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 for 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.

Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society
Credit Hour Policy Statement:

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.

ACADEMIC INTEGRITY. Academic integrity is expected of every candidate. The guiding principle of academic integrity is that a student’s submitted work must be the student’s own.

Statement on Plagiarism. Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and will not be tolerated. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university.

Academic Honesty. The following unethical behaviors are expressly forbidden:
1. Collaborating with one or more students in order to: a) conduct research, write a research paper, response paper, unit of study, or lesson plan; b) write journal entries or video responses; c) develop portfolios or activity files; d) falsify attendance in class, during practicum, or at an educational event that is part of the course requirement.

2. Turning in for credit a duplicate or revised research paper, response paper, unit of study, lesson plan, portfolio, or journal that was used for credit in another class at UHWO or elsewhere.

3. Copying any portion of a lesson plan or activity directly from the Internet and turning it in as one's own, original work is a form of plagiarism and will not be tolerated. For example, Lesson Plans.com may be used only as a professional resource, and text from this or any other similar website may not be copied and turned in as one's original work.

4. Copying any portion of a professionally written trade book summary or annotation is also considered to be plagiarism. For example, summaries of books in print provided by Amazon.com should be used only as a professional resource and may not be copied and turned in as one's own work.

For further information on what is expected of UH-West O‘ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

Students with Disabilities. You should speak with a counselor in Student Services or your instructor if a reasonable accommodation is needed for you to fully participate in all components of this course. If you question the appropriateness of an accommodation or wish to discuss the nature of a disability directly or exclusively a counselor in Student Services is available to answer any questions and to consult on access, disability and universal design.

TEXTBOOK & TRADEBOOKS

Course Goal & Objectives

The overall goal of this course is to give teacher candidates the knowledge and skills to effectively integrate media and technology into the classroom in order to enhance learning and teaching. The course will be guided by the following learning outcomes.

Student (SLO), Institutional (ILO), Division (DLO), & Concentration (CLO) Outcomes

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/DLO/InTASC Standard #1: Learner Development.
Evidence: Developing Lesson Plans, Teaching Lesson

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/DLO/InTASC Standard #4: Demonstrates knowledge of content
Evidence: Completion of Chapter Quizzes and Developing and Teaching 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 #5: Demonstrates knowledge of content
Evidence: Running Record, Developing and Teaching 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 and Teaching Lesson Plans

COURSE REQUIREMENTS

Grading
Discussions (11) - each worth 10 points - 110
Quizzes (8) - each worth 10 points - 80
Assignments (11) - each worth 10 points - 110
In-Class Teaching Stint – worth 50 points - 50
Final Exam - worth 100 points - 50
Total points - 400

The grading scale is as follows
A = 400 to 372
B = 371 to 320
C = 319 to 280
D = 279 to 260
F = 259 and below

Note – Failure to complete any assignments in this course will result in your receiving an "Incomplete" in this course.

Technology
You will need access to a computer with Internet for this course. All 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, or upload an assignment to Laulima 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.

*Note: If you fail to upload assignments to Taskstream in this course, you will receive an “Incomplete”

**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.
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 Laulima. Assignments are meant for you to connect theory with practice. All assignments are due on the date listed on the Laulima course website. Late assignments will not be accepted. The assignments as part of this course are listed in the course calendar.

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.

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” (Sackett, 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](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/](https://sites.google.com/site/uhwosnea/).

**PRAXIS II**

The Praxis II test must be taken prior to enrolling in Student Teaching (EDEE 490 and EDEE 492). This test Praxis II Subject Assessments measure knowledge of specific subjects that K–12 educators will teach, as well as general and subject-specific teaching
skills and knowledge. Individuals entering the teaching profession take the Praxis II tests as part of the teacher licensing and certification process required in the state of Hawai‘i.

**For elementary education teacher candidates.** If you have not completed the Elementary Education: Multiple Subjects (5031) test, you have through June 30, 2015, to pass all four subtests. Scores will be accepted by the Hawai‘i Teacher Standards Board provided the approved passing scores are met by that date. Passing scores for each subtest are:

- Reading and Language Arts Subtest (5032): 165
- Mathematics Subtest (5033): 164
- Social Studies Subject (5034): 155
- Science Subtest (5035): 159

Please note: You cannot take a combination of 5031 and 5001 subtests. You must pass all four subtests from the 5031 version or all four subtests from the 5001 version.

