



UNIVERSITY OF HAWAI'I - WEST O'AHU

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CATALOG COURSE DESCRIPTION

EDEE 422 Reading Methods (3) - Pre: APTE approval; prior or concurrent enrollment in ENG 383 or any 200-level or higher children's literature courses. Coreq: EDEE 424 and EDEE 426. This course in elementary school reading methods focuses on teaching and learning to read in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered reading curriculum.

NOTE: You are prohibited from selling any materials related to this course. This includes syllabus, handouts, lectures, online modules, and PowerPoint presentations. Students are also prohibited from selling (or being paid for taking) notes during this course to (or by) any person or commercial firm without the expressed written permission of the professor teaching this course. No portion of this syllabus, all handouts, lectures, online modules, and Power Point presentations may be reproduced by a candidate or other instructor without the expressed written permission of Dr. Jonathan Schwartz.

UHWO TEACHER EDUCATION MISSION STATEMENT

The University of Hawai'i West O'ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O'ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O'ahu communities.

CONCEPTUAL FRAMEWORK

The Conceptual Framework (CF) serves as a guide to fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child
- embracing social justice and equity for all
- becoming reflective practitioners and life-long learners.

ACADEMIC HONESTY AND TURNITIN POLICY

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

Use of Turnitin: UH West O'ahu has a license agreement with iParadigms, LLC for the use of their plagiarism prevention and detection service popularly known as Turnitin. Faculty may use Turnitin when reading and grading your assignments. By taking a course where Turnitin is used, you agree that your assigned work may be submitted to and screened by Turnitin. Turnitin rates work on originality based on exhaustive searches of billions of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals. Turnitin does not make a determination if plagiarism has taken place. It makes an assessment of the submission's originality and reports that to the course instructor. These Originality Reports are tools to help your teacher locate potential sources of plagiarism in submitted papers.

All papers submitted to Turnitin become part of Turnitin's reference database solely for the purpose of detecting plagiarism. Use of Turnitin is subject to the Usage Policy as posted on the Turnitin web site www.Turnitin.com.

(For complete text of student responsibility please see the University of Hawai'i – West O'ahu Home Page under Policies)

LEARNING CHALLENGE AND ACCOMODATIONS

In keeping with University policy, any student with a disability who needs academic accommodation for testing, note taking, reading, classroom seating, etc., is to call Student Services, as soon as possible, and speak with Dr Steven Taketa, Student Services Specialist: Taketas@hawaii.edu

TEXTBOOK

The following text is required as part of this course.

Text: The Essentials of Teaching Children to Read: The Teacher Makes the Difference
Authors: Reutzel and Cooter (Edition 3).

STANDARDS, INSTITUTIONAL LEARNING OUTCOMES, & OBJECTIVES

FOUNDATIONS

SLO: Construct and communicate learning opportunities that support individual students' development, acquisition of knowledge, and motivation

HTSB Standard 1: Focuses on the child. The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.

CLO/ACEI Standard 1: Development, learning, & motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

DLO/InTASC Standard #1: Learner Development.

Evidence: Developing Lesson Plans

CONTENT

SLO: Utilize professional vocabulary related to reading instruction and acquire knowledge of research-based practices and strategies for oral language, phonemic awareness, phonics, vocabulary, comprehension, and fluency

UHWO Institutional Learning Outcomes ILO-4. Disciplinary Knowledge

Demonstrates knowledge purview, processes, and contributions associated with an academic discipline.

HTSB Standard 5: Demonstrates knowledge of content: The effective teacher consistently demonstrates competency in content area(s) (The English Language Arts) to develop student knowledge and performance.

CLO/ACEI Curricular Standard 2.1 Reading, Writing, and Oral Language— Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

DLO/InTASC Standard #4: Demonstrates knowledge of content

Evidence: Completion of Chapter Quizzes and Developing Lesson Plans

ASSESSMENT

SLO: Develop knowledge of a range of effective assessment strategies, processes, and techniques

HTSB Standard 8: Uses assessment strategies: The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.

