

**Course Name: Literacy Methods**  
**Course Number: EDUC 370-20 (9:00-12pm)**  
**Semester: Spring 2023**

**Instructor:**

Name - Stephanie Edgren  
 Office - Penn Hall 110A  
 Phone - 641-673-1334  
 Email - [stephanie.edgren@wmpenn.edu](mailto:stephanie.edgren@wmpenn.edu)

**Office hours:**

Monday - Zoom by appointment  
 Tuesday - 12:00-3:30  
 Wednesday - 11:00-3:30  
 Thursday - Zoom by appointment  
 Friday - 1:00-3:30  
 \*Additional times arranged by appointment

**Instructor:**

Name - Ramona Parrish  
[ramona.parrish@wmpenn.edu](mailto:ramona.parrish@wmpenn.edu)

**Zoom Course Link:**

<https://wmpenn.zoom.us/j/85399533779?pwd=UU1IT2twbmlBNDBoK2Z6UWlNbTNJdz09>

**Course Location and Time:** Distance Learning - Saturdays 9:00-12:00 (See schedule in the syllabus for specific dates)

**Required Textbook:**

Hougen, M. C., & Smart, S. M. (2020). *Fundamentals of Literacy Instruction & Assessment, pre-k-6* (2nd ed.). BROOKES Publishing CO.

**Other Materials:**

- *e-Learning Dyslexia Overview Module*. Iowa Reading Research Center. (n.d.). Retrieved July 16, 2022, from <https://iowareadingresearch.org/elearning-dyslexia-overview-module>
- *Iowa Core Standards*. Literacy | Iowa Core. (n.d.). Retrieved July 16, 2022, from <https://iowacore.gov/standards/literacy/k-1-2-3-4-5-6-7-8-9-10-11-12/literacy>

**Recommended Text:**

- Core Literacy Library (2018). *Teaching reading sourcebook: For all educators working to improve reading achievement*. (3rd Edition). Berkeley, CA: Arena Press.

**William Penn University Mission Statement**

William Penn University provides the opportunity for an educational experience with a focus on leadership, technology, and the Quaker principles of simplicity, peace-making, integrity, community, and equality.

This course supports the William Penn University Mission by helping students fulfill the following University Principle, Goal, and Program Objective

WPU Principle	Ed Conceptual Framework	Education Goals	Program Objective	Course Objective
Integrity	Knowledgeable Teachers	Students will become knowledgeable literacy teachers in content and pedagogical strategies.	Students will demonstrate knowledge in the field of education by planning and facilitating relevant and effective literacy lessons.	Students will be able to display integrity by being effective literacy teachers by demonstrating knowledge and application of learning in phonemic awareness, phonics, vocabulary, fluency, and comprehension.

**Course Objective:**

Course Objective	Delivery Methods How students are expected to learn. How they will be taught.	Outcome How you will know the students have learned or achieved the outcome?	Artifact (tests, papers, projects, etc.)
Students will be able to display integrity by being reflective teachers throughout interactions.	<input type="checkbox"/> Required Reading <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities	<input type="checkbox"/> 80% or better on assignments and final exam <input type="checkbox"/> Participation in discussions <input type="checkbox"/> Student reflections of feedback on assignments, lesson plans, presentations	<input type="checkbox"/> Lesson Plans <input type="checkbox"/> Grade-level Reading Assessment Profile

**William Penn University Division Mission**  
Developing Effective Educational Leaders

**William Penn University Education Division Vision**

William Penn University Education Division develops teachers by challenging them to become highly qualified classroom leaders who continue to learn and engage within their diverse learning communities.

**The William Penn University Education Division Develops Effective Educational Leaders who are:**

- Knowledgeable teachers  
    In content and pedagogical strategies
- Skilled teachers  
    In delivery and leadership in diverse educational communities
- Dispositionally Effective Teachers  
    In professional behavior, initiative, reflection, and problem-solving

**Professional Standards**

In keeping with the university’s foundational concepts of leadership, ethical practice, lifetime of learning and commitment to service, and with the education division’s mission and goals, the following objectives have been chosen for this course.

