

ED 228F: Becoming Literate in School II
Fall 2018
Thursdays 3:00-5:50
CERAS 204



Instructor

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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, 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. [GR] [WW]
- Use literacy assessments to guide future instruction. [ICA]
- Design, implement, and reflect on lessons incorporating research-based practices to facilitate literacy development. [RL]
- Describe how lessons can be adapted to address cultural and linguistic differences as well as individual learning needs. [ICA]
- Develop a schedule for balanced literacy instruction that incorporates multiple structures to support literacy development. [ICA]

Note: Abbreviations in brackets refer to specific assignments (see below) in which these objectives will be targeted.

Course Website

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

Course Readings

We have pulled readings from several texts for this course, including the following:

- Calkins, L. (2013). *A guide to the common core writing workshop*. Heinemann.
- Calkins, L. (2017). *A guide to reading workshop*. Heinemann.
- Fountas, I.C. & Pinnell, G.S. (2016). *Guided reading: Responsive teaching across the grades*. Heinemann.
- Tompkins, G. E. (2017). *Literacy for the 21st century: A balanced approach*. Pearson.

You do not need to purchase any of the texts for this class. You can access readings online or in the Cubberley or STEP Libraries. In addition, we will post a recommended reading and 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. The major assignments will be as follows:

- Participation (attendance and participation) 30 points
 - Guided Reading Observation and Reflection 20 points
 - Reading Lesson Development, Implementation, and Reflection 30 points
 - Writing Conference Observation and Reflection 20 points
- Total: 100 points

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.

Assignment Timetable	Due Date
Guided Reading Observation and Reflection [GR]	10/25
Reading Lesson Development, Implementation, and Reflection [RL]	
• Draft of Initial Lesson Plan (Lesson Plan #1)	10/18
• Video of Implementation of Lesson Plan #1	11/2
• Reflection on Implementation of Lesson Plan #1	11/8
• Follow-Up Lesson Plan (Lesson Plan #2)	11/15
Writing Conference Observation and Reflection. [WW]	11/29

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 ***In-Class Activities [ICA]*** (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.

Two ***In-Class Assignments*** that will be particularly important to helping achieve the objectives in the class are the following:

- Planning for Instruction with Diverse Learners
- Putting the Pieces Together

Guided Reading Observation and Reflection. [GR]

This assignment will give you an opportunity to observe and reflect on a guided reading lesson in an elementary classroom. In class you will learn about the components and purpose of guided reading and observe a demonstration lesson. To deepen your understanding of guided reading, we would like you to observe a lesson in an elementary classroom to see the ways in which teachers and students engage within the structures introduced in class. If you cannot find a teacher to observe, we will provide a video for you to watch as a last resort. ***More detailed information, including an observation protocol, a reflection guide, and a rubric, will be provided in class.***

Reading Lesson Development, Implementation, and Reflection. [RL]

This assignment will give you an opportunity to practice designing, implementing, and reflecting on a reading lesson. Since you planned a lesson focused on word study for decoding and encoding in the summer, we would like for you to plan a lesson focused on the other major component of reading, comprehension, this fall.

In class, we will be reviewing how to use the Reading Workshop structure, which is used widely across schools in the Bay Area and beyond, to promote comprehension. Therefore, we would like for you to practice designing, implementing, and reflecting on a mini-lesson as outlined in the Reading Workshop structure.

Plan to talk with your CT well in advance about this assignment. Ask your CT to share assessment data that will help you plan for instruction (we will use this de-identified data in class to practice interpreting data and planning instruction). Then, ask your CT to help you think through what skill to target and how to target it using a mini-lesson format. (If your CT does not use Reading Workshop, you can still ask to teach a comprehension-focused mini-lesson and use the Reading Workshop structure as a model. Let us know if you experience any difficulty with trying to implement this assignment in your placement and we will help you work through it.)

This assignment has several components:

- A draft initial lesson plan (Lesson Plan #1)
- A video of implementation
- A final initial lesson plan (Lesson Plan #1) and reflection
- A follow-up lesson plan (Lesson Plan #2)

We will review and model all of these components in class. Please see the due dates for each component on the **Course Schedule** below. *More detailed information, including a rubric, will be provided in a separate assignment sheet.*

Writing Conference Observation and Reflection. [WW]

Doing reading and writing conferences well is no easy feat. For this assignment, you will find a teacher (recommended by a STEP colleague, 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 observe just one or several conferences, depending on the teacher's practice). If you cannot find a teacher to observe, we will provide a video for you to watch as a last resort. *More detailed information, including an observation protocol, a reflection guide, and a rubric, will be provided in class.*

Expectations

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/>.

