Course Description
This course is the second of the three-course series, Becoming Literate in School, designed for the STEP Elementary program. This class introduces fundamentals in content, pedagogy, and assessment for teaching reading and writing. Candidates explore theories and practices through a variety of experiences, including discussion, in-class models and simulations, guided observation in the placement classroom, assessment of students, lesson planning, teaching, and presenting to/reflecting with colleagues.

Course Objectives
As we continue with the themes established during the summer, candidates will continue developing ways to create a positive, responsive literacy environment through: 1) learning about their students, 2) interacting thoughtfully with students, and 3) using pedagogical strategies and academic standards that foster literacy learning and community.

Candidates will develop their understanding of what is taught in reading and writing in the elementary grades. They will learn a variety of research-based strategies for teaching reading and writing, including strategies for English learners. Candidates will begin to administer and interpret assessments for reading accuracy, comprehension, and composition, and to plan reading and writing instruction.

Course Website:
Announcements, readings, assignments, and course materials will be posted on the STEP Google site.

Attendance and Participation
Active engagement in class and in your field placement is integral to the success of the course. The more you are able to make connections between your coursework and what you observe and do in the field, the more
you will benefit from this class. Attendance and participation are required. If for some reason you cannot
attend class, please e-mail Judy at jrgh@stanford.edu.
**Course Reading**
The same books that were used during the summer will be used this quarter (we won’t use Words Their Way this quarter, though). The focus this quarter will be on the two books by Calkins. All books are available online. They are also on two-hour reserve in Cubberley Library and in the STEP library. There will also be some readings posted to the course site.


**Grading**
All assignments are due at the day and time noted on the syllabus. If an extension is necessary for reasons such as illness or an unexpected event, arrangements must be made with the instructor prior to the day that the assignment is due. If no such arrangement is made, the assignments will be given a reduced grade. Grades will be based on the following:

Class attendance/participation 30%
Reading Lesson, Video, and Reflection 30%
Putting the Pieces Together Project 20%
Writing Conference Observation & Reflection 20%

**About Assignments**

**Expectations:**
*Stanford Honor Code.* Most of the assignments in this course are collaborative in nature. Though you will be working together, the Stanford Honor Code still applies. Two specific areas to be aware of are submitting others’ work as your own and plagiarism. Please be sure that you cite others’ ideas and text appropriately. For a full explanation of the Stanford Honor Code, please go to [http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm](http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm).

*Work Quality.* Part of becoming a teaching professional is disciplining oneself to produce high-quality written documents. As a teacher you will write parent newsletters, memos to the principal and faculty, and case reports to specialists who support your students. Your level of professionalism and knowledge will be judged in part by the way in which you present yourself in writing. Because this is a literacy course, we would like you to showcase your best literacy skills in the work you produce. All written assignments should be well-crafted and edited. We encourage you to help each other with revisions and editing. You may want to set up a writing group for each assignment and provide each other with feedback. The Stanford Writing Center is another great support but the tutors will not edit your work. You can sign up for a writing tutor at [http://swc.stanford.edu/](http://swc.stanford.edu/).
Assignments

Preparation for class. A third of your grade will be based on the degree to which you prepare for class and engage actively in lecture, discussion, and class activities. All reading for each class meeting should be completed before class. Some class meetings will require you to bring observation notes, student assessments, video, a book, or a paper to discuss. The success of the course activities and your learning will depend upon your preparedness, so please make this your highest priority.

Reading lesson and video. This assignment will give you an opportunity to learn about reading instruction, design instruction based on student needs, and teach a small group of students. This assignment can take one of two basic forms: guided reading or a reading workshop minilesson and conferences. The type of instruction you use will depend on your placement classroom. Talk with your CT well before the planning stage so you can identify the students with whom you will be working and the approach to teaching you will use. Next, ask your CT to share any assessment data that she/he has for the students you will be teaching. Arrange to observe these students in a variety of reading contexts. You will plan one reading lesson with the support of your CT. The assignment will include a detailed lesson plan in which you script what you will say, which will be sent to Judy and Erika by Friday, Oct. 23rd. You will receive feedback quickly, so you can teach and videotape your lesson the week of October 26th. The final lesson plan, materials, CD, and a short reflection, are due on November 5th. You’ll also have a chance to share your work and learning in class, together with a short video clip, on Dec. 3rd. More detailed information, including a project timeline, will be provided in a separate assignment sheet.

