

LEE 158
FALL 2020

LEE 158: Literacy Foundations Syllabus

“Give the pupils something to do, not something to learn;
and the doing is of such a nature as to demand thinking; learning naturally results.”

-John Dewey

Course Title: Literacy Foundations	Instructor Name: Monica T. Billen
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If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter:
Imelda Basurto, LEBSE Chair, ibasurto@csufresno.edu

DEPARTMENT CONTACT

Department Chair
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COVID-19 RELATED PROVISIONS

Health Screening

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus online reporting form. A campus official will reply to provide guidance and information.

Safety Measures:

Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent

the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information:

www.fresnostate.edu/coronavirus

Catalog Description

In this course, teacher candidates will define literacy and investigate influential factors in becoming literate. While examining literacy factors, candidates will design and implement student-lead literacy instruction. Through guiding principles of Universal Design for Learning, teacher candidates will explore multiples modes of expression and hone literacy instruction strategies. Teacher candidates will engage in reflective practice as they practice reflecting on action and reflecting in action.

Course Description

Linda Darling-Hammond stated,

"...America's capacity to survive as a democracy relies...on...an education that seeks competence as well as community, that enables all people to find and act on who they are, what their passions, gifts, and talents may be, what they care about, and how they want to make a contribution to each other and the world."

It is my desire in this course both to offer you—as students—this kind of education, and to help you—as teachers—equip yourselves to create settings in which your own students may experience it.

Course Organization

We will try our best to become more skillful literacy teachers through reading professional articles, working with students, and engaging in collegial discourse.

Course Essential Questions

1. What is literacy?
2. Who are you?
3. Who are my students?
4. How can I create literacy experiences for all students?
5. How can I take what I've learned and pass the RICA?

Course Materials

- **You will need a laptop or tablet for class!!!**
- Access to Google Drive during class
- Readings posted on Google Drive
- California State Board of Education (2013). *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects standards for California Public Schools, pre-Kindergarten through grade 12*. Sacramento: CDE. (Available on FUSD website)

Course Objectives at a Glance

1. Explore personal literacy history
2. Define literacy
3. Observe and understand children’s background, culture, language, interest
4. Create culturally and linguistically responsive literacy experiences for children based on knowledge of student
5. Monitor students’ learning
6. Understand basic literacy concepts in preparation for the RICA

Course Objectives:

Develop candidates’ capacity to:

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in active learning experiences that are connected to real-life contexts, which include student interest and promotes student motivation (TPE 1.1; 1.3; 1.5; 3.2)
2. Use a variety of developmentally and ability appropriate strategies, including principles of Universal Design for Learning (UDL) that promotes a supportive learning environment for students’ first and/or second language (TPE 1.4; 1.6; 2.5; 4.4) and promotes a range of communication strategies between teacher and student and among students (TPE 4.7)
 - a. While applying knowledge of students to principles of UDL, create appropriate routines, procedures and norms to students (TPE 2.6).
 - b. Plan for effective subject matter instruction that uses multiple means of representing, expressing, and engaging (TPE 3.4) while implementing and modeling technology (TPE 3.7, 4.8).
3. Monitor student learning and adjust instruction while maintaining high expectations for all students (TPE 1.8; 2.5)
 - a. Make modifications and accommodations to promote student access (TPE 3.2, 4.4)
4. Create a positive, inclusive, culturally responsive, learning environment and caring community that promotes restorative justice and conflict resolution where students are

treated fairly while encouraging diversity and multiple perspectives (TPE 2.1; 2.2; 2.3; 2.5; 2.6)

5. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1) through adapting resources and materials to facilitate students’ equitable access to the curriculum (TPE 3.6)
6. Apply knowledge of the purposes and appropriate uses of assessments by collecting and analyzing assessment data to plan and modify instruction (5.1; 5.2, 5.7)
7. Become reflective practitioners by engaging in thought about own teaching practice, content knowledge, own values, beliefs, and biases. (TPE 6.1; 6.2)

Student Learning Outcomes

1. Recognize and consider own literacy background and analyze how this background may influence definition of literacy, literacy instruction, and behavior towards students.
2. Identify factors influencing literacy.
3. Identify students’ background, culture, language, interests.
4. Use assessment information to influence literacy instruction.
5. Design and implement student directed literacy instruction.
6. Understand and implement literacy strategies into student driven literacy instruction.

