EDLT 309: READING II - 5 credits

*EDLT 308, 309, 420 must be taken and passed with a ‘C’ or better BEFORE student teaching.

FROM SAFARI: Note for all EDLT 309’s: This course has a substantial practicum component that while within 10 miles of campus, will require additional commute time. This should be kept in mind in selecting your quarter schedule.

INSTRUCTOR INFORMATION:
Office Hours:

TEXTS:

**LiveText Software
Admission to and continuation in the Teacher Education Program requires that you purchase LiveText. You must present ‘proof of purchase’ to the Certification Office, Black 228.

*** Students who fail to post artifacts to their LiveText account will not receive credit for the assignment and will fail the course.


{Small texts bundled with the Woods & Moe text}


EDLT 309 Rubric Course Pack – Available at the CopyShop


*Download or order from OSPI website: www.K12.wa.us

Click on: Assessment, click on EAR requirements, click on EALRs click to review, Click on Reading-GLEs

Course Prerequisites:
- **EDLT 308 is a prerequisite for EDLT 309.**
- Candidates must be fully admitted into the Teacher Preparation Program.

Course Description:
EDLT 309 is the second required course in reading designed to prepare prospective teachers to teach reading strategies and skills in the elementary classroom. Covers the content and methodology of emergent literacy, word recognition, fluency, vocabulary, comprehension, and study skills. Assessment methodology is emphasized. Students will tutor a student in the public schools.

- **EDLT 309 has a substantial practicum component. Candidates will tutor student(s) (5 credits).**

Course Rationale:
The purposes of this course are consistent with the university’s mission, “docendo discimus”; the Center for Teaching and Learning’s mission, “Preparing facilitators of learning in a diverse world”; The Department of Language, Literacy, and Special Education mission, “Preparing socially responsible practitioner scholars to work and learn within diverse contexts; fostering language, literacy and learning for all; and the International Reading Association’s mission, “to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading processes and teaching techniques and
actively encouraging the lifetime reading habit”. This course, EDLT 309 Reading II, using the Constructivist model of learning, is designed to develop the students’ abilities and skills in using past experiences and current acquisition of knowledge and skills to construct a knowledge base for teaching reading and writing.

The constructivist model asserts that:
- Knowledge is actively created by the learner
- Knowledge is “constructive” or made meaningful when learners relate new information to prior knowledge or existing structures of knowledge
- Knowledge “constructs” are shaped by experience and social interaction
- Members of a culture collaboratively establish knowledge

**STANDARDS BASE**
The use of Websites and Blackboard as a way to communicate to and between teacher candidates is used in many courses. In class whiteboards are used for in-class responses, and problem solving activities.

**Center for Teaching and Learning:** CTL 1.1, 1.2, 1.3, 1.4, 1.5
Central Washington University Center for Teaching and Learning (CTL):
CTL 1 DOMAIN: Candidates demonstrate subject matter knowledge in areas of endorsement.

**WA State Teacher Certification:** [http://www.k12.wa.us/certification/profed/ProgramApprovalReview.aspx](http://www.k12.wa.us/certification/profed/ProgramApprovalReview.aspx)


- 1.2.2 Understanding of reading processes,
- 2.0 Understanding of learners and their communities, 2.2, 2.3, 2.4, 2.7,
- 3.0 Learning community, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9
- 4.0 Instruction, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.10, 4.11, 4.12
- 5.0 Assessment, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7


- 1.0 Foundational Knowledge: Candidates demonstrate foundational knowledge of the foundations for reading and writing processes and instruction.
- 2.0 Assessment, Diagnosis, and Evaluation: Candidates demonstrate knowledge of the assessment/evaluation/instruction cycle and how to use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- 3.0 Instructional Strategies and Curriculum materials: Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- 4.0 Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments.
- 5.0 Professional Development: Candidates view professional development as career-long effort and responsibility.
- 6.0 Candidates demonstrate a deep understanding of the pedagogical knowledge and practice specific to the teaching of reading and writing.

