis. For example, suppose a student has an excused absence but cannot attend the regularly scheduled class in real-time. If arranged with the instructor, the student may participate remotely through Zoom video conference meeting software. This is at the instructor's discretion and is only intended for defined, short-term, approved absences. Students will log into Zoom using the university's video conferencing page. Students participating via Zoom will interact with the class through audio and video and must be seen and heard by the instructor to be considered "in attendance." Students participating through videoconference should use the required student technology described in UWSP Policies to interact with the instructor and the other students in the course. Sessions of this course may also be recorded by the instructor on an as-needed basis and saved for the viewing of any absent students through the CANVAS course site.

### Inclusivity Statement

I intend 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. I intend 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. Suppose 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. In that case, 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). I commit to doing my part by keeping myself informed on the most recent research and practices that best support inclusive learning.

### Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

### Attendance & Late Work

#### Attendance

**EDUC 309 includes all required class sessions.** The instructor is unable to re-teach the material to students that do not attend course sessions. Occasionally illness or other





emergencies make attendance impractical or impossible. In these cases, the instructor may approve of an absence. As a result of any absence, the instructor may provide a make-up assignment and deduct participation points. The following points will be deducted from missing class (at the instructor's discretion).

- One absence: 0 points
- Two absences: 5 points
- Three absences: 10 points
- Four or more absences: automatic letter deduction (e.g., A to a B), dispositions meeting, and/or incomplete if absences continue and/or persistent tardiness.

Students unable to attend face-to-face class must notify their instructor and arrange for a member in their class to Zoom them in and/or share their notes. The study team member Zooming in an absent member should sit at the front table. As the semester goes on, there may be additional ways of using technology that might be explored.

### Late Work

All EDUC 309 assignments are to be turned in on the designated dates and times. Please make arrangements with the instructor in the case of an emergency. If you cannot meet a deadline, please contact your instructor at least 48 hours in advance. Extensions may be granted at the discretion of the instructor. All late work, if allowed, is subject to point deductions at the discretion of the instructor. Furthermore, work that is submitted after the course has been completed is subject to university policies and procedures related to incompletes.

## Safety & Emergency Procedures

The health and safety of our students, faculty, and staff are top priorities at UW-Stevens Point.

### COVID-19 Pandemic

Please follow the UWSP policies related to keeping our community safe concerning the COVID-19 pandemic. The policy may change during the semester due to health department requirements, CDC guidelines, and local vaccination and infection rates. Students are recommended to watch their UWSP email for updates, or go here for the most updated information: <https://www.uwsp.edu/coronavirus/Pages/default.aspx>

- **Face Coverings:** As of August 9, 2021, all students, employees, and visitors to any UW-Stevens Point campus or facility are required to wear face coverings when inside campus buildings and enclosed spaces with others outside of their household (e.g., in a UWSP vehicle). The masking policy is in effect until further notice due to increasing COVID-19 transmission rates in counties where UW-Stevens Point is located. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss in-class accommodations. Please note wearing a mask in face-to-face classes is a UWSP Policy and not up to the discretion of individual instructors. Course sessions cannot take place unless everyone



is wearing a face covering. Failure to adhere to this requirement could result in formal withdrawal from the course.

- **Classroom Responsibilities:** Please evaluate your own health status regularly and seek appropriate medical attention to treat illness. 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). Additional classroom responsibilities include that students should:
  - communicate their need to be absent and complete the course requirements as outlined in the syllabus.
  - maintain a minimum of six feet of physical distance from others whenever possible.
  - avoid congregating in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
  - sit in the same seat every day to make contact tracing easier if that becomes necessary.
  - clean their assigned seating area.
  - maintain healthy practices inside and outside of the classroom (e.g., wash your hands/use appropriate hand sanitizer regularly and avoid touching your face).
- **Personal Daily Health Screening Form:** Students who are not vaccinated and are on campus are required to use the [Daily Symptom Screening Form](#)
- **COVID-19 Testing:** A UW System directive requires weekly testing for students who live on the Stevens Point campus and every other week for other students and employees who come to any of our campuses and for those who are not fully vaccinated and exempt from testing.