Course Assessments

State TPE	Course Assessment
<i>1.3Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.</i>	Literacy Teaching <ul style="list-style-type: none"> ● Project that implements student interest into reading, writing, speaking, and listening
<i>1.8Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</i>	Literacy Teaching <ul style="list-style-type: none"> ● Candidates meet with students during six different sessions and monitor instruction each meeting
<i>3.1Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</i>	Literacy Teaching <ul style="list-style-type: none"> ● Candidates create lesson plans for literacy sessions including subject matter specific standards
<i>3.2Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.</i>	Literacy Teaching <ul style="list-style-type: none"> ● Candidates meet with students during six different sessions to facilitate student understanding
<i>3.4 Individually and through consultation and collaboration with other educators and members of</i>	Literacy Teaching

<p><i>the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.</i></p>	<ul style="list-style-type: none"> ● Candidates meet with students during six different sessions and encourage multiple means of representing and expressing ● Candidates guide students to choose a mode of expression that aligns with their fascination
<p><i>4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</i></p> <ul style="list-style-type: none"> ● <i>appropriate use of instructional technology, including assistive technology;</i> ● <i>applying principles of UDL and MTSS;</i> ● <i>use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;</i> ● <i>appropriate modifications for students with disabilities in the general education classroom;</i> ● <i>opportunities for students to support each other in learning; and</i> ● <i>use of community resources and services as applicable.</i> 	<p>Literacy Teaching</p> <ul style="list-style-type: none"> ● Candidates plan, design, and implement eight interest gatherings (literacy meetings) with students
<p><i>4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</i></p>	<p>Literacy Teaching</p> <ul style="list-style-type: none"> ● Candidates design literacy instruction based on student interest and incorporate student communication between students and with students
<p><i>6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</i></p>	<p>In Class Reflections</p> <ul style="list-style-type: none"> ● Candidates reflect about teaching practice (instructional activities), pedagogical knowledge (literacy concepts) on a closed social media account and in face-to-face class periods
<p><i>6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.</i></p>	<p>Literacy History</p> <ul style="list-style-type: none"> ● Candidates reflect on their own journey to becoming literate and how they experiences may influence their teaching practice

RICA Five Domains and Course Content

What course content will we cover that is connected to the RICA five domains?

Planning	Word Analysis	Fluency	Vocabulary	Comprehension
Base Instruction on standards	Phonological awareness & Phonemic Awareness (Assesment & Instruction)	Role of fluency in reading development	Understand the role of vocabulary, academic language, and background knowledge in reading development	Understand literal, inferential, and evaluative comprehension and factors affecting reading comprehension.
Base instruction on ongoing assessment	concepts about print,	Accuracy, rate, prosody	Differentiated instruction in vocab, academic language, background knowledge	Factors influencing comprehension
Stimulating learning environment	letter recognition,	interrelationships among word analysis skills, fluency, vocabulary, academic language, background knowledge, and comprehension.	Early vocabulary development	How word recognition influences comprehension
Reading aloud to children	alphabetic principle	factors that can disrupt fluency	Matthew Effect and impact on vocab, AL, background knowledge	Syntax affects comprehension
Promoting and monitoring independent reading	Graphemes, phonemes	Fluency instruction	Language in text is more sophisticated than speech	Text structure affects comprehension
Conducting and analyzing assessments	Letter- sound correspondence	automaticity	Role of independent reading	Relationship between oral language and comprehension
3 assessment purposes- Entry level assessment, monitoring student progress, summative assessment	Encoding and Phonetic spelling	Fluency Instruction (rate, accuracy, prosody)	Factors influencing vocab, AL, and background knowledge	Listening comprehension as foundation for reading

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	Phonics	Fluency assessment	word-learning strategies (e.g., teaching transferable, generalizable strategies; developing morphological knowledge; developing contextual strategies	Text based discussions, writing, influence comprehension
	Decoding	Role of independent reading	development of word consciousness	Role of independent reading
	Orthographic knowledge		Content area vocabulary	Reading comprehension instruction
	Word Study		Recognize that vocabulary, academic language, and background knowledge are indirectly assessed in reading comprehension assessments	Prepare students for reading task
			Instruction for Factors influencing vocab, AL, and background knowledge	Comprehension of expository text and research skills
				Differentiated comprehension instruction
				Comprehension Assessment

[**Please View Live Calendar on Google Drive**](#)

Course Calendar*

*The syllabus is subject to change due to the needs of the class. All students should check their email on a regular basis and are responsible for information distributed on and off line.