**International Reading Association 2010 Professional Standards:**

1. **Foundational Knowledge:** Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. **Curriculum and Instruction:** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. **Assessment and Evaluation:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. **Diversity:** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. **Literate Environment:** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches, and methods, curriculum materials, and the appropriate use of assessment.
6. **Professional Learning and Leadership:** Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Instructional Methods and Activities:**
The instructional methods and activities include, but are not limited to the following: lectures, cooperative learning, small group instruction, student demonstration lessons, student presentations, tutoring a child, individual and group projects, small group role playing and simulation activities related to reading/literacy development, conferences with professor. In addition, technology used may include on-line research, videotapes, audiotapes of children reading, videotapes, computer software, instructional CDs, and email.
**Assessment:**
All course assignments/artifacts are assessed by one of the following:
1. Rubrics
2. Checklists
3. Self Reflections
4. Quiz/Test

Assessment tools assess both standards and artifact/assignment criteria.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Assessment /Artifacts-Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Foundational Knowledge: candidates have knowledge of the foundations for reading and writing processes and instruction WA ELED: 1.2.2 WA READ: 1.1.2, 1.1.4, 1.1.5, 1.2, 1.2.4, 1.2.5, 1.2.6, 1.3, 1.3.1, 1.3.2, 1.3.3, 1.4 CTL: 1.1 IRA: 1.1</td>
<td>Quizzes, Final, lesson plans, class demonstrations</td>
</tr>
<tr>
<td>2.0 Assessment, Diagnosis, and Evaluation: Candidates demonstrate knowledge of the assessment/evaluation/instruction cycle and how to use a variety of assessment tools and practices to plan and evaluate effective reading instruction. WA READ: 2.1, 2.1.1, 2.1.2, 2.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6 CTL: 1.1, 1.2 WA Standard V, (WAC 181-78A-270) 5.1, 5.3 IRA: 3.1, 3.2, 3.3, 3.4</td>
<td>Interest inventories, written and oral interviews, Informal Reading Inventory, Analysis, Diagnostic Profile, lesson plans, student strength &amp; weakness chart, title &amp; skills chart, quiz</td>
</tr>
<tr>
<td>* Lesson Plans and Teaching Reflections</td>
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<tr>
<td>3.0 Instructional Strategies and Curriculum materials: Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. WA ELED 1.2.2; 1.2.3; 1.2.3, 1.2.4, 1.2.5 WA READ: 3.1, 3.11, 3.1.2, 3.1.3, 3.1.5, 3.2.2, 3.2.6, 3.3, 3.4 CTL: 1.1 WA Standard V, (WAC 181-78A-270) 5.1, 5.2, 5.3 IRA: 2.1, 2.2, 2.3</td>
<td>IRI Recommendation Instructional Plan, lesson plans, class demonstrations, quizzes, final examination</td>
</tr>
<tr>
<td>*Lesson Plans and Teaching Reflections</td>
<td></td>
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<tr>
<td>4.0 Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments. WA ELED 1.2.1; 1.2.2; 1.2.3, 1.2.4; 1.2.5 WA READ: 4.1, 4.2, 4.3, 4.4, 5.4 CTL: 1.1, 1.5 WA Standard V, (WAC 181-78A-270) 5.1,5.2, 5.3 IRA: 5.1, 5.3</td>
<td>*Lesson plans, curricular materials, professor observation, personal conferences, reflective paper, quizzes, mid-term, final examination</td>
</tr>
<tr>
<td>*Lesson Plans and Teaching Reflections</td>
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<tr>
<td>5.0 Professional Development: Candidates view professional development as a career-long effort and responsibility. WA READ: 5.1, 5.2, 5.3 CTL: 1.4 WA Standard V, (WAC 181-78A-270) 5.4 IRA: 6.2</td>
<td>Lesson plans, professor observation, End of quarter reflection paper, demonstration lessons, collaborative lesson planning, professional journal article review, Sub Day peer conference and reflection</td>
</tr>
<tr>
<td>* Lesson Plans and Teaching Reflections **Reflection Paper</td>
<td></td>
</tr>
</tbody>
</table>
6.0 Instructional Methodology: Candidates demonstrate a deep understanding of the pedagogical knowledge and practice specific to the teaching of reading and writing.
WA ELED 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5
WA READ: 6.1, 6.2, 6.3, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.4, 6.5, 6.5.1, 6.5.3, 6.5.5, 6.5.7, 6.5.9, 6.5.10, 6.6, 6.6.1, 6.6.2, 6.6.3, 6.6.4, 6.6.5
CTL: 1.1, 1.2, 1.3, 1.5
WA Standard V, (WAC 181-78A-270) 5.1, 5.2,5.3
IRA: 1.2, 1.3, 2.1