Course Schedule

Date	Topics in Class	Readings Due	Assignments/Reminders
#1: 9/27	<ul style="list-style-type: none"> • Course Overview • Balanced Literacy 	Syllabus <i>Literacy for the 21st Century: A Balanced Approach</i> <ul style="list-style-type: none"> • Ch 1: Becoming an Effective Literacy Teacher (Ch 1) • Ch 2: The Reading and Writing Processes 	
#2: 10/4	<ul style="list-style-type: none"> • Guided Reading 	<i>Guided Reading</i> <ul style="list-style-type: none"> • Ch 1: What is Guided Reading • Ch 8 to p. 203: Understanding Reading as a Complex Process • Ch 5 (K-3) OR ch 6 (4-5): Planning for effective guided reading lesson 	✓ 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: 10/11	<ul style="list-style-type: none"> • Reading Workshop: Overview and Minilessons 	<i>A Guide to the Reading Workshop</i> <u>Primary</u> <ul style="list-style-type: none"> • Ch 4: The Big Picture of a Reading Workshop • Ch 5: The Architecture (and The Principles) that Inform Minilessons OR <u>Intermediate</u> <ul style="list-style-type: none"> • Ch 5: The Big Picture of a School Day and of a Reading Workshop • Ch 7: The Architecture (and The Principles) that Inform Minilessons 	

<p>#4: 10/18</p>	<ul style="list-style-type: none"> • Reading Workshop: Reading Conferences • Assessment through Observation and Reflections 	<p>Book Club Book</p> <p><i>A Guide to the Reading Workshop</i> <u>Primary</u></p> <ul style="list-style-type: none"> • Ch 7: Conferring with Readers <p>OR</p> <p><u>Intermediate</u></p> <ul style="list-style-type: none"> • Ch 10: Conferring with Readers 	<p>✓ DUE: Draft of Initial Lesson Plan (Lesson Plan # 1)</p> <ul style="list-style-type: none"> • In Class Activity: Using assessment to guide instruction
<p>#5: 10/25</p>	<ul style="list-style-type: none"> • Accountable Talk, Grand Conversations, & Book Clubs 	<p>Book Club Book</p> <p>Frank, Dixon, & Brandts (2001): <i>Bears, trolls, and pagemasters: Learning about learners in book clubs</i></p> <p>Heller (2006): <i>Telling stories and talking facts: First graders' engagements in a nonfiction book club</i></p>	<p>✓ DUE: Guided Reading Observation and Reflection</p> <p>✓ Bring book club book to class</p>
<p>#6: 11/2</p>	<ul style="list-style-type: none"> • Writing Development and Instruction • Interactive Writing 	<p>Swartz, Klein, & Shook (2001): <i>About interactive writing</i></p> <p>Williams (2018): <i>Learning to write with interactive writing instruction</i></p> <p><i>A Guide to the Common Core Writing Workshop</i> <u>Primary</u></p> <ul style="list-style-type: none"> • Ch 3: The Pathways Along Which Young Writers Progress • Ch 4: Necessities of Writing Instruction <p>OR</p> <p><u>Intermediate</u></p> <ul style="list-style-type: none"> • Ch 3: The Essentials of Writing Instruction • Ch 4: Upper Elementary Writers and the Writing Process 	<p>✓ DUE: Video & Revision of Lesson Plan #1</p> <p>✓ Bring video to class to share!!!</p>

#7: 11/8	<ul style="list-style-type: none"> • Writing Workshop: Minilessons 	<i>A Guide to the Common Core Writing Workshop</i> <u>Primary</u> <ul style="list-style-type: none"> • Ch 5: Provisioning a Writing Workshop • Ch 7: Inside the Minilesson OR <u>Intermediate</u> <ul style="list-style-type: none"> • Ch 5: Provisioning a Writing Workshop • Ch 7: Inside the Minilesson 	✓ DUE: Reflection of Lesson Plan # 1
#8: 11/15	<ul style="list-style-type: none"> • Writing Workshop: Conferences • Assessment through Rubrics 	<i>A Guide to the Common Core Writing Workshop</i> <u>Primary</u> <ul style="list-style-type: none"> • Ch 8: Differentiated Feedback OR <u>Intermediate</u> <ul style="list-style-type: none"> • Ch 8: Differentiated Feedback: Conferring with Individuals and Small Groups 	✓ DUE: Follow-Up Lesson Plan (Lesson Plan # 2) <ul style="list-style-type: none"> • In Class Activity: Using assessment to guide instruction
#9: 11/29	<ul style="list-style-type: none"> • Working with Diverse Learners in a Balanced Literacy Framework 	<i>Literacy for the 21st Century: A Balanced Approach</i> <ul style="list-style-type: none"> • Ch 11: Differentiating for Success 	✓ DUE: Writing Conference Observation/ Reflection
#10: 12/6	<ul style="list-style-type: none"> • Quarter Wrap-up: Putting the Pieces Together 	<i>Literacy for the 21st Century: A Balanced Approach</i> <ul style="list-style-type: none"> • Ch 12: Reading and Writing Across the Curriculum 	<ul style="list-style-type: none"> • In Class Assignment: Develop a Schedule for Balanced Literacy