LEE 158: Literacy Foundations Course Calendar Fall 2020

all dates subject to change

Week	Date	Mode	Discussion Topics	Readings/Assignments Due <small>Readings and assignments due BEFORE class starts</small>
Introduction:				
1	August 24	Live on Zoom 1:00-3:00	<ul style="list-style-type: none"> · Course overview and expectations · What is language, literacy, and culture? · Introduce “Teach Us” project 	<ul style="list-style-type: none"> • Due: Introduction slide
Who am I?				
2	Aug 31	Live on Zoom	<p>Share out “Teach Us” project in small group</p> <p>Who am I?</p> <ul style="list-style-type: none"> • And why does that matter for literacy instruction? <p>Funds of Knowledge</p> <p>What is a read aloud?</p> <ul style="list-style-type: none"> • Before, During, After Reading • <i>Iggy Peck Architect</i> 	<ul style="list-style-type: none"> · DUE: “Teach Us” project · DUE: Fill out funds of knowledge chart <ul style="list-style-type: none"> ○ Funds of Knowledge Template · Scan READ: Teach Us Project · Scan READ: Funds of Knowledge -Website 1 · Scan READ: Funds of Knowledge- Website 2

			Create your own student work folder in google (TPE 2.1; 2.2; 2.3)	
	Sept 7		Labor Day	
3	Sept 14	Independent Work	Funds of Knowledge of focal student Focal Student <ul style="list-style-type: none"> Identify focal student (TK-7th) Learn the following about your student: <ul style="list-style-type: none"> literacy motivation Interest survey Funds of Knowledge (TPE 2.5; 2.6)	DUE: <ul style="list-style-type: none"> READ: Every Child, Every Day
What is literacy?				
4	Sept 21	Live on Zoom	Why do the funds of knowledge of your students matter? What is literacy? Define Literacy Transactional Theory What counts as reading? What counts as writing?	DUE: <ul style="list-style-type: none"> READ: Every Child, Every Day Identify focal student (TK-7th) Learn the following about your student: <ul style="list-style-type: none"> literacy motivation Interest survey Funds of Knowledge Create a slide presentation one slide for each ^ Put in your individual work folder on Google
5	Sept 28	Independent Work	What is multimodal text? <ol style="list-style-type: none"> Watch the brief description of multimodality View the accompanying slides Copy or print the empty pie chart 	WATCH: Brief description of multimodality READ: Brief description of Multimodal text Due: Pie chart notes on multimodality

			<p>4. Watch Hair Love short film on YouTube</p> <p>5. Take notes on the pie chart about what literacy modes are evident in the film</p>											
Who is my student?														
6	October 5	Live on Zoom	<p>Hair Love Discussion</p> <p>What are the affordances of the different modes?</p> <p>Who is your student? What modes does your student</p> <p>Expert groups learn new assessment</p> <p>How is this related to visual arts?</p> <p>(TPE 1.7)</p>	<p>Watch: RICA video One (11 mins) Two (9 mins) Three (6 mins) Four (6 mins) Five (6 mins)</p> <p>DUE: Autobiographical Lang/Lit/Culture Story</p>										
7	October 12	Small Group Work	<p>Expert groups</p> <ul style="list-style-type: none"> ● Learn about your specific assessment <ul style="list-style-type: none"> ○ Early Names ○ Words Their Way ○ Miscue Analysis ○ Fluency ○ Comprehension ● Create slides as a group ● Put slides in your assessment folder in google ● Administer your assessment with your student 	<p>WATCH: RICA video accompanying your assessment</p> <table border="1"> <tr> <td>Early Names</td> <td>Video 6</td> </tr> <tr> <td>WTW</td> <td>Video 30</td> </tr> <tr> <td>Miscue</td> <td>Video 17</td> </tr> <tr> <td>Fluency</td> <td>Video 8 and Video 31</td> </tr> <tr> <td>Comprehension</td> <td>Video 13 and Video 14</td> </tr> </table>	Early Names	Video 6	WTW	Video 30	Miscue	Video 17	Fluency	Video 8 and Video 31	Comprehension	Video 13 and Video 14
Early Names	Video 6													
WTW	Video 30													
Miscue	Video 17													
Fluency	Video 8 and Video 31													
Comprehension	Video 13 and Video 14													