CLO/ACEI Standard 4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

DLO/InTASC Standard #6: Demonstrates knowledge of content

Evidence: Running Record and Developing Lesson Plans

DIVERSITY

SLO: Choose appropriate methods, including differentiating instruction, modifications, and accommodations, for meeting reading needs of diverse learners (e.g., gifted, economically disadvantaged, struggling learners, students with disabilities).

HTSB Standard 3: Adapts to learner diversity: The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.

CLO/ACEI Standard 3.2. Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

DLO/InTASC Standard 2: Learning differences

Evidence: Developing Lesson Plans

COURSE REQUIREMENTS

Readings

You are responsible for all information contained in all reading assignments. The assignment schedule indicates the readings and dates on which they will be discussed. All readings are extremely important in that they will prepare you to understand the theoretical and practical issues related to reading and writing instruction that we will be discussing in class. Most readings will come from the text that is required as part of this course.

In Class and Online Discussions

Participation is essential to this course. Each person's unique responses and insights help our class to reflect and grow in new ways. While participation styles will vary, in class and online discussions are essential to the learning process. Active participation will require reading all assigned readings for group discussions as well as preparing for discussion by critically reflecting on your thoughts and connections about your reading. Reading, writing, and sharing in small groups or with the whole class helps create and sustain our community of learners. All online discussion postings are due on the date listed in this syllabus. Late postings will not be accepted.

Assignments

Most weeks, you will have at least one assignment due. All assignments will be submitted via Lulima. Assignments are meant for you to connect theory with practice. All assignments are due on the date listed on the Lulima course website. Late assignments will not be accepted. The assignments as part of this course are listed below.

Literacy Autobiography: You will write a literacy autobiography to help you become aware of your own personal beliefs and attitudes towards reading. Understanding your own literacy history will help you appreciate the similarities and differences that exist between yourself and others. You need to examine your personal history and educational biography for clues to the ways your beliefs, images, and experiences impact your effectiveness in educating young students. Future teachers need to begin with their own knowledge by thinking and writing about memorable literary events from their personal histories. To complete this assignment, you might decide to speak with former teachers and family members, review past work samples, and/or reflect on memorable literacy events that might help you construct your literacy autobiography. In a two page, double-spaced essay, use the following questions to guide your writing.

1. How did I learn to read?
2. What were effective strategies that helped me learn to read?
3. What were ineffective strategies?
4. How do I plan to teach reading and how does that reflect how I learned to read?

Graphic Organizer: Using Inspiration (download a trial version at www.inspiration.com), create a graphic organizer that describes the characteristics of a favorite teacher from elementary school. Then, create a second graphic organizer about a favorite teacher from later in life and include the characteristics that describe that teacher. Write a one to two-page, single spaced summary that discusses the similarities and differences between your favorite teachers. Be sure to identify attributes you would like to demonstrate when you begin teaching.

CCS Interview: Speak with your mentor teachers in order to develop better understandings of CCS. List at least three questions you asked your mentor as well as the replies from your mentor teachers.

Lesson Plans: Teacher candidates will write lessons plans as part of this course. Lesson plans will focus on the major areas of reading: oral language, phonics and word recognition, fluency, vocabulary, and comprehension.

Manual Review: Examine a teacher's manual(s) from a reading program in your practicum. Refer to "The Anatomy of a Core Reading Program" in the chapter. Write a one page, double spaced essay on how the manual compares to the chapter's information.

Online Portfolio: Create an online portfolio (or website) using the handouts in the announcements section. More about this will be discussed in class.

Response Essay: Answer questions as part of a 1-2 page essay.

Final Exam: Running Record: A running record is a way to record the progress a student is making in his/her reading. In a running record, the teacher candidate listens to a student read a short text and, at the same time, notes the words they get right and wrong. The purpose of making a running record is to find what mistakes the student is making with their reading in order for teachers to help them improve. After reading Chapter 3 and viewing the four videos below, teacher candidates will conduct a running record with one student at your practicum setting.