### Other Medical Emergencies

In the event of

- **a medical emergency,** call 9-1-1 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to the victim(s).
- **a tornado warning,** proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms).
- **a fire alarm, calmly evacuate the building.** Meet at a designated location at least 200 yards away from the building. Notify instructor or emergency response personnel of any missing individuals.
- **an active shooter, RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out, and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency responses at UW-Stevens Point.



## 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 their 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.*

### Help Resources

Tutoring	Advising	Safety & General Support	Health
Tutoring & Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553.  Health Care, Delzell Hall, ext. 4646

[Click here](#) to flag a policy or practice that disproportionately affects marginalized students.

### UWSP Service Desk (1<sup>st</sup> Floor, Albertson Hall)

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 require additional support that I may not be able to provide individually. 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](#).



## Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment where 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 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 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](#).

## Other Campus Policies & Helpful Information

### FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) 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. If 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 [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

### 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](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. Please see our Jeanne Clery Act page for more information about when and how these notices will be sent out.

### Drug-Free Schools and Communities Act

The Drug-Free Schools and Communities Act (DFSCA) requires higher education institutions 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](#).

### Voter Registration Information

- **Register:** Did you know you can register to vote and check your voter registration status at [www.myvote.wi.gov](http://www.myvote.wi.gov)?
- **Vote:** In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at [www.myvote.wi.gov](http://www.myvote.wi.gov) (select "Vote Absentee" on the navigation page).
- **Make a Difference:** Sign up to work the polls on election day by contacting your local city clerk's office (find your clerk at <https://myvote.wi.gov/en-us/PollWorker>).
- For more information on registration and voting procedure, visit your campus resource page at <https://linktr.ee/UWSPGOTV> or [www.myvote.wi.gov](http://www.myvote.wi.gov)

### Course Schedule

*The instructor reserves the right to amend the syllabus and adjust the schedule as necessary to respect students' ability to complete the course requirements.*

Week	Date	Topic/Activities	Homework Assignment
			<b>Due: Monday, Jan. 24</b> <input type="checkbox"/> Rent/purchase course text <input type="checkbox"/> Familiarize yourself with the course syllabus, texts, and Canvas page
Week 1	Monday, January 24	<ul style="list-style-type: none"> <li>● Introductions &amp; welcome</li> <li>● Inform about student bios</li> <li>● Review syllabus: readings, assignments &amp; expectations</li> <li>● Review UWSP dispositions</li> <li>● Establish study teams &amp; set norms</li> </ul>	<b>Due: Wednesday, January 26</b> <input type="checkbox"/> Complete student bio and submit in CANVAS <input type="checkbox"/> Submit Study Team Norms in CANVAS <input type="checkbox"/> Register for free individual or group FoRT Study Sessions through the <a href="#">UWSP Tutoring-Learning Center (TLC)</a>
	Wednesday, January 26	<ul style="list-style-type: none"> <li>● Share bios</li> <li>● Discuss conceptualizations of literacy: models, theories, and instructional implications</li> <li>● Identify <a href="#">reading beliefs</a></li> </ul>	<b>Due: Monday, January 31</b> <input type="checkbox"/> Submit Reading Beliefs Survey and related reflection in CANVAS <input type="checkbox"/> Read and prepare to discuss <a href="#">Effective Use of the GRR Model (Fisher, 2008)</a>



