

**Education 309/509: Methods and Materials for Teaching Reading II**  
**University of Wisconsin – Stevens Point**  
**Elementary Methods Block - Fall 2019**

Section 1: Tuesday/Thursday 11:00 – 12:15 CPS 326 & at Local Elementary Schools

Section 2: Tuesday/Thursday 12:30-1:45 CPS 326 & at Local Elementary Schools

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Office hours: Thursday 9:30-10:30 or by appointment

**Purpose**

This course is designed to investigate and apply best practices in literacy development, reading curriculum, and related research. This course supports EMB practices and learning outcomes.

**Texts:**

Ellery, V. (2014). *Creating Strategic Readers*, 3rd edition. (rental)

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. (Suggested)

**Essential Questions:**

- 1) How does literacy instruction reflect personal literacy beliefs?
- 2) What instructional strategies drive and accelerate literacy learning?
- 3) How is observation linked to responsive literacy instruction?
- 4) What are the essentials for developing a literate, democratic society?

**Enduring Understandings:**

- 1) Literacy beliefs drive literacy instruction
- 2) Optimal Learning Model serves as a foundational framework for teaching and learning
- 3) Implementation of the workshop model to support and differentiate literacy instruction
- 4) How time, purposeful talk, matching texts to readers, authentic tasks, and assessment influence literacy learning
- 5) Essential elements needed to support literacy instruction for all students
- 6) Common Core Standards across grade levels

**Learning Outcomes:**

Through fully participating in this course, the following goals and intended learning outcomes will be addressed. The teacher-learners will:

- 1) Articulate literacy beliefs and determine best practices to support those beliefs
- 2) Become knowledgeable about instructional approaches, responsive instruction, interventions, productive feedback, professional literacy communities
- 3) To build a strong knowledge base of comprehensive literacy education (reading, writing, listening, speaking, and language) and instructional strategies to facilitate comprehensive literacy through reading course text, professional journals and publications, and collaborating with professionals.
- 4) Initiate, participate in, and/or apply literacy research
- 5) Inquire into topics and develop a reflective and purposeful approach to literacy learning (i.e., CCSS: common language, full picture of literacy, healthy balance)
- 6) To develop understandings about current and historical literacy education perspectives
- 7) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- 8) Articulate a constructivist approach for developing a classroom literacy program.

**Assignment Points:**

Reflecting on Learning  
 (What I learned/Questions I have/How I will find out).....21 points  
 Museum of Instructional Activities.....4 points  
 Field Days-Conferring Documentation.....20 points  
 Literacy Lesson Plan ..... 20 points  
 Interview Reading Teacher/Reading Specialist.....15 points  
 Philosophy of Literacy ..... 20 points  
**TOTAL POINTS = 100 Points**

Extra Credit: Foundations of Reading Work (Up to 10 points)

1 point per module completed

1 point per Tutoring Session attended

**Grading Scale**

Points	Letter Grade
96-100	A
94-95	A-
92-93	B+
88-91	B

86-87

B-

### Assessed Learning Objectives & Assignment Overview

**Assessed Learning Objective 1:** Teacher-learner demonstrates the professional practice of growing and developing professionally as well as being reflective (Danielson Framework 4e & 4a).

**Why:** Being a professional committed to growing your own content and pedagogical knowledge will increase your ability to meet the diverse needs of learners in your instructional setting.

**How (Assignment to Demonstrate LO 1):** Teacher-learners will read one article per week from The Big Fresh (published by Choice Literacy). Then, the teacher-learner will document, synthesize and reflect on their learning from each week using a WQH graphic organizer.

What I Learned	Questions I Have	How I plan to find out

Teacher-learners bring their WQH organizer representing their thinking about their reading from the previous week on **Thursdays**

**Points:** 21 points

3 points per completed WQH for 21 possible points.

\*\*If you miss a date, you may submit your running list of "Tips from Dr. Garbe" to substitute for one journal entry.

Point Checklist:

\_\_\_\_\_ Write three or more bulleted items in "What I learned column" that matches content of past week's classes. (1 points)

\_\_\_\_\_ Write one or more bulleted item(s) in "Questions I have" column (1 point)

\_\_\_\_\_ Write one or more ideas for how you will find out the answer to your question (1 point)

**Assessed Learning Objective 2:** Plan a skill-based lesson that supports the development of one of the five pillars of reading (phonological awareness, phonics, vocabulary, fluency, or comprehension)

**Why:** After assessing students, a teacher may uncover an instructional priority that requires targeted instruction in a particular skill area.

**How:** Bring a skill-based activity “alive” by showing how the activity would look in the classroom by bringing and setting up the materials as they would be used and providing a synopsis of the directions.

**Due: Tuesday, January 28th**

**Points:** 4 points

Preservice teachers that present an activity will earn 4 points for completing this activity.