- [The Iowa Teaching Standards](#) and [InTASC Standards](#)
- [Iowa Reading Endorsement Competencies from the Iowa BOEE](#)

**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.  
**Iowa Teaching Standard 1** - Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.

InTASC Standard #1 Assessed	Delivery Method	Evaluation Method
1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.	<input type="checkbox"/> Required readings <input type="checkbox"/> Class activities <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling	<input type="checkbox"/> Lesson and activity plans <input type="checkbox"/> Student presentations <input type="checkbox"/> Quizzes <input type="checkbox"/> Exams

**InTASC Standard #2: Learning Differences:**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Iowa Teaching Standard 4** - Uses strategies to deliver instruction that meets the multiple learning needs of students.

InTASC Standard #2 Assessed	Delivery Method	Evaluation Method
2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	<input type="checkbox"/> Required readings <input type="checkbox"/> Class activities <input type="checkbox"/> Computer modules <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Role play	<input type="checkbox"/> Lesson plans and activities <input type="checkbox"/> Student presentations <input type="checkbox"/> Performance on modules

**InTASC Standard #3: Learning Environments:**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Iowa Teaching Standard 6** - Demonstrates competence in classroom management

**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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Iowa Teaching Standard 2** - Demonstrates competence in content knowledge appropriate to the teaching position

**Reading Endorsement Requirements – Foundations of Reading & Reading in the Content Areas**

The practitioner demonstrates knowledge of the range of research that encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice, and knowledge of histories of reading. The major components of reading, such as comprehension, vocabulary, word identification, fluency, phonics, and phonemic awareness, and effectively integrates curricular standards with student interests, motivation, and background knowledge.

The practitioner demonstrates an understanding of reading theory to provide effective literacy instruction into content areas., reading knowledge to provide effective literacy instruction into content areas., and a variety of research-based strategies and approaches to provide effective literacy instruction into content areas.

InTASC Standard #4 Assessed	Delivery Method	Evaluation Method
<input type="checkbox"/> 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. <input type="checkbox"/> 4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. <input type="checkbox"/> 4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. <input type="checkbox"/> 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. <input type="checkbox"/> 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.	<input type="checkbox"/> Required readings <input type="checkbox"/> Computer modules <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling	<input type="checkbox"/> Lesson plans and activities <input type="checkbox"/> Student presentations <input type="checkbox"/> Quizzes <input type="checkbox"/> Exams

**nTASC 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.

**Iowa Teaching Standard 1** - Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals

**Reading Endorsement Requirements - Language Development** The practitioner uses knowledge of oral language development, linguistics including phonology and phonological awareness, sound-symbol association, syllable types, morphology, syntax and semantics and the relationship of these components to typical and atypical reading development and reading instruction, cognitive academic language development, oral and written language proficiency (including second language development), acquisition of reading skills, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

InTASC Standard #5 Assessed	Delivery Method	Evaluation Method
<input type="checkbox"/> 5(h) The teacher develops and implements support for learner literacy development across content areas.	<input type="checkbox"/> Required readings <input type="checkbox"/> Computer modules <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities <input type="checkbox"/> Modeling	<input type="checkbox"/> Lesson plan and activities <input type="checkbox"/> Student presentations <input type="checkbox"/> Quizzes <input type="checkbox"/> Exams

**InTASC Standard #6: Assessment:**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Iowa Teaching Standard 5** - Uses a variety of methods to monitor student learning

**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 and the community context.

**Iowa Teaching Standard 3** - Demonstrates competence in planning and preparing for instruction

**Reading Endorsement Requirement - Reading assessment, diagnosis and evaluation.** The practitioner demonstrates knowledge of plan instruction for all students,

InTASC Standard #7 Assessed	Delivery Method	Evaluation Method
<input type="checkbox"/> 7(g) The teacher understands content and content standards and how these are organized in the curriculum. <input type="checkbox"/> 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	<input type="checkbox"/> Required reading <input type="checkbox"/> Computer modules <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities <input type="checkbox"/> Role Play	<input type="checkbox"/> Lesson plans and activities <input type="checkbox"/> Presentations <input type="checkbox"/> Quizzes <input type="checkbox"/> Exams

**InTASC Standard #8: Instructional Strategies:**

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.