Culturally Sustaining Pedagogies				
8	October 19	Live on Zoom	Jigsaw groups <ul style="list-style-type: none"> Teach your assessment to colleagues 	WATCH: All other RICA videos By October 26, you should have watched the following RICA videos Videos 1-6, 8, 13, 14, 17, 30, 31 You should have accompanying notes for all videos <ul style="list-style-type: none"> You can take notes on the accompanying pdf file (print and write on them?) You can open up a black document and type You can write on blank paper
9	October 26	Independent Work	Administer assessments to focal student	DUE: <ul style="list-style-type: none"> WATCH: All other RICA videos Take notes in any way that you choose and put your notes in your folder
10	Nov 2	Live on Zoom	Early Literacy Making sense of PA, Early Names, WTW assessments	Print and cut out: Word Sort DUE: PA assessment Early Names Test Words Their Way DUE: Lang/Lit/Culture Project with Focal Student
11	Nov 9	Independent Work	Phonics and Decoding	DUE: Miscue Analysis due DUE: Children’s Literature Collection
12	Nov 16	Live on Zoom	Linking assessment data, funds of knowledge with instructional practices	DUE: Fluency assessment DUE: CLSP Lesson Plan

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13	Nov 23	Independent Work	Engage child in instructional strategy that focuses on funds of knowledge and assessment data	DUE: Comprehension Assessment
	Language and Assessments			
14	Nov 30	Live on Zoom	Comprehension Motivation Interest	
15	Dec 7	Independent Work	Final presentation and Reflection	
	Finals Week		DUE DECEMBER 14th: Final Sequence of Lessons Submit through CANVAS by 11:59pm	

Course Requirements*

Inquiry	Description	Points	Due Date
Who am I?	“Teach Us” project and reflection <ul style="list-style-type: none"> - Create a multimodal text teaching the class how to do something that you are good at - Present your creation to a small group - Reflect upon your literacies, background, culture 	100	August 31
Who is my student?	Focal Student <ul style="list-style-type: none"> - Administer series of assessments with a child 	125	November 23
What is literacy?	Define literacy in your own words using your medium of choice	50	December 14
How do I create literacy experience for my student?	After administering and analyzing all assessments, use the information to create literacy experiences for your child <ul style="list-style-type: none"> ● You will create 3 lesson plans ● You will carry out at least one lesson 	125	December 14
How do I pass the RICA?	Listen to all RICA videos on YouTube Take notes in any way that you choose	100	December 14
Participation	Participate in asynchronous and synchronous courses	100	December 14

****Note: ALL assignments must be completed to pass this course.**

Assignment	TPE
Who am I?	TPE: 1.1, 1.6, 6.2
What is literacy?	TPE: 3.7,
Whos is my student?	TPE: 4.1, 4.2, 4.6, 5.1,5.2, 5.3, 5.7,
How do I create literacy experience for my	TPE: 1.3, 1.4, 1.7, 1.8, 2.1, 2.3, 2.5, 2.6, 3.1, 3.2, 3.4, 3.6, 4.4, 4.7, 4.8

student?	
RICA and Final Reflections	TPE: 1.5, 2.2, 6.1, 6.2, 6.3, 6.5

90-100%: A 80-89%: B 70-79%:C 60-69% D

WHO AM I? Literacy History Story

For this assignment, you will reflect upon your own interesting, unique history. You will decide what medium is used to express and represent your knowledge and thoughts.