Fitting the pieces together. Part of what is challenging with literacy instruction is that there are so many pieces to it. You have learned about most of those pieces during these two quarters of BLIS, and now you are going to see how those pieces fit together in a classroom. You will have two choices for this assignment: Plan a day of literacy instruction (for your mini Independent Student Teaching or for your “dream classroom”) OR document a day of literacy instruction in your placement classroom. For each element (“piece”), you will describe what it was, the objective, how it fits in to balanced literacy in the classroom, and how student learning was assessed. More detailed information will be provided in a separate assignment sheet.

Writing conference observation and reflection. Doing reading and writing conferences well is no easy feat. For this assignment, you will find a teacher (recommended by a STEP colleague, Judy/Erika, or someone at your school) who does writing conferences often. You will contact the teacher to schedule at least one observation during writing time (you may see just one or several conferences, depending on the teacher’s practice). More detailed information—including an observation protocol and a reflection guide—will be provided in class.
<table>
<thead>
<tr>
<th>Class # and Date</th>
<th>Readings Due</th>
<th>Topics in Class</th>
<th>Assignments/Reminders</th>
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| #1: 9/24        | 1. Art of Teaching Reading, Ch1 (pp. 17-25)  
2. Art of Teaching Reading, intro to Part 2: Ongoing Structures in the Reading Curriculum (pp. 41-47)  
3. Review CCSS [posted to BLIS site] | --Balanced Literacy: Reading—Content and Goals of Reading Instruction  
--Common Core Connections: Reading  
--Course Overview | |
| #2: 10/1        | 1. Art of Teaching Reading, Ch7 (pp. 119-135)  
2. Fountas & Pinnell, Guided Reading, Ch1 (pp. 1-10)  
3. Fountas & Pinnell, Guided Reading, Ch2 (pp. 11-19)  
4. JIGSAW Fountas & Pinnell, Guided Reading:  
   --First name A-D: Chapter 5 (pp. 53-71)  
   --First name E-K: Chapter 6 (pp. 73-87)  
   --First name L-Z: Chapter 12: pp. 149-162 | --Guided Reading: Structures and Procedures | ✓ Be Ready to Share: Does your class have a class library? If so, what kinds of books are in it? Are books leveled in any way? |
| #3: 10/8        | 1. Art of Teaching Reading, Ch5 (pp.81-101)  
2. Guide the Reading Workshop, pp. 14-26 [posted to BLIS site]  
| #4: 10/15       | 1. Johnston, Choice Words: Ch4, Ch6, Ch7  
2. Guide to the Reading Workshop, pp. 87-89 [posted to BLIS site]  
3. Art of Teaching Reading, Ch15 (pp. 305-319)  
✓ If possible, be ready to share a personal response to your BC book. |
| #5: 10/22       | 1. Art of Teaching Reading, Ch6 (pp. 101-117)  
2. Guide to the Reading Workshop, pp. 59-71 [posted to BLIS site] | --Reading Workshop: Reading Conferences and Lesson Planning | DUE: Reading Lesson Plan (email to Judy and Erika by 5pm, 10/23) |
| #6: 10/29       | 1. Guide to the Writing Workshop, pp. 7-11 [posted to BLIS site]  
2. Art of Teaching Writing, Ch11 (pp. 183-192)  
3. Guide to the Writing Workshop, pp. 12-20 [posted to BLIS site]  
4. Guide to the Writing Workshop, pp. 43-54 [posted to BLIS site] | --Balanced Literacy: Writing—Content and Goals of Writing Instruction  
--Genre | Teach your reading lesson this week |
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<th>Date</th>
<th>Weekly Updates</th>
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3. Guide to the Writing Workshop, pp. 87-94 [posted to BLIS site]  
--**Writing Development**: EOs and ELs  
--**Common Core Connections**: Writing  
DUE: *Reading Lesson Reflection* (email to Judy and Erika before class)  
DUE: ✓ Choose one student to observe this week during writing—if possible, a second language learner.  
✓ Select one piece of his/her writing and bring 2 copies to class today! |
| #8: 11/12 | 1. Art of Teaching Writing, Ch12 (pp. 193-220)  
2. Skim the *Launching a Writerly Life* on the STEP Google site that corresponds to your current grade placement.  
--**Writing Workshop**: Minilessons  
DUE: ✓ Be ready to share one idea from the *Launching a Writerly Life* curriculum that appeals to you. |
| #9: 11/19 | 1. Art of Teaching Writing, Ch14 (pp. 231-248)  
2. Guide to the Writing Workshop, pp. 69-77 [posted to BLIS site]  
--**Writing Workshop**: Conferences  
--**Assessment**: Rubrics  
DUE: *Fitting the Pieces Together* (email to Judy and Erika before class) |
| #10: 12/4 | TBD  
--**Grammar**:  
--**Quarter Wrap-up**: Video Sharing  
DUE: *Writing Conference Observation/Reflection* |