		<ul style="list-style-type: none"> <li>Review the Gradual Release of Responsibility (GRR)</li> </ul>		
Week 2	Monday, January 31	<ul style="list-style-type: none"> <li>Connect GRR model to lesson plan template</li> <li>Discuss the <a href="#">WI English Language Arts Standards (2020)</a></li> <li>View WI DPI Module: Analyzing Standards &amp; Instructional Planning</li> <li>Introduce <a href="#">Unpacking Foundational Reading Standards activity</a></li> <li>Review expectations for lesson plans and determine teachers for lesson plans</li> <li>Review expectations for <i>FoRT Preparation Guide</i> and determine discussion facilitators</li> </ul>	<p><b>Due: Wednesday, February 2</b></p> <input type="checkbox"/> Submit <a href="#">Unpacking Foundational Reading Standards Activity</a> in CANVAS	
	<p>Wednesday, February 2</p> <p><b>NO F2F Class- Meet with Study Team</b></p>	<p><b>No f2f class- students should meet with their study teams and complete the following:</b></p> <ul style="list-style-type: none"> <li>View <a href="#">WI DPI Module: Create and CoMMunicate Learning Targets in Student Friendly Language</a></li> <li>Develop learning target from a foundational reading standard of your choice- be prepared to share in class on Monday, Feb. 7</li> </ul>	<p><b>Due: Monday, February 7</b></p> <input type="checkbox"/> Read and prepare to discuss <a href="#">Top 10 Terms: Data &amp; Assessment Literacy (WI DPI)</a>	<input type="checkbox"/> As a study team, select a Foundational reading standard and develop a learning target based on the standard with your study team- prepare to share in class on Monday.
Week 3	Monday, February 7	<ul style="list-style-type: none"> <li>Share standards and selected learning targets</li> <li>Review strategic assessment systems in literacy</li> <li>Discuss assessment terms</li> <li><a href="#">Read &amp; discuss Diamond &amp; Thorsnes (2018, pp.5-15)</a></li> </ul>	<p><b>Due: Monday, February 7</b></p> <ul style="list-style-type: none"> <li>TRS (Honig et al., 2018): Review and be prepared to discuss: Print Awareness, pp. 71-82 and Letter Knowledge, pp. 84-95</li> </ul>	
	Wednesday, February 9	<ul style="list-style-type: none"> <li>Review emergent literacy               <ol style="list-style-type: none"> <li>Concepts about print</li> <li>Print awareness</li> <li>Letter knowledge</li> </ol> </li> <li>Model &amp; guided practice: letter identification lesson plan</li> </ul>	<p><b>Due: Monday, February 14</b></p> <ul style="list-style-type: none"> <li>Review readings and prepare for phonological awareness discussion</li> <li>Discussion Facilitator: Prepare to lead phonological awareness discussions and support study teams with <a href="#">FoRT Preparation Guide</a></li> </ul>	
Week 4	Monday, February 14	<ul style="list-style-type: none"> <li>Discuss phonological awareness (What? Why? When?)</li> <li>Facilitate small group discussions about phonological awareness and complete related section of FoRT Preparation Guide</li> </ul>	<p><b>Due: Wednesday, February 16</b></p> <input type="checkbox"/> Complete phonological awareness section of <i>FoRT Preparation Guide</i>	<input type="checkbox"/> Lesson facilitators: Prepare for phonological awareness demonstration lesson