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<thead>
<tr>
<th>To Be Certified in</th>
<th>You Need to Take</th>
<th>Test Code</th>
<th>Qualifying Score</th>
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<tbody>
<tr>
<td>Elementary Education</td>
<td><a href="http://www.ets.org/praxis/about/praxisii/">Elementary Education: Multiple Subjects (On-screen scientific calculator provided.)</a></td>
<td>5001</td>
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<td>Reading and Language Arts Subtest (5002)</td>
<td>5002</td>
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<td>Mathematics Subtest (5003)</td>
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<td>Social Studies Subject (5004)</td>
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<td>155</td>
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<tr>
<td></td>
<td>Science Subtest (5005)</td>
<td>5005</td>
<td>159</td>
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</tbody>
</table>

*To pass the Elementary Education: Multiple Subjects (5001) test you must receive a passing score on each subtest. If you wish to take all four subtests (5002, 5003, 5004, 5005) at the same time, select Elementary Education: Multiple Subjects (5001) when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest.*

For more information about the Praxis II (i.e., test dates, test locations), visit the ETS website at: http://www.ets.org/praxis/about/praxisii/

**FAQ:** When should I take Praxis II, Test 0014? EDEE 424 candidates should immediately begin preparing for the exam, which covers content (not pedagogy/methods) in the core disciplines: Language Arts, Mathematics, Science, and Social Studies. Candidates are advised to take their Praxis II exams approximately two semesters *prior to* the anticipated student teaching semester. Study guides and other Praxis exam resources are located at the ETS.org website. The No‘eau Learning Center staff are also available to assist in preparing for the exam.
COURSE CALENDAR

Week 1 (1/12)
Topic - Introductions: instructor, students, and the course
Reading - none
Online Discussion - none
In Class Activity - The Giving Tree
Assignment Due - none
Quiz - none

Week 2 (1/19)
Topic - Common Core Standards (related to reading)
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=CJ3pmvHykrgCFadxQgodMUMAtg#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 Due - 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. Submit this information in Laulima AND bring this information to class.
Quiz – None

Week 3 (1/26)
Topic – Introduction to Reading and Models of Teaching
Readings – Chapter 1 and attached presentation
Online Discussion – Search the Internet for examples of teaching. Post the link and identify the model you have selected as one of the following: direct instruction, concept attainment, presentation, discussion, problem-based instruction, or cooperative groups. Then describe the model according to the characteristics listed below:
-Intent or aim of the model
-Teacher role
-Students’ role
-Teacher talk
-Seating arrangement
-Nature of knowledge
-Assessment
Assignment Due – Complete the contextual factors chart. Complete the instructional support and resources chart. Upload these charts in Laulima and bring these charts to class. Quiz - You will have a quiz at the conclusion of this module.

Week 4 (2/2)
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 Due – Write an oral language lesson plan. Film yourself teaching the lesson. Upload a 5-minute segment of your video to Laulima. Come to class prepared to teach your lesson. Quiz - You will have a quiz at the conclusion of this module.

Week 5 (2/9)
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 Due – Write a lesson plan related to phonics and word recognition lesson plan. Film yourself teaching the lesson. Upload a 5-minute segment of your video to Laulima. Come to class prepared to teach your lesson. Quiz - You will have a quiz at the conclusion of this module.

Week 6 and Week 7 (2/16 and 2/23)
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=GHI-u4ZixYVk&feature=related http://www.youtube.com/watch?v=2kDltXl3jyg&feature=related http://www.youtube.com/watch?v=up-JS7a95Ps&feature=related
What questions do you have about conducting a running record?
What observations have you made?
What did you learn?
How can you help you peers better understand how to conduct a running record?
Search the Internet using the phrase "running record". Discuss other things you learned as a result of your search?

**Assignment 1 Due** - Find a student with whom you will conduct a running record. Schedule a date to administer an interest inventory and complete the running record with your student.

**Assignment 2 Due** - Watch the videos and complete the running record worksheets.

**Quiz** - None

**Week 8 (3/2)**

**Topic** - Fluency

**Reading** - Chapter 4

**Online Discussion** - Go to the Annenberg website ([http://www.learner.org/resources/series162.html](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 Due** - 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. Film yourself teaching the lesson. Upload a 5-minute segment of your video to Laulima. Come to class prepared to teach.

**Assignment Due** – Interest inventory

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

**Week 9 (3/9)**

**Topic** - Vocabulary

**Reading** - Chapter 5

**Online Discussion** - Go to the Annenberg website ([http://www.learner.org/resources/series204.html](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 Due** – Write a lesson plan related to vocabulary. Film yourself teaching the lesson. Upload a 5-minute segment of your video to Laulima. Come to class prepared to teach your lesson.

