University of Maryland, College Park  
Department of Curriculum and Instruction

Course Syllabus  
EDCI 461 – Materials & Instruction for Creating Skilled and Motivated Readers I  
Fall 2014

Class Meets: Tuesdays, 9:00am – 12:00pm  
Face to Face Location: Shady Grove, Building 3, Room 3242  
Online Location: Elms Sessions, http://www.elms.umd.edu/, 461 Coursespace on ELMS  
Instructor: Dr. Jennifer Turner  
Email: jdturner@umd.edu

Office Hours: Tuesdays 8:30am or by appointment

Course Description: This course will assist preservice teachers in learning about a variety of materials and how they might be used for effective, motivating literacy instruction in the elementary classroom. It will focus on selecting, evaluating and using a wide range of reading materials for teaching phonemic awareness, phonics, vocabulary, comprehension and oral reading fluency. Methods, materials and techniques covered in this course possess a strong theoretical and research foundation. This course will emphasize materials and instruction for vocabulary, comprehension, oral reading fluency and directed reading lessons. Special attention will also be given to choosing materials that meet the diverse needs of all students and to creating appropriate classroom libraries.

Participants will:

 Examine models of engaged reading and the contexts/strategies that motivate students to engage in reading.  
 Learn to identify a variety of text and technology for various instructional purposes.  
 Use a variety of text and technology that support students’ long-term motivation and strategies to become independent readers.  
 Learn how to select and evaluate materials appropriate for students’ use in different instructional contexts.  
 Explore a variety of instructional techniques that are appropriate for various types of reading materials.
During the year-long internship, interns’ performance in the field is evaluated using the Elementary Education Performance Based Assessment (PBA) plan. Objectives and assignments in EDCI 362 are coded to indicate which of the performance standards they support, which are explained below.

I E – reflection on student outcomes; exploration of curricula
III A.1 – use of assessment information to plan instruction
III A.2 – review and choice of materials; creation of learning areas
III A.3 – awareness of diversity in materials
III B.2 – content integration
III B.3 – use of varied media
III C.1 – use of informal techniques to assess instruction

Specific objectives of the course include:

1. to familiarize students with research-based practices of reading instruction. (II-B.1)
2. to guide students in studying and critiquing specific approaches and materials for teaching reading (PBA standards: I E; III A.2; III A.3; III B.2; III B.3)
3. to familiarize students with techniques for teaching word identification, vocabulary and comprehension (PBA standards: I E; III A.1; III A.2; III A.3; III C.1)
4. to introduce students to the process of constructing appropriate developmental reading lessons that are based on curricular goals and students’ literacy needs (PBA standards: I E; III A.1; III A.2; III A.3; III C.1)
5. to encourage reflection on instruction with particular attention to student outcomes (PBA standards: III A.1; III A.2; III A.3; III C.1)
6. to provide students with an understanding of reading issues related to diverse students (PBA standards: III A.1; III A.2; III A.3; III B.2; III B.3)

**College of Education (COE) Conceptual Framework**

The elementary education program strives to help students develop a knowledge base that is shared by teaching professionals. The COE Conceptual Framework provides a foundation for the development of this knowledge base. Effective teaching involves critical components such as knowledge of curricula, subject matter, and appropriate pedagogical techniques for imparting subject matter knowledge. This professional knowledge base also
includes an understanding of learners and their goals, appropriate assessment techniques, and recognition of social contexts. COE Standards include the following:

**Emerging Commitments:**
EC 1: Equity and Diversity
EC 2: Advocacy
EC 3: Internationalization
EC 4: Reflection
EC 5: Innovation and Creativity
EC 6: Responsible and Ethical Action
EC 7: Specialist Competence

**KNOWLEDGE STANDARDS**
Professional knowledge is guided by professional standards. The initial teacher preparation programs draw extensively upon the INTASC Standards and both the initial and advanced programs emphasize the Specialty Professional Association Standards\(^1\) (e.g., CEC, NCTM, etc.). As a result, the Conceptual Framework is constantly evolving as specialty professional associations revise and update their standards.

