

**ED 228F: Becoming Literate in School, Fall 2017**  
**Thursdays, 3:00-5:50 CERAS 204**



:

**Instructor:**

Dr. Erika Moore Johnson  
CERAS 310  
erikamj1@stanford.edu  
Office hours by appointment

**Teaching Assistant:**

Kristin Keane  
Cubberley 221  
knkeane@stanford.edu  
Office hours by appointment

**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 emergent bilinguals (EBs). 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 BLIS 2 (EDUC 228F) Canvas site.

**Attendance and Participation**

We expect you to attend every class. If something prevents you from doing so, please communicate with us in advance. Together, we will discuss a plan for how you can make up the material that you miss. *Missing two or more classes may result in a grade reduction.* We also expect active participation, taking into account that this looks different for different people. Whatever form of active participation you prefer, we expect you to attentively and intentionally engage with the class material and activities.

## Course Reading

The focus this quarter will be on the two books by Calkins, but we will also be using Fountas and Pinnell, and Johnson. 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.

- Calkins, L. M. (2001). *The art of teaching reading*. Addison-Wessley. (ATR)
- Calkins, L. M. (1994). *The art of teaching writing: New Edition*. Heinemann. (ATW)
- Fountas, I.C. & Pinnell, G.S. (2016). *Guided Reading, Second Edition: Responsive Teaching Across the Grades*. Heinemann.
- Johnston, P.H. (2004). *Choice words: How our language affects children's learning*. Stenhouse.

## 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>.

*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/>.

## 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.* Lesson plan draft due by 5 p.m. on October 27<sup>th</sup>; Reflection/video due 3 p.m. on November 9<sup>th</sup>. 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/book club 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 you will upload to Canvas by Friday, October 27<sup>th</sup>. You will receive feedback quickly, so you can teach and videotape your lesson the week of October 30<sup>th</sup>. The final lesson plan, materials, video, and a short reflection, are due on November 9<sup>th</sup>. You'll also have a chance to share your work and learning in class on December 7<sup>th</sup> with a short video clip. More detailed information, including a project timeline, will be provided in a separate assignment sheet.

*Fitting the pieces together.* Due by 3 pm on November 10<sup>th</sup>. 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.* Due by 3 pm on December 7<sup>th</sup>. Doing reading and writing conferences well is no easy feat. For this assignment, you will find a teacher (recommended by a STEP colleague, Erika/Kristin, 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.

## Summary of due dates for assignments:

- Friday, Oct 27 (by 5pm): Reading lesson plan due
- Oct 30–Nov 2: Teach your reading lesson this week
- Thursday, Nov 9 (by 3pm): Reading lesson reflection, videos (full lesson and 10-minute clip), final lesson plan due
- Thursday, Nov 30 (by 3pm): Fitting Pieces Together project due
- Thursday, Dec 7 (by 3pm): Writing Conference Observation & Reflection due

<b>Date</b>	<b>Readings Due</b>	<b>Topics in Class</b>	<b>Assignments/Reminders</b>
#1: 9/28	<ul style="list-style-type: none"> <li>• Art of Teaching Reading, Ch 1 (pg. 17-25)</li> <li>• Guided Reading, Ch 2 [to pg. 40]</li> <li>• Guided Reading, Ch 8 [to pg. 203]</li> <li>• CCSS– Read the Literature &amp; Informational Text standards for your grade level, pg. 10-16 [C]</li> <li>• Syllabus – bring questions to class</li> </ul>	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Balanced Literacy: Reading</li> <li>• CCSS Connections</li> </ul>	
#2: 10/5	<ul style="list-style-type: none"> <li>• Art of Teaching Reading, Ch 7</li> <li>• Guided Reading, Ch 1</li> <li>• Choose based on placement:                             <ul style="list-style-type: none"> <li>• <b>K-3:</b> Guided Reading, Ch 5</li> <li>• <b>4-6:</b> Guided Reading, Ch 6</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Shared Reading</li> <li>• Guided Reading</li> </ul>	✓ Observe & Share: Does your class have a class library? If so, what kinds of books are in it? Are books leveled in any way?
#3: 10/12	<ul style="list-style-type: none"> <li>• Choice Words: Ch 4, Ch 6, Ch 7</li> <li>• Art of Teaching Reading, Ch 15</li> <li>• Grand Conversations: Guide to the Reading Workshop, pp. 87-89 [C]</li> <li>• Read book club book</li> </ul>	<ul style="list-style-type: none"> <li>• Book Clubs, Accountable Talk, and Grand Conversations</li> <li>• Equity in Children’s Literature</li> </ul>	✓ As you read your book club book, put post-its in it as discussed by Calkins in Chapter 15. Star any that might spark a good Book Club discussion.
#4: 10/19	<ul style="list-style-type: none"> <li>• Art of Teaching Reading, Ch 5</li> <li>• Guide to the Reading Workshop [C]:                             <ul style="list-style-type: none"> <li>○ pg. 14-26</li> <li>○ pg. 47-58</li> </ul> </li> <li>• Read book club book</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Workshop: Minilessons</li> </ul>	

#5: 10/26	<ul style="list-style-type: none"> <li>• Art of Teaching Reading, Ch 6 (pg. 101-117)</li> <li>• Guide to the Reading Workshop, pp. 59-71 [C]</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Workshop: Reading Conferences and Lesson Planning</li> <li>• STEP Book Clubs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Book Club discussion today – bring in your book!</li> <li>✓ <b>DUE: Reading Lesson Plan by Friday 10/27 at 5 pm</b> [upload to Canvas]</li> </ul>
#6: 11/2	<ul style="list-style-type: none"> <li>• Guide to the Writing Workshop: <ul style="list-style-type: none"> <li>○ pg. 7-11</li> <li>○ pg. 12-20</li> <li>○ pg. 43-54</li> </ul> </li> <li>• Art of Teaching Writing, Ch 11</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced Literacy: Writing</li> <li>• Writing Genres</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teach your reading lesson this week</li> </ul>
#7: 11/9	<ul style="list-style-type: none"> <li>• Goldenberg, C. (2013). Unlocking the research on English Learners, p.4-11</li> <li>• Samway, K.D. (2006). Core research about the writing of children who are ELLs.</li> <li>• Guide to the Writing Workshop, pp. 87-94 [C]</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Development: EOs and EBs</li> <li>• CCSS Connections</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>DUE: Reading Lesson Reflection &amp; Videos</b> [upload to Canvas before class]</li> <li>✓ Choose 1 student to observe this week during writing (if possible, an EB)</li> <li>✓ Select one piece of his/her writing and bring 2 copies to class</li> </ul>
#8: 11/16	<ul style="list-style-type: none"> <li>• Art of Teaching Writing, Ch 12 (pg. 193-220)</li> <li>• Skim the <i>Launching a Writerly Life</i> that corresponds to your current grade placement [C]</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Workshop: Minilessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Be ready to share one idea from the <i>Launching a Writerly Life</i> curriculum that appeals to you</li> </ul>
#9: 11/30	<ul style="list-style-type: none"> <li>• Art of Teaching Writing, Ch 14</li> <li>• Guide to the Writing Workshop, pp. 69-77 [C]</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Workshop: Conferences</li> <li>• Writing Assessment</li> <li>• Writing Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>DUE: Fitting the Pieces Together</b> [upload to Canvas before class]</li> </ul>
#10:12/7	<ul style="list-style-type: none"> <li>• Reading TBD</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Quarter Wrap-up: Video Sharing</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>DUE: Writing Conference Observation/Reflection</b> [upload to Canvas before class]</li> </ul>