	<b>Wednesday, February 16</b>	<ul style="list-style-type: none"> <li>Review phonological awareness assessments (MM: pp. 19-30) and instruction</li> <li>Facilitate phonological awareness lessons</li> </ul>	<b>Due: Monday, February 21</b> <ul style="list-style-type: none"> <li>Review suggested readings and prepare for phonics discussion</li> <li>Discussion Facilitators: Prepare to lead phonics discussions and support study teams with <i>FoRT Preparation Guide</i></li> </ul>
<b>Week 5</b>	<b>Monday, February 21</b>	<ul style="list-style-type: none"> <li>Discuss phonics (What? Why? When?)</li> <li>Facilitate small group discussions about phonics and complete related section of <i>FoRT Preparation Guide</i></li> </ul>	<b>Due: Wednesday, February 23</b> <ul style="list-style-type: none"> <li>Complete phonics lesson</li> <li>Complete phonics section of <i>FoRT Preparation Guide</i></li> <li>Lesson facilitators: Prepare for a demonstration lesson</li> </ul>
	<b>Wednesday, February 23</b>	<ul style="list-style-type: none"> <li>Review phonics assessments (MM pp. 41-52) and instruction</li> <li>Facilitate phonics lessons</li> </ul>	<b>Due: Monday, February 28</b> <ul style="list-style-type: none"> <li>Review readings and prepare for vocabulary discussion</li> <li>Discussion Facilitators: Prepare to lead vocabulary discussions and support study teams with <i>FoRT Preparation Guide</i></li> </ul>
<b>Week 6</b>	<b>Monday, February 28</b>	<ul style="list-style-type: none"> <li>Discuss vocabulary (What? Why? When?)</li> <li>Facilitate small group discussions about vocabulary and complete related section of <i>FoRT Preparation Guide</i></li> </ul>	<b>Due: Wednesday, March 2</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete vocabulary lesson</li> <li><input type="checkbox"/> Complete vocabulary awareness section of <i>FoRT Preparation Guide</i></li> <li><input type="checkbox"/> Lesson facilitators: Prepare for a demonstration lesson</li> </ul>
	<b>Wednesday, March 2</b>	<ul style="list-style-type: none"> <li>Review vocabulary assessments (MM pp. 118-114) and instruction (How?)</li> <li>Facilitate vocabulary lessons</li> </ul>	<b>Due: Monday, March 7</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review readings and prepare for fluency discussion</li> <li><input type="checkbox"/> Discussion Facilitators: Prepare to lead fluency discussions and support study teams with <i>FoRT Preparation Guide</i></li> </ul>
<b>Week 7</b>	<b>Monday, March 7</b>	<ul style="list-style-type: none"> <li>Discuss fluency (What? Why? When?)</li> <li>Facilitate small group discussions about fluency and complete related section of <i>FoRT Preparation Guide</i></li> </ul>	<b>Due: Wednesday, March 9</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete fluency lessons</li> <li><input type="checkbox"/> Complete fluency section of <i>FoRT Preparation Guide</i></li> <li>Lesson facilitators: Prepare for demonstration lessons</li> </ul>
	<b>Wednesday, March 9</b>	<ul style="list-style-type: none"> <li>Review fluency assessments (MM high frequently pp. 63-67; 77-117) and instruction (How?)</li> <li>Facilitate fluency lessons</li> <li>Discuss EMB clinicals</li> </ul>	<b>Due: Monday, March 14</b> <ul style="list-style-type: none"> <li>Review readings and prepare for comprehension discussion</li> <li>Discussion Facilitators: Prepare to lead comprehension discussions and support study teams with <i>FoRT Preparation Guide</i></li> </ul>