**Iowa Teaching Standard 4** - Uses strategies to deliver instruction that meets the multiple learning needs of students

**Reading Endorsement Requirements – Oral Communication Instruction** The practitioner has knowledge of effective strategies for facilitating the learning of language for academic purposes by all learners

InTASC Standard #8 Assessed	Delivery Method	Evaluation Method
<input type="checkbox"/> 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	<input type="checkbox"/> Required readings <input type="checkbox"/> Computer modules <input type="checkbox"/> Lecture <input type="checkbox"/> Class activities <input type="checkbox"/> Modeling/	<input type="checkbox"/> Lesson plans and activities <input type="checkbox"/> Student presentations

	<input type="checkbox"/> Role play	
<b>InTASC Standard #9: Professional Learning and Ethical Practice:</b> 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.		
<b>InTASC Standard #9 Assessed</b>	<b>Delivery Method</b>	<b>Evaluation Method</b>
<input type="checkbox"/> 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	<input type="checkbox"/> Required readings <input type="checkbox"/> Class activities <input type="checkbox"/> Modeling <input type="checkbox"/> Role play	<input type="checkbox"/> Lesson and activity plans <input type="checkbox"/> Student presentations
<b>InTASC Standard #10: Leadership and Collaboration:</b> 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. <b>Iowa Teaching Standard 8</b> - Fulfills professional responsibilities established by William Penn University and the school districts in which students complete their field experiences		

**Course Description** – The purpose of this class is to provide students with methods to teach the five pillars of reading instruction; phonemic awareness, phonics, vocabulary and word knowledge, comprehension, fluency, and research-based strategies for instruction. Students will become familiar with content area reading strategies, reading curriculum, and assessments in reading. This course is part of a fall semester block and includes a 25-hour field experience.

- **Prerequisites:** EDUC 200, EDUC 203
- **Co-requisites:** EDUC 373, EDUC 378
- 3 Credit hours

### Course Requirements

Students will write lesson plans, create lesson videos and teach lessons to the class. Students will complete assigned readings, quizzes, literacy modules, and other assignments. Students are expected to be engaged and actively participate in class discussions and activities. In order to do this, students will need to keep up-to-date with readings and assignments.

### Aligned Assignment Requirements

Aligned Assignment	Iowa Teaching Standard(s) Met	InTASC standard(s) Met
Lesson Plans	1-Enhance Academic Performance 4-Strategies for Diverse Learners	1-Learner Development 2-Learner Differences
Dyslexia Module	1-Enhance Academic Performance 4-Strategies for Diverse Learners	1-Learner Development 2-Learner Differences

### Grading Criteria/Assignments at a Glance:

This is subject to change.

Assignments at a Glance	Points
<b>Lesson Plans (Aligned Assignments)</b>	
Lesson Plans (100 points each)	

You must present your lesson plan in class to earn points for the lesson plan.	
• Phonemic Awareness Lesson	100
• Phonics Lesson	100
• Fluency Lesson	100
• Vocabulary Lesson	100
• Integrated Comprehension Lesson	100
<b>Assignments</b>	
• Reading Rockets Literacy Modules (25 points each) <ul style="list-style-type: none"> <li>○ Assessment</li> <li>○ Print Awareness</li> <li>○ Phonological &amp; Phonemic Awareness</li> <li>○ Phonics</li> <li>○ Spelling</li> <li>○ Fluency</li> <li>○ Vocabulary</li> <li>○ Comprehension</li> </ul>	200
• Dyslexia Training Module	200
• Teaching Multisyllabic Words edpuzzle	100
• IRRC eLearning: Effective Literacy Instruction Module	100
• Cox Campus Targeted Small Group Instruction Module	100
<b>Assessments</b>	
• Textbook Chapter Quizzes (20 points each)	360
• Final Exam - Grade Level Reading Assessment Profile	100
<b>Attendance &amp; Engagement</b>	<b>32</b>
<b>Total Points</b>	<b>1737</b>