**Quiz** – You will have a quiz at the conclusion of this module.

**Week 10 (3/16)**

**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. Also create a Google site that you may choose to use as a classroom teacher. Publish the link to your portfolio on your Google site.

**Quiz** - None

**Week 11 (3/23) – Spring Break**

**Week 12 (3/30)**

**Topic** - Literacy Work Stations

**Reading** - None

**Online Discussion** - Watch two of the four following videos.

1. [http://www.youtube.com/watch?v=LMx5hctEPWw](http://www.youtube.com/watch?v=LMx5hctEPWw)
2. [http://www.youtube.com/watch?v=mVsNpqoJQoI](http://www.youtube.com/watch?v=mVsNpqoJQoI)
3. [http://www.youtube.com/watch?v=mYhiZah8vF&feature=related](http://www.youtube.com/watch?v=mYhiZah8vF&feature=related)
4. [http://www.youtube.com/watch?v=E3LjMkI2OQ](http://www.youtube.com/watch?v=E3LjMkI2OQ)

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 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** - None

**Quiz** - None

**Week 13 (4/6)**

**Topic** - Comprehension

**Reading** – Chapter 6

**Online Discussion** - Go to the Annenberg website ([http://www.learner.org/resources/series204.html](http://www.learner.org/resources/series204.html)) and view Video on Demand (VoD) Workshop 3: Building Comprehension

- 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 a lesson plan related to comprehension. Film yourself teaching the lesson. Upload a 5-minute segment of your video to Laulima. Come to class prepared to teach your lesson.

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

**Week 14 (4/13)**

**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](http://www.learner.org/resources/series162.html)). View Video on Demand (VoD) #5, Assessment Driven Instruction

- 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** – Interview your mentor teacher about the tripod.
**Quiz** - You will have a quiz at the conclusion of this module.

**Week 15 (4/20)**
**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 a quiz at the conclusion of this module.

**Week 16 (4/27)**
**Topic** – Final Exam
**Reading** - None
**Online Discussion** - None
**Assignment** – Final Exam due – description below
**Quiz** – None

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. Teacher candidates will conduct a running record with one student at a 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=2kDltXl3jvg&feature=related
http://www.youtube.com/watch?v=up-JS7a95Ps&feature=related

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

**Running Record Report**

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<thead>
<tr>
<th><strong>Section 1: Introduction</strong></th>
<th>Introduction – Describe what is discussed in this report.</th>
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<tbody>
<tr>
<td><strong>Section 2: Summary of Student</strong></td>
<td>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-page description of your student. Information in this paragraph makes it clear that you know your student’s background and his or her interests. <em>It is also clear that you used this information to inform your instruction and/or assessment.</em></td>
</tr>
<tr>
<td><strong>Section 3: Assessment</strong></td>
<td>Describe exactly what did as part of this assignment. Describe the running record in detail - what you are doing and why 2-page description of the assessment. This paragraph provides a rationale for choosing or designing the assessment based on its alignment with the standards and learning goal(s) that meet the students’ needs.</td>
</tr>
<tr>
<td><strong>Section 4: Results</strong></td>
<td>2-page clear and concise, objective report of the results from the running record. The description must be COMPLETELY objective with no interpretation. Use charts and tables.</td>
</tr>
<tr>
<td><strong>Section 5: Analysis and Recommendations</strong></td>
<td>Analyze your findings to develop an intervention plan. Interpret your results. What do the results mean? Based on your results, describe what teaching strategies you suggest that will best suit your student. Your selected teaching strategies should be based on the chapters covered during this class. 2 to 3-page identification of instructional strategies that would best serve this student based on (1) the student’s background and (2) results of the running record. Instructional strategies are taken from text or class lecturers. Cite the pages you refer to. You must have 5-10 citations at a minimum in this section</td>
</tr>
<tr>
<td><strong>Section 6: Conclusion</strong></td>
<td>2-page explanation of how this information and what you learned about reading and running records. Discuss how this can help you as an emerging teacher.</td>
</tr>
<tr>
<td><strong>Section 7: Appendices</strong></td>
<td>These pages should be the assessment notes, forms, documents, etc. that you used during the assessment of your students. You</td>
</tr>
</tbody>
</table>
should scan these documents and include these as part of your submission.