ED 228F: Becoming Literate in School II
Summer 2019
Mondays 1:30-3:50
Wednesdays 3-5:50
CERAS 204

Instructor
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Teacher-in-Residence
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Office hours by appointment.

Course Description
This course is the first 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, assessment of students, lesson planning, teaching, and presenting to/reflecting with colleagues.

Course Objectives
Students will be able to:
• Describe and analyze instructional structures to facilitate literacy development.
• Use literacy assessments to guide future instruction.
• Design, implement, and reflect on lessons incorporating research-based practices to facilitate literacy development.
• Describe how lessons can be adapted to address cultural and linguistic differences as well as individual learning needs.

Course Website
Announcements, readings, assignments, and course materials will be posted on Canvas.

Course Readings
We have only one required text for the class:
Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2016). *Word their way: Word study for phonics, vocabulary, and fluency*. Pearson. We refer to this text in the syllabus as WTW.

Other readings will be posted online. In addition, we will post a recommended reading/resource list for you to use as you begin to build your own professional library over time. You can post recommendations there as well as you learn of texts and resources in your placement sites.

Attendance and Participation
Attendance and participation will benefit you in several ways. First, in class activities and class discussions will help you refine your understanding of the topics covered in class. Second, being present and actively participating will help you internalize the content so that you are able to use it more fluently when it comes time for assessment (e.g., RICA and EdTPA) and implementation (i.e., when you get in the classroom).
**Attendance:** If absences are necessary, please contact us before class and follow up with us and/or your fellow students after class so you can catch up on what you missed. If you have to be late for class or leave early, please try not to interrupt class and follow up with us and/or your fellow students after class so you can catch up on what you missed.

**Participation:** You will get the most out of class if you actively participate. We understand that may look different for different people. Whatever form of active participation you prefer, please try to attentively and intentionally engage with the class material and activities. It will make class more productive (and more fun) for us all!

**Overview of Assignments and Grading**
Completing assignments for this class will help you internalize how to plan and implement reading and writing lessons for elementary school students. Major assignments are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation (attendance and participation)</td>
<td>30</td>
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<tr>
<td>Read Aloud Lesson</td>
<td>30</td>
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<tr>
<td>Word Study Project</td>
<td>40</td>
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<td>Total</td>
<td>100</td>
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We provide a description of these assignments later in this syllabus, and we will talk about them extensively in class so you feel prepared to tackle all assignments. We plan to give extensive feedback on all assignments (verbal feedback for in class assignments and written feedback for all other assignments). If we feel that it would benefit you to try to respond to that feedback in a revision, we may ask you to revise your assignments before we issue a final grade. We want you to feel you have learned from the assignments and have confidently mastered the objectives associated with each assignment. **All assignments are due at the day and time noted on the syllabus.** If you need an extension, please contact us before the due date/time so we can help you make a plan to complete the assignment and so we can be prepared to provide you with timely feedback once you turn in your assignment.

**Descriptions of Assignments**
Below we provide descriptions of assignments. We will provide more detail throughout the semester. Please ask questions about the assignments if anything is unclear along the way. We want to be sure you feel confident in completing all assignments for this class.

**Participation.** Coming to class prepared (e.g., readings or pre-class activities completed) and ready to actively participate in class activities (e.g., discussing readings, analyzing video, preparing and modeling lessons, etc.) will ensure that you get the most out of this class. That is why we put a lot of weight on participation in our grading scheme.

**Read Aloud Lesson.** Read alouds are one of the most powerful tools teachers have to support students’ literacy development. We will model how to prepare a read aloud lesson (with attention to before, during, and after reading) in class. Then, you will choose a book and plan a read aloud lesson to implement in your placement class. Following your read aloud lesson implementation, you will write a brief reflection on how it went and what you want to attend to next time.
Specifically, the steps in this assignment are as follows:
1. Choose book for read aloud
2. Develop draft lesson plan for read aloud (submit for feedback)
3. Revise draft lesson plan
4. Implement lesson
5. Reflect (in writing) on your lesson

Word Study Project. To support decoding and encoding, word study is a useful teaching practice. It allows you to differentiate to meet the needs of diverse learners. Therefore, you will practice assessing students and then preparing, implementing, and reflecting on a word study lesson to meet the needs of one of the groups in your placement class. There are several parts of this assignment:
1. Conduct spelling inventories: collect spelling inventory data on all students in your class and bring the data to class for analysis/determine instruction
2. Develop a draft word study lesson plan for one group of students (submit for feedback)
3. Revise draft word study lesson plan
4. Implement lesson (videotape implementation)
5. Share clip of your lesson with colleagues
6. Reflect (in writing) on your lesson

Policies

Stanford Honor Code. Most of the assignments in this course are collaborative in nature in that you will discuss them with and get feedback from your peers throughout the course. 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.