**Assessed Literacy Objective 3:** Plan a comprehensive literacy lesson using a gradual release template. The gradual release template is a framework to plan for varying levels of scaffolding through the gradual release model.

**Why:** Engaging students in learning is an essential role of the educator. Developing lessons that match standards and student needs is evidence of thoughtful, responsive, lesson design.

**How:** Plan a literacy lesson using a lesson plan template provided.

**Due: Tuesday, March 3rd**

**Points: 20 points**

Specific guidelines, including lesson plan format and rubric will be provided during week five.

Assessed Literacy Objective 4: Observe and track student learning over time

How: Conferring notes

Points

Due: March 20

**Assessed Literacy Objective 5.** LO- Understand the interplay of classroom instruction and supporting interventions, including the roles and responsibilities of a reading interventionist.

**Why:** An effective school environment necessitates collaboration among professionals with various roles to deliver the responsive, core, universal curriculum as well as responsive, cohesive interventions.

**How:** Observe and interview a Reading Teacher (sometimes called Title I teacher) or Reading Specialist. Based on your learning from this course and your practicum experience, ask questions that you believe are important and will support you in developing knowledge of instructional approaches.

\*Example interview questions will be drafted in class.

**Due Date: Sunday, May 3 (Upload to Canvas)**

**Points: 15 points** Rubric will be provided during week seven

**Assessed Learning Objective 6:** Teacher-learner articulates literacy beliefs and determines best practices to support those beliefs

**Why:** Skilled professionals articulate beliefs and make instructional decisions that adhere to those beliefs. Writing your philosophy (a cohesive vision of your instructional beliefs) allows you to become more aware of your beliefs and practice eloquently articulating your philosophy when asked to do so, such as in an interview.

**How:** Write a personal philosophy about teaching literacy

Teacher-learners prepare a personal philosophy essay of teaching literacy using practical classroom applications and research-based theories to improve literacy learning.

Teacher-learner essays must relate to current teaching environments and will provide the reader with an appropriate blend of practical classroom application with solid theoretical frameworks. The final paper should be a clean, well-written, original piece (APA 6th Edition) that reflects a personal teaching philosophy that involves research-based instruction that focuses on improving literacy learning for all children regardless of background, culture, language and/or motivation to read. Teacher-learners' may reference Ellery's book and other resources they've discovered from investigating further—spinning off the 3rd column of the WQH Organizer.

**Due: Sunday, May 10 (Upload to Canvas)**

**Points: 20 points**

Reflection and Draft 5 points  
 Final Philosophy of Literacy Paper = 15 points

**Road Map & Course Schedule**

Literacy-Rich Environment & Engagement
Strategic Thinking
Theory of Gradual Release
Balanced Literacy
Getting to know readers through conferring
Assessment of Reading
Response to Intervention Framework

Tuesday, January 21st	Thursday, January 23rd
Who are we as a community of learners? Introductions  Best Practice  Beliefs in teaching Reading	Comprehensive Literacy & Strategic Thinking  Out of Class Assignment: Read pages 13-30 in Ellery & Choose an activity to share in Tuesday's museum)
Tuesday, January 28th	Thursday, January 30th
Literacy-Rich Environment  <b>Museum Activity Presentation (4pts)</b>	Gradual Release of Responsibility  <b>WQH #1 Due</b>
Tuesday, Feb. 4th	Thursday, February 6th
Field Day Observe Gradual Release of Responsibility within a Workshop Framework  Do: Interest inventory	WSRA-No Class  Canvas Flipped Class-Conferring with Readers  <b>WQH #2 Due</b>

Tuesday, Feb. 11	Thursday, February 13
Field Day Observe Model and Think Aloud  Do: Book Talk for partner group/students Field Day	Gradual Release: Plan how to model Feb. 18th learning target  <b>WQH #3 Due</b>
Tuesday, Feb. 18	Thursday, February 20
Field Day  Do: Confer and intentionally use GRR	Assessment of Reading  <b>WQH #4 Due</b>
Tuesday, February 25	Thursday, February 27
Field Day  Do: Next Step in Guided Reading Benchmark Assessment	Analyzing Assessment to Plan for Instruction  <b>WQH #5 Due</b>
Tuesday, March 3	Thursday, March 5th
Field Day  <b>Do: Literacy Lesson Due/Teach Literacy Lesson</b>	Response to Intervention  <b>WQH #6 Due</b>
Tuesday, March 10	Thursday, March 12
Field Day  Do: Teach Literacy Lesson Follow Up	Beliefs Questions for Literacy Specialist What has changed in your thinking?  <b>WQH #7 Due</b> <b>Conferring Notes Due</b>

EMB Full-Day Practicum Starts on Monday, March 23rd.

Special Education Majors that are not in the EMB block will complete 2.5 hours of practicum weekly for EDUC 309.

**May 3rd-interview with Reading Teacher/Interventionist Due (upload to Canvas)**

**May 10th- Philosophy of Teaching Literacy Due (upload to Canvas)**