Who
Teacher Candidate
What
<p><u>Content</u>: A history of your literacy development</p> <p><u>Medium</u>: Teacher Candidate choice-<i>What</i> you create is up to you.</p> <p>The assignment is to express your background and consider how your background has influenced you. The way in which you organize and display your story is up to you.</p> <p>One typical way to communicate or express knowledge is through writing. Most often college assignments use writing as a medium to express. You often see essays and papers assigned. However, this is not the only way to communicate your thoughts. You may choose how you wish to disseminate your thoughts. Please see alternative forms of expression for ideas.</p>
Where
<p>We will begin discussing our literacy histories in class.</p> <p>You will complete your work of art outside of class.</p> <p>You will turn in your work of art on our course google drive folder.</p> <p>You will record a photograph of your work of art on Instagram.</p>
When
<p>Discussion and reflection about your history will commence on the first day.</p> <p>Your work of art will be due on the 3rd class meeting.</p> <p>Your thoughts and epiphanies will be drawn upon throughout the semester.</p>
Why
<p>We cannot discuss literacy without discussing the individuals engaged in the literate process. Louise Rosenblatt stated that text is “merely inkspots on paper” (Roen & Carolides, 2005, p. 59). until a literate person makes meaning of the symbols. Literacy includes text and reader. We cannot define literacy without examining our own background and experiences. When teaching literacy we have to deeply understand ourselves (the teacher) and those that we teach.</p>

How

1. Consider some of the following questions: ([source](#))
 - a. What are your earliest recollections of reading and writing? Were you read to as a child? By whom? What do you remember about being read to? Did you have books, newspapers, and magazines in your home? What were some of your favorites?
 - b. Did you see people using reading and writing for useful purposes? For enjoyment?
 - c. Did you go to the library as a child? If so, what do you remember about going to the library? What type of books did you check out? What library programs did you participate in?
 - d. What teachers, learning experiences, or educational materials can you recall that had an impact either negative or positive? How did these influence your literacy development?
 - e. Are reading and writing as pleasurable experiences? If so, in what ways? If not, why not? What kind of reading was pleasurable? What type of reading was not?
 - f. How did (or do) you feel about reading and writing in elementary school? Middle school? High school?
 - g. Does your reading and writing ability affect your feelings about yourself as a person? If so, how?
 - h. Describe yourself as a reader and writer; if you do not think you are not why do you suppose this is so? What type of books do you choose to read? What do you hate to read? Please include digital writing too – texting, emails IMing etc.
 - i. How does your personal literacy history affect your life goals? Your future decisions and career aspirations?
2. Identify a common theme and a focus for your story
 - a. Rather than answering disjointed questions, choose a theme that you noticed as you reflected on your history
 - b. Choose an area of focus that you believe had most impact on your literate life
 - c. Identify story elements
 - i. Characters, setting, plot, conflict, resolution (possibly)
 - d. Brainstorm an outline for your story
3. Identify a medium in which to tell your story
4. Complete your work of art

TPE: TPE: 1.1, 1.6, 6.2

What is Literacy?

Literacy Definition

Who
You will work on this assignment individually.
What
Throughout the first few weeks of class, we will be discussing various views of literacy. Throughout this process, you will be considering your views of literacy. After a few weeks of reflection, you will create your own definition of literacy. <u>Content:</u> Literacy definition
<u>Medium:</u> Student choice- <i>What</i> you create and the medium is up to you
Where
Discussions will happen in class. You will complete your literacy definition outside of class.
When
This assignment will be due the 4th or 5th week of class.
Why
It is important to consider how we define literacy because this directly influences how and what you teach. As we will find in class, individuals will define literacy differently based on their background and beliefs. It is important to be clear about your views <i>while</i> listening to the views of others. The likelihood of working with other professionals in your career who view literacy the exact same way that you do is highly unlikely. Being able to explain your views and understand the views of others is very important.
How
<ol style="list-style-type: none">1. Engage in class discussions and reflect on your view of literacy2. Spend time outside of class considering what you believe to be most important in literacy3. Create an audio or video file that explains your view of literacy
TPE: 3.7,

Who is my student?