<b>Week 8</b>	<b>Monday, March 14</b>	<ul style="list-style-type: none"> <li>Discuss comprehension (What? Why? When?)</li> <li>Facilitate small group discussions about comprehension and complete related section of <i>FoRT Preparation Guide</i></li> </ul>	<b>Due: Wednesday, March 16</b> <ul style="list-style-type: none"> <li>Complete comprehension lesson</li> <li>Complete comprehension section of <i>FoRT Preparation Guide</i></li> <li>Lesson facilitators: Prepare for demonstration lessons</li> </ul>
	<b>Wednesday, March 16</b>	<ul style="list-style-type: none"> <li>Review comprehension assessments (MM pp. 148-177) and instruction (How?)</li> <li>Facilitate comprehension lessons</li> <li>Review expectations for case study and philosophy of education</li> </ul>	
<b>Spring Break: March 18 (6pm) - March 25</b>			
<b>Week 9</b>	<b>Monday, March 28</b>	<ul style="list-style-type: none"> <li>Balanced Literacy</li> <li>Model/Workshop Model</li> <li>The Literacy Debate</li> </ul>	<b>Due: Wednesday, March 30</b> <input type="checkbox"/> Readings
	<b>Wednesday, March 30</b>	<ul style="list-style-type: none"> <li>Interactive Read Aloud- What &amp; Why?</li> </ul>	<b>Due: Monday, April 4</b> <input type="checkbox"/> Familiarize yourself with Reading Rockets Modules
<b>Week 10</b>	<b>Monday, April 4</b>	<ul style="list-style-type: none"> <li>IRA Continued</li> <li>A look at Shared Reading and Shared Writing</li> </ul>	<b>Due: Wednesday, April 6</b> <input type="checkbox"/> Reading Rocket Module 1- <a href="#">Print Awareness</a>
	<b>Wednesday, April 6</b>	<ul style="list-style-type: none"> <li>FoRT Bootcamp begins</li> <li>Testing tips and what to expect</li> <li>In class work with multiple choice</li> </ul>	<b>Due: Monday, April 11</b> <input type="checkbox"/> Reading Rocket Module 1- <a href="#">Print Awareness</a>
<b>Week 11</b>	<b>Monday, April 11</b>	<ul style="list-style-type: none"> <li>Begin work on Written Response</li> </ul>	<b>Due: Wednesday, April 13</b> <input type="checkbox"/> Reading Rockets Module 3- <a href="#">Phonics</a>
	<b>Wednesday, April 13</b>	<ul style="list-style-type: none"> <li>Work with Miscue Analysis</li> </ul>	<b>Due: Monday, April 18</b> <input type="checkbox"/> Reading Rockets Module 4- <a href="#">Fluency</a>
<b>Week 12</b>	<b>Monday, April 18</b>	<ul style="list-style-type: none"> <li>Continued work with Miscue Analysis</li> </ul>	<b>Due: Wednesday, April 20</b> <input type="checkbox"/> Reading Rockets Module 5- <a href="#">Vocabulary</a>
	<b>Wednesday, April 20</b>	<ul style="list-style-type: none"> <li>Comprehension Retelling- written response</li> <li>What to expect and practice</li> </ul>	<b>Due: Monday, April 25</b> <input type="checkbox"/> Reading Rockets Module 6 - <a href="#">Spelling</a>
<b>Week 13</b>	<b>Monday, April 25</b>	<ul style="list-style-type: none"> <li>Comprehension Retelling-written response continues</li> </ul>	<b>Due: Wednesday, April 27</b> <input type="checkbox"/> Reading Rockets Module 7- <a href="#">Comprehension</a>



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	<b>Wednesday, April 27</b>	<ul style="list-style-type: none"> <li>• Test yourself! :) How are you doing?</li> </ul>	<b>Due: Monday, May 2</b> <input type="checkbox"/> Reading Rockets Module 8- <a href="#">Writing</a>
<b>Week 14</b>	<b>Monday, May 2</b>	<ul style="list-style-type: none"> <li>• Let's Review our 5 pillars and stages of reading development/Jennifer Yaeger Study Guide</li> <li>• Take practice test part 1 (multiple choice)</li> </ul>	<b>Due: Wednesday, May 4</b> <input type="checkbox"/> Reading Rockets Module 9- <a href="#">Assessment</a>
	<b>Wednesday, May 4</b>	<ul style="list-style-type: none"> <li>• Practice test part 2 (written response)</li> <li>• Linger questions/concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Bring your questions on Monday</li> <li>• Wrap-up your pre-clinical experience</li> </ul>
<b>Week 15</b>	<b>Monday, May 9</b>	<ul style="list-style-type: none"> <li>• Let's talk about struggling Readers/Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• GET ALL WORK WRAPPED UP</li> </ul>
	<b>Wednesday, May 11</b>	<ul style="list-style-type: none"> <li>• Share what we've learned from our case study experiences!</li> </ul>	<ul style="list-style-type: none"> <li>• GET ALL WORK WRAPPED UP</li> </ul>
<b>Week 16</b>	<b>Monday, May 16</b>	<ul style="list-style-type: none"> <li>• Final Paper for Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>• GET ALL WORK WRAPPED UP</li> </ul>
	<b>Wednesday, May 18</b>	<b>8:00-10:00 FINAL</b>	<ul style="list-style-type: none"> <li>• <b>Philosophy Paper Due</b></li> <li>• <b>All Work Submitted for Review</b></li> </ul>