



School of Education
College of Professional Studies
University of Wisconsin - Stevens Point

EDUC 715: Application and Analysis of Reading Instruction

Spring Semester 2020
March 30th – May 15th

Instructor: Dr. Cate

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Course Overview

This course is designed to investigate best practices in literacy development, reading curriculum, and related research. This course *builds on* participants common understanding of the **core components of reading – phonological awareness, phonics, fluency, vocabulary, and comprehension** – to plan differentiated literacy instruction (specifically whole class focus lessons, small group instruction, and one-to-one targeted support). The [ELA-CCSS](#) to support lesson plans. Course learning outcomes and assessments reflect the [InTASC Teaching Standards](#) 6-9. Course participants are expected to follow the CPS-PEP [SOE Teaching Dispositions](#).

Required Materials

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

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. (Purchase)

Essential Questions

1. What learning conditions are necessary to engage students in learning (and literacy)?
2. How do teachers cultivate their knowledge and practice in reading instruction?
3. What does effective reading instruction look, sound, and feel like?

Learning Outcomes

The following learning outcomes for this course will support best practices in literacy development, reading curriculum, and related research.

1. The teacher understands how to plan reading activities and use informal assessments to engage learners in their own growth, monitor progress, and plan next steps with learner (InTASC Standards 6-8, Assignments 1 & 2).
2. 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 (InTASC Standard 8, Assignments 1-3).
3. 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 (InTASC Standard 9, Assignment 4).

University and Department Polices

The following requirements and information align with university and SOE department policies. To receive an acceptable grade in this course, active participation in each module (according to the schedule) is required. Active participation includes reading required material, applying the methods shared in that material, next steps (reflection) within course activity, assignments, discussions, etc.

- Review the [SOE Teaching Dispositions](#), specifically responsibility for self and fostering collaborative relationships. Keeping it simple, let's agree that:
 - reading assignments and online activities should be completed on time. To receive full points for completed assignments and discussion posts – follow the schedule, read through directions, etc. **Point deductions for late assignment submissions, discussion posts, inactivity in the Canvas learning environment, etc. (instructor's discretion). See Professional Responsibility (p. 5).**
- complete assignments on time but understand that an assignment completed no more than 1 week late can receive no more than 50% of the points possible.
- recognize the fact that 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.
- know 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>
- understand that 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>
- register with Disability Services Office if I need specific accommodations and inform the instructor of accommodations needed to be successful in this course
<https://www.uwsp.edu/hr/Pages/Affirmative%20Action/ADA.aspx>

Assignments & Grading Scale

Assignments and points	Grading scale
Assign# 1 Reading Connections – 40	200 – 186 A 185 – 178 A-
Assign#2 Guided Reading – 40	177 – 170 B+ 169 – 155 B
Assign#3 Literacy Activities – 50	154 – 147 B- 146 – 139 C+
Assign#4 Professional Study Guide (PSG) – 70	138 – 124 C 123 – 116 C- 115 – 108 D+ 107 – 93 D 92– 85 D-

Assign# 1 Reading Connections (TRS)

Learning Outcome. The teacher understands how to plan reading activities and use informal assessments to engage learners in their own growth, monitor progress, and plan next steps with learner (InTASC Standards 6 Assessment, 7 Planning & 8 Instructional Strategies).

Learning Goals: 1) Teachers build knowledge of effective whole group reading instruction, decide on appropriate literacy activities, using their *Teaching Reading Sourcebook* (TRS).

Directions:

1. Many of you have already read most of the chapters in the TRS. If you have not read the chapters (did not take EDUC 718), then it is important that you go through this book to understand the layout and its contents. The chapters are quite easy to skim and scan.
2. In order to build understanding of what to teach, support your teaching, when to assess and how to teach a strategy or method a teacher must be able to go into a resource and choose an activity according to their student's needs.
3. Weeks 3-6, a chapter will be identified and a brief classroom situation, student needs and strengths shared. You will practice creating a lesson and a related assessment.
4. This assignment requires that you complete 4 lessons and related assessment. Lessons are typically one page in length and the assessments will be in rubric format *Lesson template and sample assessment will be shared.