Lesson plans, lesson plan reflections, curricular materials, professor observation, personal conferences, end-of-quarter reflection paper, classroom demonstrations of plan & student projects, final examination,

Best Lesson Plan – LiveText

*Lesson Plans and Teaching Reflections

COURSE TOPICS: The major topics to be considered in this course are:
*The reading process
*Assessing reading performance – multiple methods
*Instructional planning based on assessment
*Instructional Strategies focusing on:
Word identification, Fluency, Comprehension, Vocabulary development
Use of: Basal reader approaches, fiction, nonfiction, Content area texts, multiple print/texts
Learning and cultural needs
Managing & organizing an effective classroom

BIBLIOGRAPHY – CLASSIC REFERENCES

ADA STATEMENT
Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact me or Robert Harden, ADA Compliance Officer, Director, ADA Affairs and Student Assistance on campus at 963-2171 for additional disability related educational accommodations.

Thoughts about EDLT 309 – The Course
EDLT 309 (Reading II), is a five (5) credit, practicum embedded course where the Teacher Candidate (TC) will assess a student's reading strengths and needs using a variety of informal assessments. The TC will create thoughtful lessons using research-based literacy strategies, and a variety of texts based on the results from the informal assessments. Think of this class as a mini student teaching experience.

EDLT 309 is a five (5) credit course. The TC will work with a student(s) in the schools (2) times a week. The TC will attend class on campus (3) times a week to learn about assessment, planning and literacy research-based strategies. Active participation is essential. Every course credit equals two hours outside study. (5 credits X 2 hours = 10 hours outside class study/preparation). Yes, you will work in this class!

In the Elementary Education major, TCs take four (4) reading courses, however, only EDLT 309 focuses exclusively on literacy assessment, literacy strategies and the reading process. For many TCs, EDLT 309 may be the only practicum-type course before student teaching.
EDLT 309 emphasizes **PROFESSIONALISM** (tutoring, teaching, behavior(s) at CWU and the local school), **PREPARATION** (planning, organization, selection of materials), and **KNOWLEDGE** (the reading process, assessment, student reading strengths & target areas, planning, strategies, teacher reflection).

TCs are evaluated in EDLT 309 based on the following:

**MODELING**: Those seeking a TEACHING CERTIFICATE and to work within the TEACHING PROFESSION, should model those behaviors characteristic of effective school leaders (preparedness, positive attitudes & behaviors, flexibility, able to work with others, able to accept constructive criticism, able to be a reflective teacher, and able to be respectful).

**Any inappropriate behavior, attitude, or language will result in a loss of all professional teaching and course participation points and removal from the tutoring/class.**

**Course Policies**

**PREPARATION & PARTICIPATION**: Students will be expected to prepare thoroughly for each class (see COURSE SCHEDULE), to complete all assigned readings before class, and to become deeply involved in course projects. Effective involvement and participation will be the key!

1.) You are expected to read the **SYLLABUS & COURSE PACKET** & bring to every class session.

2.) *Use of cell phones, texting, IPODs, working on other work, preoccupation with datebooks, or calendars, etc. is rude and unprofessional behavior. It is considered to be nonparticipation-type activities. After the first warning, your grade will be lowered ½ letter grade for subsequent behaviors.*

**ATTENDANCE**: Because of emphasis placed upon student tutoring and collaborative learning, class **ATTENDANCE** is essential in order to be a participating and supportive cooperative learning-team member. **Attendance is expected.** (Are you on time? Do you leave early?). *You may be marked absent if you are more than 10 minutes late for class/tutoring.*

People who miss class waste other people’s time by causing the class to backtrack and explain what was already discussed.