**Knowledge of Subject Matter:**
Reflective educators have a thorough understanding of facts and concepts related to the subjects they teach; substantive structures – the ways in which the fundamental principles of a discipline are organized; and the canons of evidence and proof that guide inquiry in the field. They know how to apply what they have learned to support instruction that emphasizes developing high level skills and is responsive to and extends students’ content understanding. [Subject Matter]

**Knowledge of Pedagogy:**
Reflective educators possess pedagogical content knowledge. Candidates demonstrate a firm knowledge of culturally responsive and respectful pedagogy – knowledge of the science of teaching, including principles and strategies that are subject matter or topic specific as well as those not bound by subject matter or topic. They understand that effective pedagogy supports the development of critical thinking skills and promotes active engaged learning and collaborative learning communities. They know “how to manage a classroom, how to assess understanding, and how to implement a wide repertoire of instructional strategies to reach diverse learners” (Alter & Coggshall, 2009). [Pedagogy]

**Knowledge of Learners:**
Reflective educators understand academically, culturally and linguistically diverse learners, including both knowledge of student characteristics and cognitions, as well as knowledge of the motivational and social-emotional aspects of student learning and development. This knowledge is expanded through an understanding of partnerships with parents and families. [Learners]

**Knowledge of Curriculum:**
Candidates understand how the content and outcomes for instruction are and can be organized for different purposes and how they are responsive to different learners, contexts of schools, and political realities within the state and in a global community. Their instruction is aligned with the state’s curriculum standards. [Curriculum]

\(^1\) For a listing of the different SPA Standards, see the following NCATE web site:
**Knowledge of Educational Goals and Assessment:**
Reflective educators understand educational goals and possess the ability to demonstrate evidence-based decision-making. They aggregate, disaggregate and analyze classroom data in order to demonstrate their impact on student learning, plan for further instruction, and shape the improvement of their practice.

**Knowledge of Social and Cultural Contexts:**
Reflective educators demonstrate a thorough knowledge of social and cultural contexts and the ability to apply that knowledge to understand and address educational goals and learning in diverse communities. Candidates are globally competent, informed, and comfortable with international perspectives.

**Knowledge of Technology:**
Candidates are exposed to the full range of emerging technological tools for education so that they can make informed choices about which technology will best meet their instructional and community-building goals. They demonstrate proficiency on the Maryland Teacher Technology Standards (MTTS) and/or the Technology Standards for School Administrators (TSSA) and learn to use technology fluently and in pedagogically appropriate ways.

**MSDE Performance Objectives and Essential Knowledge/Skills Addressed in this Course:**

**M 1.0 Selecting and evaluating materials**
- M1.1 Selecting, organizing, and evaluating text that supports the development of the Five essential components of reading
- M1.4 Alignment of the core reading program with MD State Curriculum
- M1.6 Evaluating quality of children’s literature
- M1.7 Selecting classroom materials that integrate technology and media sources
- M1.8 Selecting and evaluating materials for instructional purpose, developmental interest, diverse cultural and linguistic backgrounds, ELLs, etc.
- M.1.9 Understanding and using appropriate leveling systems

**M 2.0 Developing independent readers**
- M2.1 Variety of texts included in classroom libraries
- M2.3 Principles of motivation that support independent reading
- M2.4 Text features that are “student friendly” and support comprehension
- M2.5 Selecting and using appropriate materials that scaffold readers from developing to fluent reading and help them self-select materials

**M4.0 Establish and manage the literacy environment**
- M4.1 Establishing a print rich environment that includes an organized classroom library, literacy centers, and technology/media, children’s literature and other materials
- M4.2 Planning and managing a print rich environment that is appropriate for varying instructional formats (e.g., whole group, small group) and provides access to materials

**I 1.0 Word recognition**
**I 2.0 Vocabulary**
**I 3.0 Fluency**
I 4.0  Comprehension

I 5.0  Implementation of a comprehension reading program

This course also addresses parts of the classroom teachers’ portion of the Standards for Reading Professionals (IRA, 2010).

PROFESSION STANDARDS AND OBJECTIVES: IRA & INTASC

This course also addresses professional standards from two critical organizations: the International Reading Association (IRA) and the Interstate Teacher and Assessment and Support Consortium (InTASC).

International Reading Association Standards (revised, 2010)

Standard 1: Foundational Knowledge

1.3: Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

Standard 2: Curriculum and Instruction

2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Standard 3: Assessment and Evaluation

3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3: Use assessment information to plan and evaluate instruction.

