

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Program: Elementary Education – Licensure – Yearlong Cohort

EDCI 555 A01: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I
3 credits, Summer 2016

M,T,W,R 8:30-3:15 May 16 – June 23

Robinson Hall B105 and Daniels Run Elementary School

*Course taught in conjunction with EDCI 545

PROFESSOR: Dr. Lois Groth

Office Hours: By appointment

Office Location: 1801Thompson Hall

Office phone: 703-993-2139

Email address: lgroth@gmu.edu (response within 36 hours)

COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Admission to Elementary Education graduate program; must be taken in programmatic sequence.

B. University Catalog Course Description

Provides research-based introduction to literacy teaching and learning for younger children. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

LEARNER OUTCOMES:

1. Students will demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Students will reflect on their own literacy learning histories and connect these to current theories of reading instruction.
3. Students will observe and assess the reading development and needs of elementary learners.
4. Students will plan literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency and comprehension strategies and proficient reading.
5. Students will plan literacy lessons that promote creative and critical thinking.
6. Students will plan lessons that facilitate reading fluency, reading comprehension and vocabulary development across content areas.
7. Students will plan lessons using strategies in literal, interpretive, critical, and evaluative comprehension.
8. Students will survey technological tools, print materials, and other resources for teaching reading.
9. Students will describe the literacy needs of diverse learners, including English Language Learners and students with other special needs, and they will adapt lesson plans to meet these needs.
10. Students will explore and explain the role of families, communities, and schools in children's literacy learning.
11. Students will understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate reading levels.
12. Students will demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS:

This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

PROFESSIONAL STANDARDS:

Standards: INTASC (The Interstate New Teacher Assessment & Support Consortium):

1. The teacher understands the **central concepts**, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
 - Children's Literature
 - Read Aloud
 - Guided Reading
 - Student Assessment
2. The teacher understands **how children learn and develop**, and can provide learning opportunities that support their intellectual, social, and personal development.
 - Children's Literature
 - Read Aloud Lesson
 - Guided Reading
 - Student Assessment
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to **diverse learners**.
 - Read Aloud Lesson
 - Guided Reading
4. The teacher understands and uses a **variety of instructional strategies** to encourage students' development of critical thinking, problem solving, and performance skills.
 - Children's Literature
 - Read Aloud
 - Guided Reading
5. The teacher uses an understanding of individual and group **motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
 - Children's Literature
 - Read Aloud
 - Guided Reading
6. The teacher uses knowledge of effective verbal, nonverbal, and media **communication** techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
 - Read Aloud
 - Guided Reading
 - Student Assessment
7. The teacher **plans** instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
 - Read Aloud
 - Guided Reading
 - Student Assessment

8. The teacher understands and uses formal and informal **assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Student Assessment
9. The teacher is a **reflective practitioner** who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Read Aloud
Guided Reading
Student Assessment

ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- 2.1 Reading, Writing, Oral Language
- 3.1 Integrating and Applying Knowledge for Instruction
- 4.0 Assessment

International Society for Technology in Education National Education Technology Standards (ISTE-NETS)

I Technology Operations and Concepts

Children's Literature

II Planning and Designing Learning Environments and Experiences

Children's Literature

III. Teaching Learning and the Curriculum

Children's Literature

VI. Social, Ethical, Legal, and Human Issues

Children's Literature

Standards: IRA (http://www.reading.org/resources/issues/reports/professional_standards.html)

I. Foundational Knowledge

Candidates have knowledge of the foundations of reading and writing processes and instruction.

Children's Literature

Read Aloud Lesson

Guided Reading

II. Instructional Strategies and Curriculum Materials

Candidates use a wide range of instructional practices, approaches, methods, and curricular materials.

Children's Literature

Read Aloud Lesson

Guided Reading

III. Assessment, Diagnosis and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Read Aloud Lesson

Guided Reading

Student Assessment

IV. Creating a Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and appropriate use of assessments.

Children's Literature

Read Aloud Lesson

Guided Reading

NATURE OF COURSE DELIVERY:

This course is structured to utilize multiple instructional formats. We will engage in face-to-face class sessions as well as online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. Some of our course meeting time will occur in an elementary school setting. These field-based hours will be a combination of our required course meeting times and the 15 hours of field work associated with this course. A detailed schedule will be provided in class.

REQUIRED TEXTS:

Johnston, P.H. *Opening minds: Using language to change lives*. Portland, ME: Stenhouse Publishers.

Pinnell, G.S. & Fountas, I.C. (2011) *The continuum of literacy learning grades preK-8* Portsmouth, NH: Heinemann.

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Columbus, OH: Pearson.