## Policies

Policies are created for the smooth running of the class. Education majors are also preparing for a career that requires a certain level of professionalism. This professionalism is practiced in courses and reported on dispositions. Disposition components include Professionalism, Initiative, Reflect, and Problem Solve.

- **Attendance & Engagement:** Students are expected to attend all Zoom meetings, be on time and stay for the entire meeting, and be actively engaged during class without exception. Students must be on screen. Students will not earn attendance and engagement points if driving or at a location where they cannot fully participate.
  - **Excused Absences:** Students with excused absences (verified through documentation submitted to the instructor) will be allowed to make up classwork, tests, or quizzes, and turn in work that was due on the day s/he was absent and will not be penalized for missing class. Students will not be penalized for missing class for university-sponsored events provided the event is verified through proper channels (e.g., email from a coach or even sponsor).
  - **Unexcused Absences:** Students will not earn attendance and engagement points for unexcused absences. Two unexcused absences will result in the final grade being reduced by 1 full letter grade. Three or more unexcused absences will result in failure of the course.
  - **Tardy/Leaving Early:** Students who are tardy or leave class early will not earn full attendance or engagement points for the class. Repeated tardiness/leaving early the final grade being reduced by 1 letter grade.
  - **Engagement:** Student engagement and active participation are critical to the learning process. To be successful in this course, it is essential that you keep current with readings and

assignments, are engaged, and participate in all class discussions and activities. Engagement is measured by participation, preparation, classroom etiquette, and self, as well as peer, feedback. Lack of participation and engagement will result in a grade penalty. The instructor reserves the right to determine the point reduction for the grade penalty.

- **Cell Phone Policy:** The use of cell phones during class is strongly discouraged.
- **Assignments:** Students are expected to complete and turn in **all** assignments on time.
  - **All assignments and quizzes are due by the start of class time.**
  - All assignments should be uploaded to Moodle unless otherwise noted. Assignments emailed to the instructor will **not** be accepted unless the instructor has granted prior approval.
  - **Late work:** On the rare occasion a student is unable to submit an assignment on time the student must contact the professor at least **48 hours in advance of the due date** to request additional time. Approval to submit late work is at the discretion of the professor, is not guaranteed, and will result in a grade penalty. The instructor reserves the right to determine the point reduction for the grade penalty. Assignment extensions may be granted without a grade penalty when warranted at the discretion of the instructor.
  - **Athletes/School Sponsored Activities:** All assignments should be submitted before the university excused absence.

- **Grading Scale**

Percentage of Points	Grade		Percentage of Points	Grade
93-100	A		73-76	C
90-92	A-		70-72	C-
87-89	B+		67-69	D+
83-86	B		63-66	D
80-82	B-		60-62	D-
77-79	C+		<60	F

- **Academic honesty:** Students at William Penn University are assumed to hold academic honesty in high regard. Cheating and plagiarism will not be tolerated, and all students will be held to the Student Conduct Code as described in the Student Handbook. If a student is caught plagiarizing the student will automatically fail the assignment. Depending on the severity of the plagiarism assignment, I reserve the right to fail the student for the entire course.
- **Disabilities:** Students with disabilities who believe they may need accommodations in this class are encouraged to contact Dr. Noel Stahle, Coordinator of Services for Students with Disabilities, as soon as possible in order to verify your status and provide you with appropriate assistance.
- **Respect:** Students are expected to use respect when communicating with their professors and peers. Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the community with their words or actions (rude, sarcastic, obscene or disrespectful speech or disruptive behavior) will be penalized or removed from class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and creation of a variety of ideas and opinions, respect must be shown to everyone. **Respect statement:** While the Education Division faculty and staff work hard to show respect for all, we may unknowingly say or do something that is unclear or offends you. If you have concerns regarding the content or the nature of instruction provided in this class, please demonstrate your professionalism by scheduling an appointment to discuss these matters with the instructor.
- **Email Professionalism:** When communicating via email include the course number and/or topic of email in the subject line. Keep email communication professional and formal/semi-formal. **If the course has more than one instructor emails should be addressed to all instructors.** Emails regarding attendance