Standard 4: Diversity

4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.
4.3 **Develop** and implement strategies to advocate for equity.

**Standard 5: Literate Environment**

5.1 **Design** the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

5.2 Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

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**InTASC MODEL CORE TEACHING STANDARDS (2011)**

**THE LEARNER AND LEARNING**

1. Learner Development: understanding of learner growth and development and ability to design developmentally appropriate instruction [InTASC 1]

2. Learning Differences: understanding of individual differences and diverse cultures and communities and ability to ensure constructive inclusive instructional environments [InTASC 2]

3. Learning Environments: understands and creates environments to support individual and collaborative learning and promotes student engagement in learning [InTASC 3]

**CONTENT**

4. Content Knowledge: understanding of central concepts, structures, and tools of inquiry in the disciplines he/she teaches and can create learning experiences that makes the discipline accessible for different learners [InTASC 4]

5. Application of Content: understanding of how to connect concepts and engage learners using multiple activities to address authentic local and global issues [InTASC 5]

**INSTRUCTIONAL PRACTICE**

6. Assessment: understanding and use of multiple methods of assessment to engage learners, monitor progress, and guide instructional decision-making [InTASC 6]

7. Planning for Instruction: plans to support student learning in meeting rigorous learning goals in and across disciplinary areas [InTASC 7]

8. Instructional Strategies: understands and uses varied instructional strategies that build learners’ deep understanding of content and their ability to apply that knowledge meaningfully [InTASC 8]
PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice: commitment to professional development and reflection on practice, and assesses impact of choices on learners, peers, and community [InTASC 9]

10. Leadership and Collaboration: seeks opportunities to take on leadership roles and collaboration with learners, peers, and families to promote learning and advance the profession [InTASC 10]
COURSE ORGANIZATION

Elms (https://myelms.umd.edu/login) will be used for communication, information, and learning. Students are expected to check Elms regularly for announcements, assignments, and readings. Elms uses your university email address (mail@umd.edu) for all communication unless you have officially changed your email address with the university. Students may verify or change their email address on Testudo (http://www.testudo.umd.edu/Registrar.html). It is the responsibility of the student to make sure that the email address in Blackboard is accurate and current.

This course provides a blended learning experience through face-to-face class meetings and online class sessions. Face-to-face classes typically consist of whole and small group discussion, and active learning activities. Online sessions are held on Elms and may involve quizzes, independent activities, reading responses, and online discussions. Students are expected to participate fully in both the face-to-face and online class sessions. In order to participate in the online portion of the course, students will need access to a computer with Internet access. A schedule specifying classes held in person and online will be distributed on the first day of class.

Face-to-face classes will be held at the University of Maryland Shady Grove campus. Scheduled face-to-face classes that are unable to meet in person due to inclement weather and/or school closings may be held on Elms.

GENERAL STUDENT INFORMATION

Professionalism, Cell Phones, and Laptops
Ringing phones, telephone conversations, and text messaging are unprofessional and inappropriate during class. Therefore, all cell phones should be turned off during class. Also, students may bring laptops to class, but are expected to use them for academic purposes (e.g., taking notes, looking at online resources) related to the class. Other laptop uses, such as surfing on the Internet, checking facebook/twitter, etc. are not considered appropriate during class.

Disability Services and Accommodation:
If you have a documented disability that requires course accommodations, please see me as soon as possible. You must have this information on record with the University. If needed, contact Disability Support Services.

Code of Academic Integrity:
The University of Maryland, College Part has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards from this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html.
The University of Maryland Honor Pledge, proposed by the Student Honor Council and approved by the University Senate, reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all major papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. Failure to adhere to the code may result in the grade of XF – failure due to academic dishonesty.

**Religious Observances**

Please inform the instructor of any absences for religious observances in advance. Students shall be given an opportunity to make up any academic assignment that is missed due to individual participation in religious observances.

**Online Course Evaluations**

At the end of each semester, students are asked to complete course evaluations through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. The link at which you can access the submission system is [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu).
**Required Readings:**

Required readings in this course include a textbook and journal articles. The instructor may hand out/post to blackboard other assigned readings as appropriate.