**Additional selected readings will be posted on Blackboard.

RELATED TEXTS: (excellent resources)

Allington, R.L. (2005) *What really matters for struggling readers: Designing research-based programs* (2nd ed.) New York, NY: Allyn & Bacon.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002) *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford.

Cunningham, P.M., & Allington, R.L. (2010) *Classrooms that work: They can all read and write* (5th ed.). Boston, MA: Pearson.

Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let's begin reading right* (6th edition) New York: Pearson.

Harvey, S., & Goudvis, A. (2007) *Strategies that work: Teaching comprehension for understanding and engagement* (2nd ed.). Portland, ME: Stenhouse.

Gambrell, L.B. & Morrow, L.M. (Eds.) (2015). *Best practices in literacy instruction* (5th ed.). New York, NY: Guilford.

COURSE ASSIGNMENTS:

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. Please note, the Performance-Based Assessment for this class is the Interactive Read Aloud Lesson.

Participation/Field Work	10%	DUE throughout class
**Children's Literature	20%	DUE 6/3/16 Friday

**Student Assessment	20%	DUE 6/6/16 Monday
**Strategic Read Aloud Lesson (PBA)	20%	DUE 6/10/16 Monday
**Guided Reading	20%	DUE 6/17/2016 Monday
Book Club	10%	DUE 5/26; 6/9; 6/14
**Shared assignment with EDCI 545 Differentiation and Assessment		

Grading Scale

A = 94-100%	A- = 90-93%	B+ = 87-89%
B = 80-86%	C+ = 77-79%	C= 70-76
F = below 70%		

1. Participation and Fieldwork (10%)

It is expected that you attend all scheduled classes and field work outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. This is particularly important given our work with a school partner.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

Evaluation

Participation and fieldwork will be evaluated based on readiness and contributions. (10%)

2. Children's Literature Study (20%)

DUE: June 3

Students will begin a resource file of children's literature including annotations and discussion questions for three texts. Title, author, date of publication, the genre, annotations (brief summary of the text with evaluative commentary), close reading questions (Shanahan – What did the text say? How did the text work? What did the text mean?), discussion questions [What are you thinking? Imagine, feel, believe, wonder, want, like, need, know questions (see Johnston page 76) and Bloom's Taxonomy]. Online references will be explored and included. Additional information will be provided in class.

Outcomes: 1, 4, 8, 10, 11

Evaluation

Children's literature study will be evaluated for completion, accuracy, and depth of discussion questions as well as coherence of writing and mechanics. (20%)

3. Student Assessment Conferences (20%)

DUE: June 6

Students will work in groups with their field work classroom colleagues to assess the members of a guided reading group. Students will hold at least two reading conferences with a field placement student. The purpose of these conferences will be assessment and one-on-one instruction. You will present a reflection that summarizes what you did; what you learned about the reader; what you learned about conferring. Additional information will be provided in class.

Outcomes: 1, 2, 3, 4, 8, 9, 10, 11, 12

Evaluation

Conference summaries will be evaluated based on consistency with instructional methods taught in the program; appropriate match between assessment of learning and learning objective. (20%)

4. Book Club (10%)

DUE: 5/26; 6/9; 6/14

Students will participate in a book club to discuss course readings. This assignment will require meetings during class.

Outcomes: 1, 2, 9, 10, 11, 12

Evaluation

Book club will be evaluated for participation and depth of reflection. (10%)

5. Strategic Read Aloud Lesson PBA (20%) (Edthena)

DUE: June 10

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how good readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in an elementary class, explicitly explaining to students a comprehension strategy and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud and upload it to Edthena. After conducting the read aloud you will reflect on the lesson in Edthena. *I will explain and model a strategic read aloud in class.*

Outcomes: 1, 3, 4, 5, 6, 7, 8, 11, 12

Evaluation

EDCI 555 Read Aloud Rubric

	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
<p>Lesson Plan</p> <p>InTASC Standards: 1, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1</p>	Candidate does not turn in a lesson plan for their read aloud	Candidate writes a lesson plan that demonstrates understanding of a read aloud but it lacks accuracy, clarity, or specificity	Candidate writes a lesson plan that shows understanding of a read aloud and uses the lesson plan in their instruction	Candidate writes a lesson plan that demonstrates exceptional understanding of a read aloud
<p>Comprehension Strategy Instruction</p> <p>InTASC Standards: 1, 3, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1</p>	Candidate does not instruct students on a given comprehension strategy	Candidate attempts to explain to students a comprehension strategy but the explanation lacks accuracy, clarity, or specificity	Candidate explicitly explains to students what the identified comprehension strategy is	Candidate explicitly explains to students what the identified comprehension strategy is and explains why it is important
<p>Modeling Strategy</p> <p>InTASC Standards: 1, 3, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1</p>	Candidate does not use a think aloud to model the comprehension strategy	Candidate attempts to model the comprehension strategy using a think aloud but it lacks accuracy, clarity, or specificity	Candidate models the comprehension strategy using a think aloud during the lesson	Candidate models the comprehension strategy using a think aloud and checks for understanding
<p>Edthena Reflection</p> <p>InTASC Standards: 1, 5, 7, 8 ACEI Standards: 1.0, 2.1, 5.1</p>	Candidate does not attempt to make comments on their Edthena video	Candidate comments on their lesson but the comments lack thoughtful, informed reflection	Candidate comments on their lesson by making thoughtful, informed reflections	Candidate comments on their lesson by making thoughtful, informed reflections that exceptionally integrate knowledge from class