should be addressed to all instructors AND the TA if the class has a TA. **The professor reserves the right to not respond to emails that are not respectfully written.**

- **Disposition:** If a concern occurs regarding student disposition, [an Evaluation of Disposition Form](#) will be filled out, consulted with the student, and submitted to the Education Office for student file.
- **Online Course Civility Statement:**  
Because this class needs to be a participatory community if students are to fulfill their potential for learning, there are some expectations required of you:
  1. You **MUST** have a working microphone and webcam
  2. You need to eliminate as many distractions around you as possible. This can mean being in a room within close proximity to a loud television or children playing. If it's distracting to you, remove yourself from the location and try a different location.
  3. When it is your turn to speak either to the whole group or during breakouts, you need to be sure we can hear you-please move away from any background noise if possible.
  4. You **MUST** participate in small groups/breakouts when put into those learning communities. They will be monitored. If you choose to not participate, participation/attendance points will be deducted.
  5. When using the chat pod during class, the discussion should be directly related to the topic being discussed by the instructor or current speaker. Students who disrupt the community by their words or actions (rude, sarcastic, obscene, or disrespectful speech or disruptive behavior) will be penalized or removed from class.
  6. Demonstrate professionalism by attending class from a location where you can fully participate (i.e. not driving or at an event), having your camera on, sitting up, and having your face fully visible.

#### Academic calendar

- **Adding/Dropping courses:** **January 6** is the last day on which you can add an online course for the 1<sup>st</sup> 8-week module. **January 20 is the last day on which you can add/drop any 1<sup>st</sup> 8-week & Full-Term courses.** **March 10** is the last day to add online course for the 2<sup>nd</sup> 8-week module. **March 24** is the last day to add/drop a course for the second 8-week module.
- **Withdrawing from courses:** If you withdraw from a course on or before **February 16** for 1<sup>st</sup> 8-week module; **March 28** for Full-Term courses; and **April 18** for 2<sup>nd</sup> 8-week module, the course will appear on your transcript with a grade of "W". (This does not affect your grade point average.)

#### Student Success Center Tutoring Office Information:

The Student Success Center is located in the Student Union. It is open for business Mon-Fri 10-2 and Sun-Thurs 6-10 pm. The tutors are ready and able to help you with your assignments. The email is [dltutoring@wmpenn.edu](mailto:dltutoring@wmpenn.edu). Feel free to request a Zoom session as well! Darrell Mackaig is the Student Success Program Director. He may be reached at 641-673-2172. The Education Collaboration Center {ECC} is also open 5-8 Sunday-Thursday for your access to computers and materials. The ECC is a good place to work on education projects.

#### Course Schedule

**\*\*\*Note: All schedules/dates and assignments are subject to change.\*\*\***

Announcements of any changes will be made during class or via Moodle announcements which are emailed to you. It is your responsibility to make sure your settings in Moodle are set up for email announcements. It is the student's responsibility to get information from any class s/he may miss.

#### Important Information

**WPU Preservice students are expected to demonstrate professional behavior, initiative and reflect and problem-solve as described on the [WPU Disposition](#). If you have questions about assignments, content, or anything related to this course, take the initiative and problem-solve professionally.**

1. Check Moodle



2. Check assignment directions
3. Ask a peer
4. GTS it - Google that stuff
5. If your question pertains to your specific situation or you've exhausted your resources and still have a question, email the instructor(s).