<http://www.youtube.com/watch?v=aFE9ARHRCP4&feature=related>

<http://www.youtube.com/watch?v=GH-u4ZixYVk&feature=related>

<http://www.youtube.com/watch?v=2kDItXl3jvg&feature=related>

<http://www.youtube.com/watch?v=up-JS7a95Ps&feature=related>

Teacher candidates will then write a report that addresses the following items:

1. Describe the student: The first two to three pages of your reader case study will describe your student's literacy history. This will include basic information such as age,

grade level, etc. Also be sure to include perceived strengths and weaknesses. Video #4 provides some suggestions of questions to ask.

2. Describe the Assessment: These two pages should describe exactly what did as part of this assignment. Describe the running record in detail - what you are doing and why.

3. Results: These two to three pages should describe the results of your running record. Provide specific examples and examples of the student's work. Refer to these examples often.

4. Recommendations: Analyze your findings to develop an intervention plan. Based on your results, describe what teaching strategies you suggest that will best suit this student. Your selected teaching strategies should be based on the chapters covered during this class. This section should be two to three-pages in length.

5. Appendices: These pages should be the assessment notes, forms, documents, etc. that you used during the assessment of your students. You should scan these documents and include these as part of your submission.

Chapter Quizzes

You will have quiz after reading each chapter. You will have a limited amount of time to complete these quizzes. The quizzes are based on the objectives of each chapter. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit. You are given 30 minutes for each quiz. Questions take the form of multiple-choice, true and false, and fill in the blank.

Grading

12 discussions - each worth 10 points - 120

8 quizzes - each worth 10 points - 80

12 assignments - each worth 10 points - 120

Final Exam - worth 100 points - 100

Total points 400

The grading scale is as follows

A = 400 to 376

B = 375 to 352

C = 351 to 304

D = 303 to 291

F = 290 and below

This class is conducted both online and face-to-face. Keep this in mind as you read the requirements below.

Credit Hour Requirements

Hybrid Course Contact Hour Requirements. Reading Methods (EDEE 422) is a hybrid, 3-credit course. Contact hours are distributed as follows: 1.5 hrs. face-to-face on Wednesdays; 1.5 online hours. For every contact hour, UHWO students are expected to spend 2 hours per week engaged in scholarly work associated with the

course. Therefore, you should plan to devote a minimum of 6 hours per week outside of class to course requirements, for a grand total of 9 hours per week of attention to the course. Your Laulima online assignments include, but are not limited to, online discussions, textbook readings, assignments, and quizzes.

Technology

You will need access to a computer with Internet for this course. Though there will be weekly class meetings, much of the course work will be online. Discussions, written assignments, and exams will be completed and/or submitted using Laulima. Failure to take an exam, participate in a Laulima discussion board, upload an assignment to Laulima, or satisfactorily complete the Early Field Experience may result in an incomplete (I) or failure (F) in the respective courses. This decision is at the discretion of your instructor.

Taskstream

While enrolled in the UHWO Teacher Preparation Program, students are required to maintain an active subscription to Taskstream. This means that students must purchase a Taskstream subscription that lasts for the length of time they are taking courses in the UHWO Teacher Preparation Program. Students should purchase a subscription that begins during their first education course (EDEE 200/201), and ends when they have completed their final education course (EDEE 490/490s). Subscription rates are as follows:

- 1 Semester - 5 Months (\$25)
- 1 yr. account (\$42)
- 2 yr. account (\$69)
- 3 yr. account (\$91)
- 4 yr. account (\$105)
- 5 yr. account (\$119)
- 6 yr. account (\$129)

An active subscription to Taskstream is necessary because students are required to upload “signature assignments” into their UHWO DRF in all education courses. Signature assignments are specific assignments required in many education courses as part of the UHWO Teacher Preparation Program. These signature assignments reflect the student’s ability to meet specific Hawaii State Teaching Standards that have been aligned with each course’s content and expectations. Students are expected to demonstrate competency on each criteria, and may not be allowed to proceed in the program if they receive unacceptable ratings. Examples of signature assignments include lesson plans, unit plans, and essays. Signature assignments such as these are typically uploaded by the end of the students’ semester.