**Textbook:**

Fountas, I.C., & Pinnell, G.S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing, about reading, K-8.* Portsmouth, NH: Heinemann. **make sure you buy this new because there is a dvd that we will be using.**

**Journal Articles**


Grading and Course Assignments
Course grades will be assigned according to the following system. ‘Plus’ grades can only be achieved through high levels of class participation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>A+ (99% to 100%)</td>
<td>A (93% to 98%)</td>
</tr>
<tr>
<td>B+</td>
<td>B+ (88% to 89%)</td>
<td>B (83% to 87%)</td>
</tr>
<tr>
<td>C+</td>
<td>C+ (78% to 79%)</td>
<td>C (73% to 77%)</td>
</tr>
<tr>
<td>D</td>
<td>D (60% to 69%)</td>
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</tbody>
</table>

Course grades will be determined by scores on the following assignments:

**Participation (Face to Face and Online Sessions)**
You are expected to attend all scheduled classes (regular and online) and to actively participate in class discussions, activities, and tasks. The quality and substance of your contributions to our on-going learning and your completion of activities will be taken into account for final grades. Final grades with a “plus” (e.g., A+) will only be given to students with (a) no more than 1 excused absence (b) consistently active participation in online and face-to-face sessions.

**Online Learning Units**
PBA Standards I,E, IIIA.1, IIIA.2, IIIA.3, IIIIB.2, IIIIB.3; COE Framework, technology, subject matter, pedagogy, learners, curriculum, social and cultural context, assessment;
MSDE Standards ; IRA Standards 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4; InTASC Standards 1,2,3,4,5,6,7,8

Online Learning units will consist of readings, videos, and discussion board postings and responses, and will count as “online” sessions of the class. Online Learning Units may be accessed on Blackboard (www.elms.umd.edu) and will be evaluated according to the following categories: Outstanding (o), Satisfactory (s), Unsatisfactory (u), Missing/Not turned in (m). These categories will then be converted to points to determine the students’ final grade.

**Instructional Leaders (Face to Face Sessions; All group members receive the same grade)**
PBA Standards I,E, IIIA.1, IIIA.2, IIIA.3, IIIIB.2, IIIIB.3, IIIC.1; COE Framework, technology, subject matter, pedagogy, learners, curriculum, social and cultural context, assessment; MSDE Standards M1.0. 2.0.3.0. 40., 11.0, I2.0, I3.0, I4.0, I5.0; IRA Standards 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4; InTASC Standards 1,2,3,4,5,6,7,8

Working in groups of 3, you will design (a) an activity that enables us to review the week’s readings and (b) a hands-on, interactive experience that enhances your colleagues’ understanding of the weekly readings. As instructional leaders, you will stimulate thoughtful discussion about the assigned readings AND use authentic K-6 instructional materials or other creative means to bring the important concepts in the readings to life (e.g., role plays, skits, read alouds). You will need to email me a brief outline of your session plans on the Monday before your group leads the discussion.

**Materials Evaluation Project**
PBA Standards IIIA.1, IIIA.2, IIIA.3, IIIIB.2, IIIIB.3; technology, subject matter, learners, social and cultural context, assessment; MSDE Standards M1.7, 1.8, 1.9, 2.1, 3.1, 4.1, 4.2; IRA Standards 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4; InTASC Standards 1,2,3,4,5,6,7,8

You will design a method for evaluating fiction and/or nonfiction materials, and use this system to evaluate 4 different materials. Your selections should represent multiple reading levels, broad interests, and cultural and linguistic backgrounds, and may include digital media.
Literacy Center
PBA Standards IIIA.1, IIIA.2, IIIA.3, IIIB.2, IIIB.3, IIIC.1; COE Framework technology, subject matter, pedagogy, learners, curriculum, social and cultural context, assessment; MSDE Standards, M1.4, 1.7, 1.8, 2.3, 3.1, 4.2, 11.0, 12.0, 13.0, 14.0, 15.0; IRA Standards 1.3, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4; InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8
You will create and implement a literacy center that promotes students’ independent learning with quality reading materials. The literacy center should reinforce strategies and skills that are aligned with the Maryland State Curriculum.