1.) *You have 2 personal leave days (1 tutor class, 1 on campus class) for the course.

2.) Points per day for missed CWU class sessions will be deducted after 2 missed days. **Professional Course Participation + In Class Activities = 4 points per class**

***A Dr.’s note or note will be accepted for an excused absence in case of illness. (However, in class activities cannot be made up.)

*For personal & family emergencies *ONLY,* please contact the CWU Student Affairs Office at 963-1515 to report your emergency.*

**QUALITY STANDARDS**: All reports, student worksheets, projects and other materials must be of such a quality that they can be reproduced (print, website, or video) for distribution to a group of peers, administrators, and other professionals.

1.) Please **STAPLE** all materials turned in to Dr. Butterfield.

2.) All materials must be computerized except daily lesson plans (if you choose to hand write the plans).

3.) Lesson plans and daily reflections can be either **typed** (with a different font than what is used on the Plan Format), or **hand written**.

4.) **ALL worksheets created for your student during Tutoring/Teaching must be computerized – PROFESSIONAL.** See the Rubric in the Course Pack.

*The university, college, and Department of LLSE have a no tolerance policy regarding any acts of plagiarism or copying. You will be asked to withdraw from the course or receive an F.*

**LATE ASSIGNMENTS**: All materials must be submitted in a timely manner.

1.) **Late assignments (5 pts. per day)** may result in an incomplete or lower evaluation. Make up of assignments: Part of professional development is providing projects and other materials on time.

2.) Under normal circumstances, **make up of assignments, quizzes, and tests** *will not be accepted, unless due to emergency and arranged in advance.*

3.) **All projects placed in Dr. Butterfield’s mailbox must be stamped with a date at the front desk to be accepted.**

*For personal and family emergencies ONLY please contact: the CWU Student Affairs office at 963-1515.*

**EDLT 309 ASSIGNMENTS**

For ALL major projects: See the minimum requirement & **GRADING RUBRICS** in your COURSE PACKET.
GRADING PROCEDURES: Please see Course Schedule for all ASSIGNMENT DUE DATES

*It is the student's responsibility for collecting graded projects*

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<th>PROFESSIONALISM</th>
<th>POSSIBLE POINTS</th>
<th>Your Scores</th>
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<td>1. Professional Teaching Behaviors</td>
<td>25 (tutoring)</td>
<td></td>
</tr>
<tr>
<td>2. Professional Course Participation &amp; Preparation</td>
<td>35 (class sessions)</td>
<td></td>
</tr>
</tbody>
</table>

EDLT 309 COURSE NOTEBOOK

3. Final Notebook | 15

STUDENT ASSESSMENT:

4. IRI rough draft | 5 (In class peer editing)
5. *IRI Assessment Folder | 50
  *IRI Test Materials
  *Recommendation Report
  *Interest Inventory
  *Burke Reading Inventory

TEACHING:

6. Lesson Plans | 50
7. Copy of student portfolio & TC reflection(s) | 15
8. LiveText Plan | 5 (Hardcopy plan due in class)

PRESENTATIONS:

9. R-B Reading Strategy from Text(s) | 20

TEACHER CANDIDATE REFLECTIONS:

10. TC SUB DAY reflection | 5
11. End of Course Computerized Self-Reflection Survey | 5 (In class)
12. End of quarter Reflection Paper | 25

15. INCLASS ACTIVITIES:

Examples:
- Terms Survey
- Strengths & weaknesses paper
- Class activities – Syllabus Assignment, ELL Film review

SUMMATIVE ASSESSMENTS:

16. IRI Process Quiz | 15
17. IRI & Assessment Conference | 5
18. Final | 30

Total Possible Points pts. 340

Extra Credit possibilities: 1.) CWU writing center (Student Assessment project) =5 pts.

%**Add up all points from assignments/tests and divide by number possible to arrive at your percentage.