Failure to maintain an active subscription or upload a signature assignment to Taskstream may result in a failing course grade or an incomplete course grade. Repeated failures to maintain an active subscription or upload a signature assignment may result in a student receiving an alert letter regarding professional dispositions and/or the student being asked

to leave the UHWO Teacher Preparation Program.

Students are encouraged to explore the various education-related resources available in Taskstream. In addition to the UHWO DRF, students can choose to create separate electronic portfolios that can be shared with potential employers. Students can also create standards-based lesson plans, evaluation rubrics, and entire instructional units. Training opportunities for creating such resources are frequently offered online through TaskStream. For more information about Taskstream, please visit www.taskstream.com.

Documents attached to the course website describe the steps needed to: (1) register for a Taskstream account, (2) create a guest account in Taskstream, (3) enroll in the UHWO Teacher Preparation Program within Taskstream, and (4) upload documents to the UHWO DRF. Should you have questions about Taskstream or require further assistance, please call Taskstream at 1-800-311-5656, email Taskstream at help@taskstream.com, or email your course instructor. Answers to the more frequently asked questions can be found at the Help Index at www.taskstream.com.

Attendance

Good class attendance is essential to the learning process and role will be taken every class period. Students are expected to attend all sessions. More than one absence will lower your final grade one grade level – *there are no exceptions*. There are no excused absences. If you do miss a class session, talk to your peers about the information you missed.

As a courtesy to peers and the instructor, turn off all cell phones and pagers prior to the start of class.

PROFESSIONALISM IN EDUCATION

Dispositions are defined as “the professional virtues, qualities, and habits of mind and behavior held and developed by teachers on the basis of their knowledge, understanding, and commitments to students, families, their colleagues, and communities” (Sockett, 2006, p. 23). Professionalism is at the heart of dispositions expected of UH West O‘ahu teacher candidates.

Examples of dispositions that help teachers move toward teaching excellence include continuous self-assessment and reflection that leads to positive change in teaching behaviors, sensitivity and responsiveness to individual differences in the classroom, a willingness to seek new strategies for reaching students who are not learning, and the ability to communicate effectively with students, colleagues, staff and parents.

EXPECTED behavior in my class includes:

- Attendance everyday (Be early, not tardy; notify your professor beforehand if you are ill or cannot attend).
- Following through with all assigned tasks.
- Effective communication with your professor. Specifically, replying to emails in a

- timely manner. Be sure all email communications are formal (or at least semi formal)
- Using good judgment when interacting with your peers, your professor.
 - Willingness to accept constructive criticism and work towards improving one's pedagogical and content knowledge, skills, and professional dispositions.
 - These expectations are qualitative in nature. If you have questions about how they are being evaluated, consult your Mentor teacher or University supervisor.
 - To view the UHWO Student Code refer to <http://www.uhwo.hawaii.edu/conduct>
 - To go above and beyond and excel as a teacher candidate in my course – this will be discussed at length during the first class session.

Personal Liability Insurance Requirement

This course is taken concurrently with EDEE 426. As part of these courses, teacher candidates **MUST** obtain and provide evidence of personal liability insurance prior to participating in any field experience in the UHWO Bachelor of Education (B. Ed) degree program. Proof of insurance will be verified at the start of each academic year. Personal liability insurance must be maintained throughout the early field experience, all practicums, and student teaching. Uninsured candidates will not be granted a field placement, therefore delaying timely progress towards program completion.

Teacher candidates are free to purchase personal liability insurance from the vendor of their choice. Insurance is available through the UHWO Education Club, as well as most private insurance companies. Because of its affiliation with the Student National Education Association (SNEA), the UHWO Education Club includes personal liability insurance with membership. An application is available online at: <https://sites.google.com/site/uhwosnea/>.