Due Dates: Upload lesson and assessment (together) on Friday of each week. The instructor will download your lesson/assessment each week and score it.

- Lesson/assessment 1 – Friday, April 17th
- Lesson/assessment 2 – Friday, April 24th
- Lesson/assessment 3 – Friday, May 1st
- Lesson/assessment 4 – Friday, May 8th

Assessment: Completed lesson and assessment. 10 points each ____/40 Points

Assign# 2 Guided Reading (Richardson)

Learning Outcomes. The teacher understands how to plan reading activities and use informal assessments to engage learners in their own growth, monitor progress, and plan next steps with learner (InTASC Standards 6 Assessment, 7 Planning & 8 Instructional Strategies).

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 and adapts practice to meet the needs of learners (InTASC Standard #9: Professional Learning and Ethical Practice).

Learning Goals: Teachers collaborate in a book study group (BSG) as they read and plan lessons utilize Richardson's guided reading resources (i.e., teacher book, videos, resources, etc.).

Directions:

1. Follow the directions posted in the Canvas Page for this assignment. Weeks 2-6 will explain the various activities and assigned chapters in Richardson's *Next Steps Forward in Guided Reading* to be discussed with your book study group (BSG).
2. As you read and/or skim & scan the chapters in Richardson's *Next Steps Forward in Guided Reading*, complete the questions in the Professional Study Guide (PSG) (see Assign#4) as well.
3. Complete a Guided Reading Lesson/Teacher Notes by Week 7.
4. Prior to week 7, **BSG decides on a time/day & plans a Zoom meeting with Professor Cate. The focus of the Zoom meeting will be on Richardson's reading, specifically the lesson plan/teacher notes.**

Due: This assignment has 3 parts that are due at different times:

Part1: Due weeks 2-6: Participate in assigned books study group (discussion area). Professor will participate and check discussions on a weekly basis.

Part 2: Due Friday, May 8th: Lesson plan/teacher notes

Part 3: Due Friday, May 15th: Complete questions, related to Richardson's Chapters, in PSG (See assign# 4)

Assessment: This assignment has 3 parts, assessed separately.

Part 1: Participation points based on prompt (on time) feedback, initial posts (from reading or observing videos), etc. while collaborating with assigned book study group. 5 points each week ___/20 Points

Part 2: Teacher Notes & Guided Reading Lesson Plan ___/20 Points

Part 3: Points are part of PSG Points (see Assign# 4)

Assign# 3 Literacy Activities

Learning Outcome. 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 (InTASC Standard 8).

Learning Goal: Teachers enjoy, keep track of, and comment on a variety of literacy resources, activities, and/or strategies to add to their teaching reading toolbox.

Directions:

1. During weeks 2-6, follow the directions to each literacy activity. Go into your PSG, the "Literacy Activity Area" is located at the bottom of sections 1-5. Here is where you will document your literacy activity. Directions will be given for each activity (on a Canvas Page).

Due: Literacy activities are part the PSG (see Assign# 4), which is due Friday, May 15th.

Assessment: 10 points per literacy activity. ___/50 Points

Assign# 4 Professional Study Guide (PSG)

Learning Outcome. 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 and adapts practice to meet the needs of learners (InTASC Standard #9: Professional Learning and Ethical Practice).

Learning Goal: Teachers engage in professional learning by documenting their reading, keeping track of teaching resources, etc. in a professional study guide.

Directions:

1. Download the PSG and continue to add to it each week. Each section contains question(s) from each chapter in Richardson's *The Next Steps Forward in Guided Reading*. The other required sections ask you to share information related assignments 1-3.
2. Complete each section in a concise manner. Thoughtfully answer questions (brief paragraph, bullet information, etc.) and keeps track of information related to assignments.

