

**ED 228F: Becoming Literate in School II**  
**Fall 2020**  
**Mondays 3:30-5:15pm**  
**3 Thursdays 10/8, 10/22, and 10/29 2-3pm**



**Instructors**

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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, 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
- Develop a plan for instruction that incorporates multiple structures to support literacy development

**Course Website**

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

**Course Readings**

We have only one required text for the class:

Templeton, S. & Gehsmann, K. M. (2014). *Teaching Reading and Writing: The Developmental Approach*. Upper Saddle, NJ: Pearson. **Listed as TRW in the syllabus.**

Readings due for class may change based on our learning community. Any changes will be communicated and posted on Canvas. Other readings, outside of the required text, 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.

For additional information about the major components of literacy development and instruction and to prepare for the Reading Instruction Competence Assessment (RICA), you can access the

following set of modules: <https://www.readingrockets.org/teaching/reading101-course/welcome-reading-101>.

### **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:

<b>Assignment</b>	<b>Points</b>
Class Attendance and Participation	30
<b>Reading Lesson Development, Implementation, and Reflection Assignment</b>	
• Draft Lesson Plan	20
• Final Lesson Plan & Implementation	25
• Lesson Reflection	25
Total	100

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.

**Reading Lesson Development, Implementation, and Reflection.** This assignment will give you an opportunity to practice designing, implementing, and reflecting on a Guided Reading lesson. In class, we will review how to use Guiding Reading structures. Plan to talk with your CT well in advance about this assignment. 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 lesson plan
- A final lesson plan with comments explaining what changed before instruction and during instruction as well as what you would change for next time
- A reflection discussing the strengths and challenges of the implemented lesson as well as suggestions for what could be taught in lessons following this one

We will review all of those 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.

## **Policies**

**Stanford Honor Code.** Some 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

<b>Date</b>	<b>Topics in Class</b>	<b>Readings Due</b>	<b>Assignments/Reminders</b>
#1: M 9/21	Classroom Environment and Libraries	<ul style="list-style-type: none"> <li>• TRW Chapter 3 pgs. 71-81</li> </ul>	
#2: M 9/28	Literacy Practices	<ul style="list-style-type: none"> <li>• TRW Chapter 3 pgs.81-110 <i>(this reading will be a jigsaw)</i></li> </ul>	
#3: M 10/5	Literacy Assessments	<ul style="list-style-type: none"> <li>• TRW Chapter 4 pgs. 127-143 (also see pg. 124)</li> </ul>	
Workshop #1: R 10/8	Literacy Assessments	To Be Determined	Bring literacy data of students
#4: M 10/12	Literacy Stage: Emergent  Literacy Practice: Read Aloud	<ul style="list-style-type: none"> <li>• TRW <ul style="list-style-type: none"> <li>○ Chapter 6 pgs. 173-187 &amp; 191-194</li> <li>○ Chapter 8 pgs. 286-293</li> </ul> </li> </ul>	
#5: M 10/19	Literacy Stage: Beginning  Literacy Practice: Guided Reading	<ul style="list-style-type: none"> <li>• TRW <ul style="list-style-type: none"> <li>○ Chapter 7 pgs. 219-232 &amp; 241-247</li> </ul> </li> <li>• Guided Reading online information</li> </ul>	
Workshop #2: R 10/22	Small Group Instruction	<ul style="list-style-type: none"> <li>• To Be Determined</li> </ul>	Select text and objectives for guided reading lesson
#6: M 10/26	Literacy Stage: Transitional  Literacy Practice: Word Study	<ul style="list-style-type: none"> <li>• TRW <ul style="list-style-type: none"> <li>○ Chapter 8 pgs. 272-286</li> <li>○ Chapter 7 pgs. 232-237</li> <li>○ Chapter 6 pgs. 202-212</li> </ul> </li> </ul>	
Workshop #3: R 10/29	Word Study Instruction	<ul style="list-style-type: none"> <li>• To Be Determined</li> </ul>	Wordy study and prompting portions of lesson
#7: M 11/2	Literacy Stage: Intermediate  Literacy Practice: Reading Minilessons	<ul style="list-style-type: none"> <li>• TRW <ul style="list-style-type: none"> <li>○ Chapter 9 pgs. 315-330</li> <li>○ Chapter 7 pgs. 253-260</li> </ul> </li> </ul>	Lesson Plan Draft Due

#8: M 11/9	Literacy Stage: Skillful  Literacy Practice: Writing Minilessons	<ul style="list-style-type: none"> <li>• TRW <ul style="list-style-type: none"> <li>○ Chapter 10 pgs. 367-368, 371, &amp; 405-411</li> <li>○ Chapter 7 pgs. 260-266</li> </ul> </li> </ul>	Revise & implement lesson
#9: M 11/16	Literacy Assessments	<ul style="list-style-type: none"> <li>• TRW Chapter 4 pgs. 144-150</li> </ul>	
#10: M 11/30	Lesson Plan Share and Reflections	To be Determined	Complete Reading Lesson Development, Implementation, and Reflection Assignment