Date	Prep for Class	Topics	Due - Submit in Moodle
Week 1 1/16-1/22	<ul style="list-style-type: none"> <li>□ Purchase text for class</li> <li>□ Read Ch 1 &amp; 2 PRIOR to class (32 pages)</li> </ul>	<p><b>Zoom Session</b></p> <ul style="list-style-type: none"> <li>□ Welcome</li> <li>□ Syllabus &amp; Expectations</li> <li>□ Becoming an Effective Literacy Teacher               <ul style="list-style-type: none"> <li>○ Laws affecting education</li> <li>○ Response to Intervention</li> <li>○ Multi-Tiered Systems of Support</li> </ul> </li> <li>□ Critical Components of Teaching Structured Reading               <ul style="list-style-type: none"> <li>○ Reading and the Brain</li> <li>○ Simple View of Reading</li> <li>○ Scarborough's Reading Rope</li> <li>○ What is Scaffolding?</li> <li>○ Gradual Release of Responsibility</li> </ul> </li> </ul>	<p><b>ALL assignments are due on Saturdays by the start of class unless otherwise noted.</b></p>
Week 2 1/23-1/29	<p><b>Independent Study:</b> Assessments, Standards, SEL, &amp; ELLs</p> <ul style="list-style-type: none"> <li>□ Read Ch 3-5 and 17               <ul style="list-style-type: none"> <li>○ Assessment Basics                   <ul style="list-style-type: none"> <li>▪ Informal and Formal</li> <li>▪ Assessments</li> <li>▪ Types of Formal Assessments</li> </ul> </li> <li>○ Using Standards to Guide Instruction                   <ul style="list-style-type: none"> <li>▪ Depth of Knowledge</li> <li>▪ Iowa Core</li> </ul> </li> <li>○ Foundational Skills for Literacy: Social-Emotional Skills and Language Dev.</li> <li>○ Learning Targets</li> <li>○ SEL</li> <li>○ Literacy Instruction for English Learners                   <ul style="list-style-type: none"> <li>▪ Stages of English Lang. Acquisition</li> <li>▪ Planning Lessons for ELL's</li> </ul> </li> </ul> </li> </ul>		<p><b>Due 1/28 by 9AM</b></p> <ul style="list-style-type: none"> <li>□ Reading Rocket Module: Assessment</li> </ul>
Week 3 1/30-2/5	<ul style="list-style-type: none"> <li>□ Read Ch. 6-7</li> </ul>	<p><b>Discussion:</b> Chapters 3-7 &amp; 17</p> <p><b>Zoom Session</b></p> <p>Oral Language and Listening Skill Dev. in Early Childhood</p> <ul style="list-style-type: none"> <li>□ Types of Vocabulary</li> </ul> <p>Phonological Awareness: A Critical Foundation for Beginning Reading</p> <ul style="list-style-type: none"> <li>□ Examples of Phonological Awareness</li> <li>□ Examples of Phonemic Awareness</li> <li>□ Model Phonological Awareness Lesson</li> </ul>	<p><b>Due 2/4 by 9AM</b></p> <ul style="list-style-type: none"> <li>□ Quiz Ch. 1-5 &amp; 17</li> <li>□ Quiz Ch 6-7</li> <li>□ Reading Rocket Modules:               <ul style="list-style-type: none"> <li>○ Print Awareness</li> <li>○ Phonological and Phonemic Awareness</li> </ul> </li> </ul>
Week 4 2/6-2/12	<p><b>Independent Study:</b> Phonological Awareness</p> <ul style="list-style-type: none"> <li>□ Practice your phonological awareness lesson, including <a href="#">hand signals</a> Resource: <a href="#">Heggerty Skill Tutorial Videos</a></li> <li>□ Video yourself teaching your phonemic awareness lesson</li> </ul>		<p><b>Due 2/11 by 9AM</b></p> <ul style="list-style-type: none"> <li>□ Reading Rocket Modules:               <ul style="list-style-type: none"> <li>○ Phonics</li> <li>○ Spelling</li> </ul> </li> </ul>