COURSE CALENDAR

Week 1 (1/13)

Topic - Introductions: instructor, students, and the course

Reading - none

Online Discussion - None

In Class Activity - The Giving Tree

Assignment - none

Quiz - none

Week 2 (1/20) – Class does not meet

Topic - Getting to know you

Reading - None

Online Discussion - Introduce yourself to your classmates. Address the following:

1. Experience working in school
2. Experience working with kids
3. Current employment
4. Career plans
5. Personal interests

Assignment - You will write a literacy autobiography to help you become aware of your own personal beliefs and attitudes towards reading. Understanding your own literacy history will help you appreciate the similarities and differences that exist between yourself and others. You need to examine your personal history and educational biography for clues to the ways your beliefs, images, and experiences impact your effectiveness in educating young students. Future teachers need to begin with their own knowledge by thinking and writing about memorable literary events from their personal histories. To complete this assignment, you might decide to speak with former teachers and family members, review past work samples, and/or reflect on memorable literacy events that might help you construct your literacy autobiography. In a two page, double-spaced essay, use the following questions to guide your writing.

5. How did I learn to read?
6. What were effective strategies that helped me learn to read?
7. What were ineffective strategies?
8. How do I plan to teach reading and how does that reflect how I learned to read?

Quiz - none

Week 3 (1/27)

Topic - Introduction to Reading

Reading - Chapter 1

Online Discussion - Go to the Annenberg website

(<http://www.learner.org/resources/series183.html>) and view Video on Demand (VoD) #1, Foundations. Answer the following questions:

- What did you see in this video that was particularly innovative?
- How would you apply techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment - Using Inspiration (download a trial version at www.inspiration.com), create a graphic organizer that describes the characteristics of a favorite teacher from elementary school. Then, create a second graphic organizer about a favorite teacher from later in life and include the characteristics that describe that teacher. Print this graphic organizer and bring it to class. Also, you will need to write a one to two-page, single spaced summary that discusses the similarities and differences between your favorite teachers. Be sure to identify attributes you would like to demonstrate when you begin teaching. Submit this paper in the Assignments section online.

Quiz - You will have quiz at the conclusion of this module.

Week 4 (2/03)

Topic - Common Core Standards

Reading - Review the following websites in order to become knowledgeable about CCS: <http://standardstoolkit.k12.hi.us/common-core/> and <http://www.edutopia.org/common-core-state-standards-resources?gclid=CJ3pmvHykrqCFadxQgodMUMAtg#graph1>

Online Discussion - View the video: <https://www.teachingchannel.org/videos/common-core-standards-ela>

Answer the following questions:

- What is the purpose of CCS and how are CCS different from Hawaii Content and Performance Standards?
- What do you think about the shift to non-fiction and informational text in reading?
- How are you seeing CCS take shape in your practicum school setting?

Assignment - Speak with your mentor teachers in order to develop better understandings of CCS. List at least three questions you asked your mentor as well as the replies from your mentor teachers. Bring this information to class.

Quiz – None

Week 5 (2/10)

Topic - Oral Language

Reading - Chapter 2

Online Discussion - Go to the Annenberg website

(<http://www.learner.org/resources/series162.html>) and view Video on Demand (VoD) #3, Building Oral Language

- What did you see in this video that was particularly innovative?
- How would you apply the techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment - Oral language lesson plan

Quiz - You will have quiz at the conclusion of this module.

Week 6 (2/17) – Class does not meet

Topic - Phonics and Word Recognition

Reading - Chapter 3

Online Discussion - Go to the Annenberg website, Teaching Reading K-2: A Library of Classroom Practices (<http://www.learner.org/resources/series162.html>). View Video on Demand (VoD) #7, Connection Skills with Text.

- What did you see in this video that was particularly innovative?
- How would you apply the techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment - Phonics and Word Recognition Lesson Plan

Quiz - You will have quiz at the conclusion of this module.

Week 7 (2/24)

Topic - Running Records

Reading - Chapter 4

Online Discussion - View the following four videos on running records

<http://www.youtube.com/watch?v=aFE9ARHRCP4&feature=related>

<http://www.youtube.com/watch?v=GH-u4ZixYVvk&feature=related>

<http://www.youtube.com/watch?v=2kDItXl3jvg&feature=related>

<http://www.youtube.com/watch?v=up-JS7a95Ps&feature=related>

What questions do you have about conducting a running record?