96-100% =A 84-87 =B 72-75 =C 60-63 =D
92-95 =A- 80-83 =B- 68-71 =C- 56-59 =D-
88-91 =B+ 76-79 =C+ 64-67 =D+ 55 =F

*If your ending % is on the upper level (A+, etc.) I take into consideration ALL of the following: 1. Do you have perfect attendance? 2. Do you arrive on time & stay the whole class period? 3. Do you listen attentively & actively participate in class? 4. Have you maintained a positive attitude throughout the quarter? 5. Have you had your materials always ready & prepared? 6. Have you come to my office to talk to me?
COURSE ASSIGNMENTS: All *projects are to be completed individually unless otherwise stated
EDLT 309 Assignment Descriptions

Please see Tentative Course Schedule for all ASSIGNMENT DUE DATES

PROFESSIONALISM

1. Professional Teaching Behaviors (25 pts. - Tutoring)

To Earn all 25 professionalism points you must exhibit to a **HIGH DEGREE** ALL of the Following:

- **On time:** For tutoring (TUESDAY & THURSDAY)
  Your students depend on you – BE ON TIME!

- **If Absent:** *MUST call the school and leave message for instructor* if ill
  *MUST call office and leave message
  **Loss of 10 points** for each additional absence beyond the 1 personal tutoring leave day for the course.

- **Preparation:** MUST BE READY TO TEACH with materials prepared
  ***** MUST have lesson PLAN IN SIGHT during lesson
  *Failure to have plan in sight = no tutoring for that day AND
  *Loss of professional points (5 points per day)

- **Professional Dress:** When working with children, “think conservative”
  * Remember – You are a role model.
  * You may be removed from your tutoring session for inappropriate dress, *language or behavior.

2. Professional Course Participation (35 pts.)

To Earn all 35 participation points you must exhibit to a **HIGH DEGREE** ALL of the following:

- **Participation** (demonstrate **enthusiasm & active** discussion in class: you must talk & participate in all class activities)
  *Your focus is on this class. Please do not act rudely. Turn off cell phones, texting, close calendars, other work, etc.

- **Collegial Support** (attend ALL peer presentations)

- **Positive attitude, language & behavior**
  Things may not always go the way you want…how do you behave? Positively? Negatively? Like a professional?

- **Attendance – The choice is yours. Inclass Professional Course Participation activities/points cannot be made up** at a later time for credit due to absences. **Be on Time!** Do you arrive late? Do you leave early?

- **Turn off all electronics, PLEASE NO TEXTING, put away other work, calendars, etc.**

- **You may be asked to leave class due to inappropriate *language or behavior.**
  * If you are removed from your tutoring session for inappropriate language or behavior all PROFESSIONALISM POINTS will be lost.

**ALL MATERIALS COMPLETE, READY & ON TIME**

“One of the things that educators have been struggling to prove to the rest of the professional world is that teaching is a professional occupation. We are professionals and the majority of teachers work hard to be professionals. This is why it is important for professors to have professional expectations of their education students, and for the students to live up to those expectations” (former CWU 309 student).

EDLT 309 COURSE NOTEBOOK
3. Final Notebook (15 pts.) *SEE RUBRIC
At the end of the quarter turn in a notebook (3-RING BINDER) that contains:
- Plan Checkoff sheet
- All lesson Plans
- Copy of your student’s work portfolio (all worksheets & activities)
- Your/student’s self-reflections (about portfolio)
- End of Quarter Reflection Paper

STUDENT ASSESSMENT

4. IRI Rough Draft (5 pts.)
Bring COMPLETED rough draft IRI test materials ONLY to class to PEER EDIT with colleagues. You must have all IRI test materials (including pg. 94) completely filled out for full credit.