Literacy Assessments

Who
Teacher Candidates and children (public school students)
What
<p>To better understand who students are, you will conduct the following literacy assessments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who is my student personally? <ul style="list-style-type: none"> <input type="checkbox"/> Background, Interest, Culture <input type="checkbox"/> Who is my student academically? <ul style="list-style-type: none"> <input type="checkbox"/> Literacy motivation <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Concepts of Print <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Words Their Way <input type="checkbox"/> Early Names Test <input type="checkbox"/> Miscue Analysis <input type="checkbox"/> Fluency Measure <input type="checkbox"/> Writing Samples <input type="checkbox"/> Narrative Comprehension Task <input type="checkbox"/> Vocabulary Assessment
Where
<p>You will study the assessments individually outside of class. You will teach your peers about one specific assessment in class. We will review all of the assessment procedures in class. You will conduct the assessments outside of class in your field placement</p>
When
This assignment will span the whole semester.
Why
<p>In order to best help students, we must first know about them individually and academically. Skilled teachers use data to inform their instructional decisions.</p>
How
<ol style="list-style-type: none"> 1. Choose an assessment in which to become an expert 2. Study that assessment 3. Teach peers about that assessment 4. Learn how to conduct all assessments 5. Conduct all assessments with a child 6. Analyze all assessments 7. Link assessment data with instructional strategies
TPE:4.1, 4.2, 4.6, 5.1,5.2, 5.3, 5.7,

How do I provide literacy experiences for my student?

Literacy Teaching

Who
Teacher Candidate and children (public school student)
What
<p>You will work with students to increase interest in literacy, reading volume, reading development, and writing.</p> <p>You must plan lessons that are focused on the funds of knowledge of the student AND their literacy needs identified by assessments</p> <p>You will plan 3 lessons for the child.</p> <p>You will carry out one lesson.</p>
Where
You will complete literacy teaching on Zoom
When
This inquiry will span the course of the semester.
Why
As teachers, we are also researchers and inquirers. The job of the teacher is to learn about students, devise plans to meet the needs of the students while capitalizing on their strengths, and enact plans. These skills must be learned and practiced.
How
<ol style="list-style-type: none"> 1. After understanding student need via literacy assessments, consider instructional strategies to help the learned student needs 2. Create a list of student needs 3. Create literacy experiences that are connected to student interest AND student need 4. Literacy strategies should both help the student academically AND be connected to the student’s culture, interest, and background
Literacy Strategies
Choose from the Instructional Strategies Below to Incorporate into lessons
<ol style="list-style-type: none"> 1. Read aloud <ol style="list-style-type: none"> a. Think aloud 2. Shared reading 3. Shared writing 4. Fluency strategy

5. Comprehension strategy
 - a. Inference
 - b. Visualization
 - c. Summarization
 - d. Monitor thinking
 - e. Questioning
 - f. Connecting to text
6. Vocabulary strategy
7. Word Study Activity
8. Guided Reading
9. Inquiry focused lesson

TPE: TPE: 1.3, 1.4, 1.7, 1.8, 2.1, 2.3, 2.5, 2.6, 3.1, 3.2, 3.4, 3.6, 4.4, 4.7, 4.8

Class Participation

Who
Teacher Candidate
What
Your attendance and participation in class.
Where
Our classroom
When
Each class period
Why
As with most classes, what you get out of this class will be exactly what you put into it. As future teachers who will be influencing hundreds of children, I have high expectations for your course involvement, behavior, and knowledge.
How
<ol style="list-style-type: none"> 1) Come to every class session on time and be fully engaged. 2) Be prepared by having read assigned materials thoroughly and critically. 3) Check your email & Blackboard regularly for announcements. 4) Enthusiastically participate in group discussions and activities. 5) There are no excused absences or excused delays for assignment completion. As adults, it is your choice whether or not to attend class and how to participate in class. My position as the professor is that you should be in every class. I am not in the position to give or withhold permission for you to miss class. 6) If you have made the choice to miss a class, I simply ask that you let me know via email (not in person) prior to the class period that you will not be in attendance. 7) At the same time, late arrivals, early departures, absences &/or assignments submitted late will all negatively impact your grade. Participation entails being present and meeting the expectations outlined in this syllabus 8) Please be sensitive in your class participation by not unfairly dominating discussions. Also, be aware that remaining silent during discussions does not provide an opportunity for the class to learn from you. 9) Please think carefully about your use of laptops and other electronic devices in class. That is, consider how they impact you AND those around you. Maintaining eye contact is important to building good relationships with your professor and other students in the class. Having good relationships enables you to have effective discussions with others, a key part of this class. While I understand the overwhelming desire to constantly check email and/or Facebook and/or instantly google any unfamiliar concept or question that comes up in class (trust me, I struggle with this too), satisfying those desires can be detrimental to your ability to engage, focus, think, and sustain your attention.
TPE: 1.5, 2.2, 6.1, 6.2, 6.3, 6.5

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