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/.

Students with Documented Disabilities. If you need an academic accommodation, please initiate this request with the Office of Accessible Education (OAE). (Let us know if you need help with initiating this process.) Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for us. Unless you have a temporary disability, Accommodation Letters are issued for the entire academic year. You should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: https://oae.stanford.edu/).
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics in Class</th>
<th>Readings Due</th>
<th>Assignments/Reminders</th>
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| #1: M 7/1 | • Introduction to the course  
• Introduction to learning to read and write | • No readings due. | |
| #2: W 7/3 | • Overview of the foundations of literacy development and instruction  
*DUE by 11:59 pm:  
1. Meet with CT to determine when you can implement your (a) read aloud lesson, (b) spelling inventories, and (c) word study lesson. Get input on your read aloud lesson.* | |
| #3: M 7/8 | • Developing word knowledge: phonemic awareness and phonics through word study  
• Assessing word knowledge through spelling inventories | • WTW Chapter 1: Developmental Word Knowledge  
• WTW Chapter 2: Getting Started, The Assessment of Orthographic Development | **DUE by 11:59 pm:**  
1. Choose a book  
2. Draft read aloud lesson/submit draft for feedback.  
*We will give you feedback by Tuesday at 6:00 pm. Plan to revise read aloud lesson and implement on 7/10, 7/11, 7/12, or 7/15* |
• WTW Chapter 4: Word Study for Learners in the Emergent Stage | |
| #5: M 7/15 | • The letter-name alphabetic and within word pattern stages of development | • WTW Chapter 5: Word Study for Beginners in the Letter Name–Alphabetic Stage  
• WTW Chapter 6: Word Study for Transitional Learners in the Within Word Pattern Stage | **DUE by 11:59 pm:**  
Submit final read aloud lesson (as implemented) and reflection. |
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<th>#6: W 7/17</th>
<th>• The syllable juncture and derivational stages of development</th>
<th>• WTW Chapter 7: Word Study for Intermediate Readers and Writers: The Syllables and Affixes Stage</th>
<th><strong>DUE IN CLASS:</strong> Bring spelling inventories to class for analysis.</th>
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<td>• WTW Chapter 8: Word Study for Advanced Readers and Writers: The Derivational Relations Stage</td>
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| #7: M 7/22 | • Vocabulary: development, instruction, and assessment | • Beck, I., McKeown, M. & Kucan, L. (2013). o Chapter 1: Rationale for Robust Vocabulary Instruction o Chapter 3: Introducing Word Meanings | **Due by 11:59 pm:** Submit draft word study lesson plan. 
*We will give you feedback by Tuesday at 6:00 pm. Plan to revise word study lesson and implement on 7/24, 7/25, 7/26, or 7/29.* |
| #10: W 7/31 | • Assisting students with reading difficulties • RICA Review | • Morrow, L. M. & Gambrell, L. B. (2019). Chapter 16: Organizing literacy instruction: Differentiating to meet student needs. • IES Practice Guide on Assisting Student Struggling with Reading | **DUE IN CLASS:** Bring 5-minute video clip of your word study lesson to share in class with colleagues. |
| F 8/2 | | | **DUE BY 5 pm:** Submit final word study lesson (as implemented) and reflection. |
Complete with your CT:

<table>
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<tr>
<th>What you will do…</th>
<th>Suggested Timeline</th>
<th>When you will do it…</th>
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<tbody>
<tr>
<td>Read Aloud Lesson (20-30 minute whole class lesson)</td>
<td>Implement lesson either 7/10, 7/11, 7/12 or 7/15</td>
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<tr>
<td>Spelling Inventories (15-20 minutes of whole class assessment time)</td>
<td>Collect data either 7/10, 7/11, 7/12, 7/15, 7/16, or 7/17</td>
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<tr>
<td>Word Study Lesson (20-30 minutes small group lesson with one group)</td>
<td>Implement lesson either 7/24, 7/25, 7/26, or 7/29</td>
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