5. Student Assessment (50 pts.) *SEE RUBRIC for: Assessment Packet
- Give an Informal Reading Inventory (IRI) assessment to the student
- Create and give an Interest Inventory
- Give Burke Inventory
- Write Recommendations paper

TEACHING

6. Lesson Plans (Approx. 2 Per week/7-8 weeks) (50 pts.) *SEE RUBRIC
- All plans will be hand written using the PLAN FORMAT
- Plans must be written on computer paper using our PLAN FORMAT. NOTEBOOK paper will not be accepted
- Reflections for each lesson must be written in neat handwriting or typed
- Lesson plans must be ready in advance for each session with your student

DOCUMENT strategies used on CHECKLIST & ON PLANS
A. Plan checkoff (Table of contents checklist of required plans)
- Lesson plans must reflect high quality/critical thinking skills
- Focus on ACADEMICS (reading, writing in all lessons)
- Focus on high quality/academic texts & topics
- Limit coloring projects.
- NO COMMERCIAL WORKSHEETS ALLOWED – only your computerized creations
- Dr. B. will evaluate/grade your plan during your teaching
- At the end of the quarter, all lesson plans will be put in your NOTEBOOK for final evaluation

7. Copy of Student portfolio & Your student’s & TC Reflections (15 pts.) *SEE RUBRIC
Include in the FINAL NOTEBOOK the following:
A. A copy of ALL your student’s work
B. All student strategy worksheets are professionally created (computerized)
   1.) ___Student worksheets are CLEARLY labeled with:
      ___Research-Based Reading Strategy
      ___Lesson # and Date
      ___Topic of Study for lesson
      ___Student’s name
   2.) ___Student Reflection Paper is readable and complete
   3.) ___TC Reflection Paper is readable and complete

8. *LiveText Plan (25 pts.) *SEE RUBRIC
- Submitted *Electronically & *Hard Copy in class on time
- Livetext plan must be SUBMITTED to Dr. Butterfield
- Choose favorite lesson plan to post onto livetext using the correct prompts in livetext.
*Students who fail to post artifacts to their LiveText account will not receive credit for the assignment, and will fail the course.*

**PRESENTATION**

*Power Point Presentation:*

9. **A Reading Strategy From our Text(s) (20 pts.)**  
   *SEE RUBRIC*
   
   - Sign up for a strategy from our course text(s)
   - PowerPoint Presentation
   - No show- No go!

**TEACHER REFLECTION**

10. **SUB DAY (5 pts.)** *See Reflection*
    
    - At the end of the quarter, TCs will act as substitute teachers and teach another colleague’s student using his/her plan & materials.
    - All SUBS will write a reflection *(SUB DAY Reflection)* and share with each other about the experience
    - Turn in your SUB DAY Reflection to Dr. B.

11. **End of Course Computerized Self-Reflection Survey** *(Inclass Activity -5 pts.)* See: Tentative Schedule for date
    
    - At the end of the course we will meet in a Black Hall Computer Lab to take a survey regarding your knowledge of WA State Reading Standards *(See syllabus page 2 for State Reading standards).*

12. **End of Quarter Reflection Paper** *(25 pts.)* *SEE RUBRICS for: a) content, b) writing*
    
    - Include Reflection Paper in your Course FINAL NOTEBOOK

**IN CLASS ACTIVITIES**

13. **In Class Activities** *(35 pts.)*
    
    - Students must actively talk, discuss, pose questions to receive full credit.
    - We will engage in class prescheduled & other class activities **EVERY DAY**. Class attendance is crucial. **Activities are due on the class due date and cannot be made up for credit.**

**SUMMATIVE ASSESSMENTS**

14. **Quiz** *(15 pts.) – SEE STUDY GUIDE*
    
    Multiple choice quiz/short answers from IRI procedure handout and IRI MANUAL
    (What are the steps in giving an IRI? What are the parts of the IRI? What can an IRI tell a teacher about a student?)

15. **IRI & Assessment Conference** *(5 pts.) – SEE STUDY GUIDE*
    
    Be prepared to discuss the results of your Interest Inventory, Burke Inventory, IRI testing and recommended research-based reading strategies for your student(s) with knowledge and fluency.