Final Score: ____/16

6. Guided Reading (20%) (Edthena)

DUE: June 17

Students will work in groups with their field work classroom colleagues to plan and implement a series of three guided reading lessons. Each will teach one guided reading lesson and videotape it. Edthena clips and reflections on before, during, and after reading instructional strategies will be prepared. Additional information will be provided in class.

Outcomes: 1, 3, 4, 5, 6, 7, 8, 11, 12

Evaluation

Guided reading lessons will be evaluated based upon thoroughness and ability to apply knowledge gained in readings and in class. Written plans are one quarter of the grade. Post implementation critical reflections are the other three quarters. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics. (20%)

TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester. **The Read-Aloud Lesson Plan and Reflection assignment described above serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to Tk20**

GMU POLICIES AND RESOURCES FOR STUDENTS

- 1 Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- 2 Students must follow the university policy for Responsible Use of Computing (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 3 Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- 4 The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- 5 Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, as soon as possible [See <http://ods.gmu.edu/>]. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See <http://ods.gmu.edu/>)
- 6 Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 7 The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

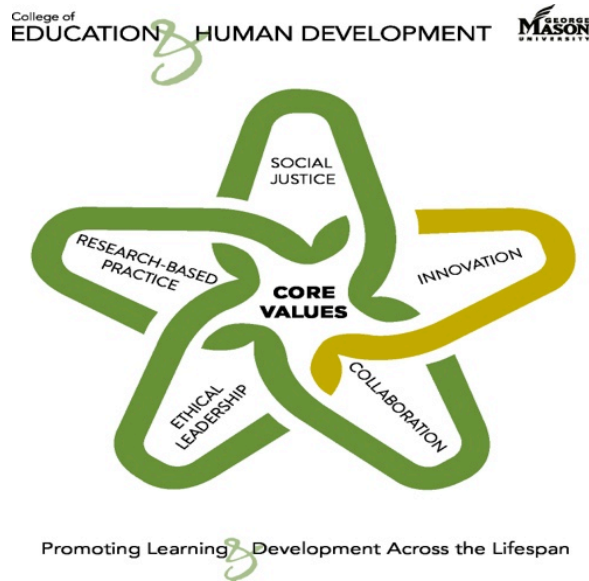
Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

CORE VALUES COMMITMENT

Core Values Commitment

ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to

these principles. <http://cehd.gmu.edu/values/>



For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements:

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at

<http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship. *Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.*

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>
Deadlines

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)

Course Schedule

Assignments Due

<p>Mon 5/16 8:00-3:15</p>	<p>Literacy Class at Mason Responsive Classroom Building Community: Morning Meeting Teacher Talk Expectations Theory of Assistance</p>	<p><i>Opening Minds</i> Fixed vs. Dynamic mindset * article Kohn (2001) <i>Five Reasons To Stop Saying, "Good Job."</i> *<i>Teacher Language: The Three R's</i></p>
<p>Lunch 11:15-12:15</p>	<p>Reading K-W-L (Think We KNOW – WONDERING – CURRENT THINKING) Cambourne's Model Reading Processes Self-determined Learners (sort) Interactive Read Aloud – <i>One Duck Stuck</i> Course Framework</p>	
<p>Tues 5/17 12:15-3:15</p>	<p>Literacy Class at Mason Theory of Reading Development Cueing System and Strategies 5 Pillars and Balanced Literacy CAP Alphabetic Principle **Morning Message</p>	<p>Zarillo ch. 1 & 3 Literacy Bb readings: NELP report (2009) pp 2-4 Early Literacy Research (Reutzel, 2015) Morning Message (Wasik, 2011)</p>