Read Aloud Project
PBA Standards, IE. IIIA.1, IIIA.2, IIIA.3, IIIB.2, IIIB.3, IIIC.1; COE Framework technology, subject matter, pedagogy, learners, curriculum, social and cultural context, assessment; MSDE Standards, M1.4, 1.7, 1.8, 2.3, 3.1, 4.2, 11.0, 12.0, 13.0, 14.0, 15.0; IRA Standards, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4; InTASC Standards 1,2,3,4,5,6,7,8
You will select a fiction or nonfiction text to read aloud to the students in your field placement. You will prepare a lesson plan, read the book aloud, analyze assessment data, and reflect on the read aloud experience and students’ learning.

DRA Project
PBA Standards IE., IIIA.1, IIIA.2, IIIA.3, IIIB.2, IIIB.3, IIIC.1; COE Framework technology, subject matter, pedagogy, learners, curriculum, social and cultural context, assessment; MSDE M1.1, 1.4, 1.8, 1.8; 11.0, 12.0, 13.0, 14.0, 15.0; IRA 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4; InTASC 1,2,3,4,5,6,7,8
Working closely with your mentor teacher, you will observe a DRA lesson in a small guided reading group for on grade level, above grade level, or below grade level students. You will recreate the lesson plan for the DRA that you observed noting the text and its level, learners’ strengths and needs, academic vocabulary demands, concepts/strategies that were retaught/reinforced, and assessments that were used to evaluate student learning. In addition to the lesson plan, you will be expected to write some additional commentary about the DRA lesson experience.

Classroom Library Survey
PBA Standards IE., IIIA.1, IIIA.2, IIIA.3, IIIB.2; COE Framework subject matter, learners, curriculum, social and cultural context; MSDE Standards M2.4, 2.5, 3.1, 4.1, 4.2; IRA Standards 1.3, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4; InTASC Standards 1,2,3,4,5
You will complete a survey that describes the classroom library that your mentor teacher has developed, and articulates how you will develop your own effective classroom library.
**Reader Autobiography**
PBA Standards 1E, IIIA.3; COE Framework subject matter, learners, curriculum, social and cultural context; MSDE Standards M1.0, 2.0, 2.3, 4.0; IRA Standards 1.3, 4.1; InTASC Standards 1,2,3,4,9

You will write an autobiography in which you consider your experiences as a reader and what has shaped your understanding of what it means learn to read. Personal artifacts, such as photographs, books, and report cards, will be shared in class.

**Course Assignments will be weighted using the following point system:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grade Point Value</th>
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<tbody>
<tr>
<td>Reader Autobiography</td>
<td>7</td>
</tr>
<tr>
<td>Materials Evaluation Project</td>
<td>15</td>
</tr>
<tr>
<td>Literacy Center</td>
<td>15</td>
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<tr>
<td>Read Aloud Project</td>
<td>15</td>
</tr>
<tr>
<td>Classroom Library Survey</td>
<td>10</td>
</tr>
<tr>
<td>Instructional Leaders</td>
<td>10</td>
</tr>
<tr>
<td>DRA Lesson Project</td>
<td>10</td>
</tr>
<tr>
<td>Online Learning Units</td>
<td>18</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

**Course Requirements:**
You are expected to be prepared and professional. Please make every effort to be on time and stay until the end of class. You are expected to meet the requirements of all of the technical standards. These standards can be accessed at:

It is the student’s responsibility to inform the instructor of any intended absences for religious observances *in advance*.