16. **Final** *(30 pts.) – *SEE STUDY GUIDE*
    
    Final Test – multiple choice & short essay on IRI *(terms-manual), & research-based reading strategies from our text(s).*

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Advice from previous 309 students to you:

"Also one very important helpful fact is to **read the rubrics** and follow the directions for any assignment!! All you really have to do is read and follow the directions. The rubrics really do tell you everything you need to do and have in whatever assignments you are doing. It helps us to depend on ourselves more rather than just depending on the teacher to tell us exactly what we need to do. The grading is right there and we can develop our own ideas on how to meet the requirements."

"Be organized, and learn to manage your time accordingly from the beginning of the quarter. Also be prepared for the unexpected. Be overplanned and have backup books. Be serious and don’t procrastinate. Be on time. It is rude to keep people waiting."

"It is important to remember that someone else is counting on you. The minute that you walk into the school the first day, you become a role model for those children, so it is imperative to set a good example. Have your materials ready. Don’t just pick any old book. Be thorough. Be professional."

"Don’t expect to get the grade you think you deserve if you don’t do the work or read about the assignments and find out when they are due."

"My advice to future students in EDRD 309 is that it is all worth it. All the work and planning will make you a better teacher in the end. It really pays off for this course. If you do the work and put your best creative effort into your lesson plans, this is a great class and a lot of fun."

*Quotes are from previous 309 students.*

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**Key:** IC (inclass activities), A (assignments due), Q (Quiz/test), T (tutoring)

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Course Schedule
<table>
<thead>
<tr>
<th>Dates</th>
<th>Course Topic</th>
<th>Readings</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21/11</td>
<td>Introduction, syllabus &amp; course packet, requirements, terminology, IRIs, assessments, inventories</td>
<td>Woods &amp; Moe- pages 2-50 And 81-89</td>
<td>(IC) Initial Survey (IC) Syllabus Assignment Activity Due: 9/23</td>
</tr>
<tr>
<td>9/26/11</td>
<td>Conducting IRIs in class Assessing Literacy Learning Using multiple texts Sample chapter strategy presentation</td>
<td>Case Study – ARI Chapter 6 (Vacca &amp; Vacca)</td>
<td>(A) Interest Inventory due: 9/30 (IC) Sign up for chapter strategy (IC) Sign up for presentation dates</td>
</tr>
<tr>
<td>10/3/11</td>
<td>Word Identification Lesson Planning Using multiple texts</td>
<td>Chapter 7</td>
<td>(T) Begin tutoring: 10/4 (T) Give IRI word list, Burke, Interest Inventory on the 1st day of tutoring. (IC) Lesson plans</td>
</tr>
<tr>
<td>10/10/11</td>
<td>Vocabulary, Lesson Planning Using the basal</td>
<td>Chapter 9 Review presentation rubric Study guide for IRI Process Quiz</td>
<td>(IC) Analysis of strengths &amp; needs (IC) Sample presentation</td>
</tr>
<tr>
<td>10/17/11</td>
<td>Fluency Vocab, cont.</td>
<td>Chapter 8 Chapter 9</td>
<td>(IC) Rough Drafts – IRI – 10/17 (Q) IRI Process Quiz – 10/21 (A) Begin Presentations – 10/19 (IC) Sign up for group IRA Conferences -10/17 presentations, cont.</td>
</tr>
<tr>
<td>10/24/11</td>
<td>Week of IRI small group conferences in our BLK Hall classroom (No formal whole class on M-W-F)</td>
<td>Study guide for IRI Conferences Review the rubric for Assessment Packet</td>
<td>(A) All IRI materials due in Assessment Packet (the day of your personal conference – folders)</td>
</tr>
<tr>
<td>10/31/11</td>
<td>Comprehension</td>
<td>Chapter 10</td>
<td>presentations, cont.</td>
</tr>
<tr>
<td>11/7/11</td>
<td>Content Area texts</td>
<td>Chapter 14</td>
<td>presentations, cont.</td>
</tr>
<tr>
<td>11/21/11</td>
<td><strong>END Presentations</strong></td>
<td>Review all rubric(s) Study guide for Final</td>
<td></td>
</tr>
<tr>
<td>Holiday 23-25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/5/11</td>
<td>Finals Week</td>
<td></td>
<td>Final Notebooks returned by: Official final date</td>
</tr>
</tbody>
</table>