Wed 5/18 12:15-3:15	Literacy Class at Mason Shared Reading demo Phonological Awareness Phonics Phonemic Awareness	Zarillo ch 4 & 5 Fountas & Pinnell 49-53 Literacy Bb readings: Phonemic Awareness (Yopp, 1992) Questions & Answers: Phonics (Brabham, 2003) Shared Reading folder articles – either Fisher, Frey & Lapp '08 OR Kesler '10
Thurs 5/19 12:15-3:15	Class at Mason Interactive Read Aloud	Literacy Bb Readings: Interactive Read Alouds for English Language Learners (Giroir, 2015) Interactive Read Alouds: A Review of Recent Research (Lennox, 2013) 1 choice
Fri 5/20 9:00-3:00	<i>Field work at DRES</i> School tour – Principal, Adam Erbrecht ESL Presentation – Jill Wheeler Differentiated Literacy Instruction for ELL's	
Mon 5/23 9-11:45	<i>Field work at DRES</i>	
Tues 5/24 9:00-3:00	<i>Library at DRES</i> Interactive Read Aloud Close Reading Children's Literature Literature Selection Levels of questioning	Literacy Bb Readings: Close Reading Questions Close Reading Fastback 1 choice (Read aloud folder) Pinnell & Fountas 14-19
Wed 5/25 9-11:45 12:15-3:00	<i>Field work at DRES</i> Assessment I Informal vs. Formal Concepts About Print Conferences	Zarillo ch. 2 Making Teaching Decisions Using Continuous Assessment (Fountas & Pinnell, 2001) Formative Assessment: Simply, No Additives (Roskos & Neuman, 2012) Making the Most of Reading Conferences (Reading Conferences folder)
Thurs 5/26 8:30-11:15 12:15-3:00	Read and Reflect Mason L019 Appointments	Book Club DUE Johnston chs. 1,2,3

Fri 5/27 9:00-3:00	<i>Field work at DRES</i> Z ch 15 (5pp) 12-1 Brown Bag lunch with Peggy Maurizi, Reading Specialist	
Mon 5/30	<i>No Class: Memorial Day Holiday</i>	
Tues 5/31 12:15-3:15	Assessment II Running Records IRI's	Zarillo ch. 12 Literacy Bb Readings: Making Instructional Decisions Based on Data (Mokhtari, Rosemary, Edwards, 2007) Making the Most of Assessment to Inform Instruction (Risko & Walker-Dalhouse, 2010) Taking Running Records (Clay, 1993) (Running records folder)
Wed 6/1 9-11:45 12:15-3:00	<i>Field work at DRES</i> Guided Reading	Pinnell & Fountas 239-250 Literacy Bb readings: Guided Reading: The Romance and the Reality (Fountas & Pinnell, 2013) Guided Reading Modules
Thurs 6/2 9:00-3:10	<i>Classroom Tours at DRES</i> Collaborative Learning Teams	Literacy Bb Instructional Formats folder Big Ideas Behind Daily 5 and CAFÉ (Boushey, 2012) Principles of the Language Arts Workshop (Frey & Fisher)
Fri 6/2 9:00-3:00	<i>Field work at DRES</i>	Children's Literature DUE
Mon 6/6 9:00-11:45	<i>Field work at DRES</i>	Student Assessment DUE
Tues 6/7 12:15-3:15	Guided Reading	Zarillo ch 15 Literacy Bb readings: Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning (Avalos, 2007)
Wed 6/8 9:00-11:45 12:15-3:00	<i>Field work at DRES</i> Book Clubs Literature Circles	Literature Circle Weblink
Thurs 6/9 8:30-11:15 12:15-3:00	Mason L019 Read and Reflect Appointments	Bookclub DUE Johnston chs. 4,5,6

Strategic Read Aloud DUE

Fri 6/10 9:00-3:00	<i>Field work at DRES</i>	
Mon 6/13 8:30-3:00	Class at Mason Independent Reading	Zarillo chs. 11 & 12 Literacy Bb readings: Facilitating Engagement by Differentiating Independent Reading (Kelley, 2009) (Engagement folder) Planning Effective Minilessons and Conferences (Fountas & Pinnell, 2001) (reading conferences folder)
	Focus Lessons	
Tues 6/14 8:30-3:00	Read and Reflect Appointments	Book club DUE Johnston chs. 7,8,9
Wed 6/15 9:00-11:45	<i>Field work at DRES</i>	
Thurs 6/16 9:00-11:45 12:15-3:00	<i>Field work at DRES</i> Vocabulary	Zarillo ch. 9 Literacy Bb readings: Flood, Fast, Furious article (vocabulary folder) 1 choice article
Fri 6/17 9:00-3:00	<i>Field work at DRES</i>	Guided Reading DUE
Mon 6/20 12:15-3:15	Motivation	Literacy Bb readings: ACCESS article (motivation folder) 2 choice articles
Tues 6/21 12:15-3:15	Fluency	Zarillo ch 6 Literacy Bb readings: Reading Fluency Should Be Hot (Rasinski, 2012) 1 choice article
Wed 6/22 12:15-3:15	Comprehension	Zarillo ch. 8 Literacy Bb readings: Reading Comprehension: What Every Teacher Needs To Know (McLaughlin, 2012).
Thurs 6/23	Course Review	