<p>Week 5 2/13-2/19</p>	<ul style="list-style-type: none"> <li>□ Read Ch.8 and 10</li> </ul>	<p><b>Zoom Session</b></p> <ul style="list-style-type: none"> <li>□ Students Teach: Phonemic Awareness Lesson</li> <li>Basic Phonics</li> <li>□ Common Terminology</li> <li>□ Systematic Phonics Instruction</li> <li>□ Assessing Student Progress</li> <li>□ Designing and Implementing Phonics Lessons</li> <li>□ Model Phonics Lesson</li> <li>Beginning Handwriting, Spelling &amp; Composition Instruction</li> </ul>	<p><b>Due 2/18 by 9AM</b></p> <ul style="list-style-type: none"> <li>□ Quiz Ch. 8 &amp; 10</li> <li>□ Phonological Awareness Lesson Plan &amp; Video</li> <li>□ Email PLC LP and Materials</li> </ul>
<p>Week 6 2/20-2/26</p>	<p><b>Independent Study: Phonics</b></p> <ul style="list-style-type: none"> <li>□ Practice your phonics lesson</li> <li>□ Video yourself teaching your phonics lesson</li> <li>□ <a href="#">Teaching Multisyllabic Words edpuzzle</a> (30 min)</li> </ul>		<p><b>Due 2/25 by 9AM</b></p> <ul style="list-style-type: none"> <li>□ <a href="#">Teaching Multisyllabic Words edpuzzle</a> (30 min)</li> </ul>
<p>Week 7 2/27-3/5</p>	<ul style="list-style-type: none"> <li>□ Read Ch. 9</li> </ul>	<p><b>Zoom Session</b></p> <ul style="list-style-type: none"> <li>□ Students Teach: Phonics Lesson</li> <li>Advanced Word Study</li> <li>□ 6 Syllable Types</li> <li>□ Syllable Division Patterns</li> <li>□ Morphemes, including Prefixes, Suffixes, Roots and Combining Forms</li> <li>□ Word Origin</li> <li>□ Irregularly Words</li> <li>□ Orthographic Mapping</li> <li>□ Advanced Word Study Discussion &amp; Activities</li> <li>□ Model Advanced Word Study Lesson (Note you will NOT be creating or teaching an advanced phonics lesson)</li> </ul>	<p><b>Due 3/4 by 9AM</b></p> <ul style="list-style-type: none"> <li>□ Quiz Ch. 9</li> <li>□ Phonics Lesson Plan &amp; Video</li> <li>□ Email PLC LP and Materials</li> </ul>
<p>Week 8 3/6-3/12</p>	<p><b>Independent Study: Vocabulary</b></p> <ul style="list-style-type: none"> <li>□ Read Ch. 12</li> <li>□ View Video Presentation <ul style="list-style-type: none"> <li>○ A Comprehensive Approach to Vocabulary Development <ul style="list-style-type: none"> <li>▪ How do we choose which words to teach?</li> <li>▪ Semantic Maps</li> <li>▪ Frayer Model</li> <li>▪ Morphology</li> </ul> </li> <li>○ Assess your own Vocabulary Knowledge</li> <li>○ Model Vocabulary Lesson</li> </ul> </li> <li>□ Practice your vocabulary lesson</li> <li>□ Video yourself teaching your vocabulary lesson</li> </ul>		<p><b>Due 3/11 by 9AM</b></p> <ul style="list-style-type: none"> <li>□ Reading Rocket Module: Vocabulary</li> </ul>
<p><b>SPRING BREAK</b></p>			
<p>Week 9 3/20-3/26</p>	<ul style="list-style-type: none"> <li>□ Read Ch. 11</li> </ul>	<p><b>Zoom Session</b></p> <ul style="list-style-type: none"> <li>□ Students Teach: Vocabulary Lesson</li> <li>Fluency</li> <li>□ Components of Reading Fluency</li> <li>□ Levels of Text</li> <li>□ Fluency Assessments</li> <li>□ Fluency Discussion &amp; Activities</li> </ul>	<p><b>Due 3/25 by 9AM</b></p> <ul style="list-style-type: none"> <li>□ Quiz Ch. 12</li> <li>□ Quiz Ch. 11</li> <li>□ Vocabulary Lesson Plan &amp; Video</li> <li>□ Email PLC LP and Materials</li> </ul>