Due: Friday, May 15th

Assessment: Use this rubric to support how you organize the content in your study guide.

0-29 points	30-49 points	50 -70 points
Study guide is unfinished and of little use to its owner. Several sections incomplete or unfinished. Questions are not supported with evidence from text. Owner did not take time to answer questions thoughtfully and/or inaccurate information according to best practice. Many mechanical errors. Literacy activity area incomplete and/or did not follow directions. Many sections left empty/incomplete. Late submission.	Study guide is mostly finished. Some sections incomplete. You can tell that the owner did take their time to answer questions thoughtfully – provided evidence, inaccurate information according to best practice. Some misspellings. Somewhat easy to understand and follow. Literacy activities section incomplete and/or not addressed properly. Late submission.	Study guide is finished, all 7 sections are well-written and teacher reflection evident. Each section is one 1 page in length or more . This study guide project was taken very seriously. No misspellings. Literacy activities -complete and thoughtfully addressed. Submitted on time.

Schedule

This schedule is also in Canvas Announcement (with embedded links).

Week 1 (Monday, March 30th - Friday, April 3rd)

1. Read Week 1 Announcement. Complete tasks such as text the professor and order required books, etc.
2. Check back by Thursday evening to read through the schedule, syllabus, and assignments. I will send a reminder email with attached syllabus. Activity in this course begins on Monday, week 2.
3. **Required Text.** Contact the UWSP Bookstore to have a copy of the course rental text, Teaching Reading Sourcebook (TRS), shipped to your house. We used this text in EDUC 718, so I assume most everyone has a copy, except for those that joined our group.
4. **Required Text.** Purchase *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader, K-12* by Jan Richardson. You will use this text for several of the assignments. Reading from this text does **not begin until week 4** - allowing enough time for delivery via Amazon.
5. That's it. Prepare for Week 2 :-)

Week 2 (Monday, April 6th - Friday, April 10th)

1. Assign#2 Guided Reading (Richardson). Here are the Book Study Groups. If I have missed something or entered incorrect information, please let me know. I tried to mix you up (grade levels) the best I could, to make it more interesting :-)
2. Assign#3 Literacy Activity 1
3. Assign#4 Professional Study Guide (PSG). Download study guide and work in this guide each week, at your own pace. Some of the questions you will not be able to answer until you get your hands on Richardson's text.

Week 3 (Monday, April 13th - Friday April 17th)

1. Assign#1 Reading Connections (TRS) *Lesson plan/assessment due Friday, April 17th
2. Assign#2 Guided Reading (Richardson)
3. Assign#3 Literacy Activity 2
4. Continue working on the study guide (Assign#4).

Week 4 (Monday April 20th - Friday, April 24th)

1. Assign#1 Reading Connections (TRS) *Lesson plan/assessment due Friday, April 24th
2. Assign#2 Guided Reading (Richardson)
3. Assign#3 Literacy Activity 3
4. Continue working on the study guide (Assign#4).

Week 5 (Monday, April 27th - Friday, May 1st)

1. Assign#1 Reading Connections (TRS) *Lesson plan/assessment due Friday, May 1st
2. Assign#2 Guided Reading (Richardson)
3. Assign#3 Literacy Activity 4

4. Continue working on the study guide (Assign#4).

Week 6 (Monday, May 4th - Friday, May 8th)

1. Assign#1 Reading Connections (TRS) *Lesson plan/assessment due Friday, May 8th
2. Assign#2 Guided Reading (Richardson) *Teacher Notes & Guided Reading Lesson due Friday, May 8th
3. Assign#3 Literacy Activity 5
4. Continue working on the study guide (Assign#4)

Week 7 (Monday, May 11th - Friday, May 15th)

- Assign#4 Professional Study Guide (PSG) due Friday, May 15th (Your study guide also includes part of Assign#2 (questions related to chapters in Richardson) & Assign#3 (literacy activities section).