Assignments are due on the date indicated on the syllabus. Late submissions will result in a half-grade drop per day late, unless arrangements are made with the instructor. All assignments should be type, double-spaced, and in 12-point Times New Roman font. Correct grammar and standard English usage are expected on all assignments, including electronic projects.
## Tentative Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Class Session Format</th>
<th>Readings (Readings may be added/edited as appropriate by the instructor)</th>
<th>Assignments &amp; Location for Accessing/Posting Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 2 SG</td>
<td>Introduction to Course Shady Grove (SG Session)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Book</td>
<td>Session</td>
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<tr>
<td>Sept 23</td>
<td>Using Read Alouds to Promote Comprehension and Critical Thinking</td>
<td><em>Teaching for Comprehending &amp; Fluency</em>, Chapters 15-17</td>
<td>Instructional Leaders: Group 1 (ch 15)</td>
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<tr>
<td>SG</td>
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<td></td>
<td><strong>Shady Grove (SG) Session</strong></td>
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<td></td>
<td><strong>Reader Autobiography Project due (Post to Elms)</strong></td>
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<tr>
<td>Sept 30</td>
<td>Selecting, Evaluating, &amp; Teaching Fiction, Poetry, and Nonfiction</td>
<td><em>Teaching for Comprehending &amp; Fluency</em>, Chapters 13-14</td>
<td>Instructional Leaders: Group 3 (ch 13 &amp; 14)</td>
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<tr>
<td>SG</td>
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<td><strong>Shady Grove (SG) Session</strong></td>
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<td></td>
<td><strong>Instructional Session</strong></td>
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<tr>
<td>Oct 7</td>
<td>Using Basal Readers, Anthologies, Trade Books, &amp; Leveled Texts for</td>
<td><em>Teaching for Comprehending &amp; Fluency</em>, Chapters 10-12</td>
<td>E-Learning Unit 2 (Elms)</td>
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<tr>
<td>Online</td>
<td>Reading Instruction</td>
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<tr>
<td></td>
<td><strong>Academic Language: What does it look like in texts?</strong></td>
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<td></td>
<td><strong>Online Session</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Textbook</td>
<td>Instructional Leaders:</td>
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<tr>
<td>Oct 14 SG</td>
<td>Using Guided Reading to Promote the Comprehending of Texts</td>
<td><em>Teaching for Comprehending &amp; Fluency</em>, Chapters 24-26</td>
<td>Group 4 (ch. 24 &amp; 25)</td>
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<td></td>
<td>Shady Grove (SG) Session</td>
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<tr>
<td>Oct 21 Online</td>
<td>Selecting, Evaluating, &amp; Teaching Materials for Diverse Readers</td>
<td><em>Teaching for Comprehending &amp; Fluency</em>, Chapter 29</td>
<td>Group 5 (ch 26)</td>
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<td></td>
<td>Online Session</td>
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<tr>
<td>October 28 SG</td>
<td>Promoting Fluent Reading and Vocabulary Development Across Instructional Contexts</td>
<td><em>Teaching for Comprehending &amp; Fluency</em>, Chapters 30-31</td>
<td>Group 6 (ch 30 &amp; 31)</td>
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<tr>
<td></td>
<td>Shady Grove Session</td>
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<tr>
<td></td>
<td>Classroom Library Survey Due</td>
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<td></td>
<td>(Post to Elms under Assignments)</td>
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<tr>
<td>Nov 4</td>
<td>Immersion Experience</td>
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<tr>
<td>2-week Immersion Experience</td>
<td>No Online or Face to Face Session</td>
<td>Immersion Experience</td>
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<td>Nov 11</td>
<td>Immersion Experience</td>
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<tr>
<td>2-week Immersion Experience</td>
<td>No Online or Face to Face Session</td>
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<tr>
<td>Nov 18</td>
<td>Developing Motivated, Independent, and Engaged Readers</td>
<td>Teaching for Comprehending &amp; Fluency, Chapters 19-20</td>
<td>Instructional Leaders: Group 7 (ch 19 &amp; 20)</td>
</tr>
<tr>
<td>SG</td>
<td>Shady Grove Session</td>
<td></td>
<td>Materials Evaluation Project Due (Post to Elms under Assignments)</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading &amp; Assignment</td>
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<tr>
<td>Nov 25</td>
<td>Scaffolding Students’ Thinking about and Processing of Texts</td>
<td><strong>Academic Language: Understanding Students’ Strengths and Needs</strong></td>
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<td></td>
<td>Online Session</td>
<td>E- Learning Unit 4 (Elms)</td>
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<td>DRA Project due (Post to Blackboard)</td>
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<td>Dec 2</td>
<td>Building strong home-school connections: Support students’ reading skill development and literacy achievement</td>
<td>*Readings are posted on Elms</td>
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<td>Shady Grove Session</td>
<td>Read Aloud Project Due (Post to Elms under Assignments)</td>
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<td>Dec 9</td>
<td>Last Day of Class</td>
<td>None</td>
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<td>Shady Grove Session</td>
<td>Literacy Center Project Due (Post to Elms under Assignments)</td>
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