		<input type="checkbox"/> Model Fluency Lesson	<input type="checkbox"/> Reading Rocket Module: Fluency
Week 10 3/27-4/2	<b>Independent Study: Dyslexia</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dyslexia Module</li> </ul>		<b>Due 4/1 by 9AM</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dyslexia Module Certificate</li> </ul>
Week 11 4/3-4/9	<b>Independent Study: Fluency</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Practice your fluency lesson</li> <li><input type="checkbox"/> Video yourself teaching your fluency lesson</li> </ul>		<b>Due 4/8 by 9AM</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Rocket Module: Comprehension</li> </ul>
Week 12 4/10-4/16	<input type="checkbox"/> Read Ch. 13, 14, 15	<b>Zoom Session</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students Teach: Fluency Lesson</li> <li>Reading Comprehension Instruction in K-6</li> <li><input type="checkbox"/> Comprehension Strategies</li> <li><input type="checkbox"/> What is the Importance of Explicit and Systematic Instruction?</li> <li><input type="checkbox"/> Comprehension Instruction Routine</li> <li><input type="checkbox"/> Assessing Reading Comprehension</li> <li><input type="checkbox"/> Model Integrated Comprehension Lesson</li> <li>Disciplinary Literacy</li> <li><input type="checkbox"/> Features of Disciplinary Literacy</li> <li><input type="checkbox"/> Disciplinary Reading Strategies</li> </ul>	<b>Due 4/15 by 9AM</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz Ch. 13, 14 &amp; 15</li> <li><input type="checkbox"/> Fluency Lesson Plan &amp; Video</li> <li><input type="checkbox"/> Email PLC LP and Materials</li> </ul>
Week 13 4/17-4/23	<b>Independent Study: Comprehension</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Practice your integrated comprehension lesson</li> <li><input type="checkbox"/> Video yourself teaching your integrated comprehension lesson</li> <li><input type="checkbox"/> <a href="#">Cox Campus Targeted Small Group Instruction</a> (1:5)</li> </ul>		<b>Due 4/22 by 9 AM</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cox Campus Targeted Small Group Instruction Certificate</li> </ul>
Week 14 4/24-4/30	<input type="checkbox"/> Read Ch. 18 & 19 Conclusion	<b>Zoom Session</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students Teach: Integrated Comprehension Lesson</li> <li><input type="checkbox"/> Small Group Instruction</li> </ul>	<b>Due 4/29 by 9AM</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quiz Ch. 18 &amp; 19</li> <li><input type="checkbox"/> Integrated Comprehension Lesson Plan &amp; Video</li> <li><input type="checkbox"/> Email PLC LP and Materials</li> </ul>
Week 15 5/1-5/7	<input type="checkbox"/> Read Ch. 16	<b>Zoom Session</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing Instruction</li> <li><input type="checkbox"/> Complete Final Exam: Literacy Profile Assessment in your PLC in class</li> <li><input type="checkbox"/> Time will be given to present "Sold a Story" extra credit slides.</li> </ul>	<b>Due 5/6 by 9AM</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Final submitted during class</li> </ul>
Week 16 5/8-5/13	<b>Independent Study</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">IRRC Effective Literacy Instruction Module</a> (1 hour)</li> </ul>		<b>Due 5/13 by 9AM</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> IRRC Effective Literacy Instruction Certificate</li> </ul>