Assignment - Find a student with whom you will conduct a running record. Schedule when you will complete your running record with this student.

Quiz - None

Week 8 (3/3)

Topic - Fluency

Reading - Chapter 4

Online Discussion - Go to the Annenberg website

(<http://www.learner.org/resources/series162.html>) and view Video on Demand (VoD) #6, Cassandra Becomes a Fluent Reader.

- What did you see in this video related that was particularly innovative?
- How would you apply the techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment - Write fluency lesson plan based on one or more strategies in the chapter. Be sure to select a piece of children's literature to use in the lesson. Also include the evidence-based instructional considerations that are recommended in the chapter.

Quiz - You will have quiz at the conclusion of this module.

Week 9 (3/10)

Topic - Vocabulary

Reading - Chapter 5

Online Discussion - Go to the Annenberg website

(<http://www.learner.org/resources/series204.html>). View Video on Demand (VoD) #2, Fluency and Word Study.

- What did you see in this video related that was particularly innovative?
- How would you apply the techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment - Lesson plan on Vocabulary

Quiz - You will have quiz at the conclusion of this module.

Week 10 (3/17)

Topic - Technology and Literacy

Reading – Taskstream Handouts

Online Discussion - None

Assignment - Create an online portfolio (or website) using the handouts in the announcements section. More about this will be discussed in class.

Quiz - None

Week 11 (3/24)

Topic - Comprehension

Reading - Chapter 6

Online Discussion - Go to the Annenberg website

(<http://www.learner.org/resources/series204.html>) and view Video on Demand (VoD)

Workshop 3: Building Comprehension

- What did you see in this video that was particularly innovative?
- How would you apply the techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment - Comprehension Lesson plan

Quiz - You will have quiz at the conclusion of this module.

Week 12 (4/7)

Topic - Literacy Work Stations

Reading - See reading attached to this module

Online Discussion - Watch two of the four following videos.

1. <http://www.youtube.com/watch?v=LMx5hctEPWw>
2. <http://www.youtube.com/watch?v=mVsNpqoJQoI>
3. <http://www.youtube.com/watch?v=mYhiZah8vgE&feature=related>
4. <http://www.youtube.com/watch?v=E3LljMki2OQ>

Answer the questions based on the videos you watched. In your posting, be sure to identify which videos you watched (1, 2, 3 or 4)

- What did you see in this video that was particularly innovative?
- How would you apply the techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment - None

Quiz - None

Week 13 (4/14)

Topic - Assessment

Reading - Chapter 7

Online Discussion - Go to the Annenberg website, Teaching Reading K-2: A Library of Classroom Practices (<http://www.learner.org/resources/series162.html>). View Video on Demand (VoD) #5, Assessment Driven Instruction

- What did you see in this video that was particularly innovative?
- How would you apply the techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment – Answer the following questions in a 1-2 page essay.

1. What makes an effective reading assessment tool? Do the criteria vary based on the purpose or nature of the assessment? Why or why not?
2. As you teach the children in your class, how will assessments help you to plan instruction? How do surveys, background knowledge, interest inventories, and self-rating scales help you to plan instruction?
3. Which types of reading assessments are designed to be used on an ongoing basis for monitoring student progress? Which types of assessments are used periodically? Which assessments are considered to be formal or informal measures?

Quiz - You will have quiz at the conclusion of this module.

Week 14 (4/21)

Topic – Curriculum and Materials

Reading - Chapter 8

Online Discussion – Describe the reading and ELA materials being used in your classroom. What are the strengths and weaknesses? What do you think an ideal curriculum would look like?

Assignment - Examine a teacher’s manual(s) from a reading program in your practicum. Refer to “The Anatomy of a Core Reading Program” in the chapter. Write a one page, double spaced essay on how the manual compares to the chapter’s information.

Quiz - You will have quiz at the conclusion of this module.

Week 15 (4/28)

Topic – TBA

Reading - TBA

Online Discussion - None

Assignment - None

Quiz - None