Syllabus for Ed 401, cohort 1
Developmental Reading & Writing
In the Elementary Classroom
Fall 2010

Class Meets:    Thursdays 12:40 – 3:30 pm, Room 2328
Instructor:    Debi Khasnabis, Ph.D.
Office Hours: 1228M by appointment
Telephone: Office – 734 647-0604
Email: debik@umich.edu

ED 307, Practicum in Teaching Methods
Field Instructors at Allen and Bach Elementary Schools, Ann Arbor Public Schools:
   • Dawn Anderson (Bach)
   • Betsy Warner (Allen)

Course Description:
This is the first of two required courses on literacy and language arts instruction. These courses are meant to be as comprehensive as possible while also providing depth of understanding of essential principles of learning and teaching. Our goals for these courses emerge from current and historical research, theories, and the experiences of thoughtful, dedicated educators. Michigan’s Certification Standards for the Preparation of all Elementary Teachers – Reading Instruction also provides guidelines for our work as does the U of M School of Education’s Domains of Professional Learning. EDUC 401 is one of two literacy courses that you will take during your first year in the undergraduate elementary teaching program. This course is intended to develop and support the knowledge and skills necessary for enacting high quality literacy instruction in primary classrooms and is aligned with the initial certification requirements for the state of Michigan.

While the majority of our work this semester will focus on literacy instruction in the lower elementary grades, many of the methods we will explore are considered high leverage practices and are appropriate across a broad range of elementary grades. Through thoughtful analysis of classroom teachers’ practice and your own, coached rehearsals and simulations of instruction, as well as course readings and assignments, you will begin to develop a foundational understanding for how to teach and support diverse children in becoming strategic and capable readers, writers, listeners and speakers.
Fieldwork and repeated practice enacting high quality literacy instruction are a key part of this course. We have partnered with Bach Elementary School and Allen Elementary School in Ann Arbor to situate your first semester coursework in K-2 classrooms. The structure of this course, is therefore designed to take advantage of these rich settings. You will learn both literacy content and instructional activities that will support you in becoming confident pre-service teachers and having a meaningful placement at Bach or Allen. Your field instructors, Dawn Anderson and Betsy Warner, will be integral in helping you to connect your field experiences with course experiences. You will also find that the course assignments/requirements for ED 307 and ED 401 are often interrelated.

**Communication:** Email will be used extensively as a form of communication in this course. It is suggested that students check their email frequently for course announcements. Students are encouraged to contact the instructor as needed via email. If an emergency arises and you are going to be late to class, please email me if possible and also contact a peer or two. Email access at the school site will be limited, so it may be more effective to have phone numbers for your peers available to you.

**Course Goals:**
Our goals are to learn about:
- general trends of literacy development including emergent literacy.
- the application of theories about learning that emerge in your ED 391 course - including socio-cultural, constructivism, and behaviorism to the learning of literacy
- a variety of ways to learn about students (assessments) to build upon their strengths, provide appropriate instruction and instructional materials, and evaluate students’ progress toward becoming independent in the use of the language arts.
- ways to create environments and provide instruction designed to develop independent, strategic, motivated readers and writers who have ownership of their literacy.
- ways to provide culturally responsive instruction designed to meet the needs of all students within a full range of diverse backgrounds and proficiencies - including students whose first language is other than English and those with special learning needs.
- a variety of word identification strategies including phonemic awareness, phonics, sight words, and context clues.
- the writing process - setting up a writing workshop, providing a range of writing lessons and holding conferences with students

Our goals are to learn to:
- apply our understanding of children as sense-makers by developing skills of observation and description of particular children with attention given to their interests, strengths, and needs.
- conduct and analyze running records and other assessments appropriate for monitoring the progress of young students learning to read
- observe and analyze classroom morning meetings
• collect and analyze samples of children’s writing to monitor the progress of young students learning to write
• analyze a variety of materials designed to teach literacy to young children. We will consider the challenges and opportunities for learning offered by those materials.
• closely analyze the text, write plans for and read aloud a picture book and lead a thoughtful discussion with a whole class of children.
• write plans for and teach a guided reading lesson based on the strengths and needs of a student or a small group of students.
• write lesson plans for and teach a writing conference lesson based on the strengths and needs of a student or a small group or students.
• adapt materials, write a plan and teach a word study lesson for a whole class of students.
• thoughtfully reflect on and analyze our own teaching and the teaching of others..
• provide students with opportunities to integrate their use of reading, writing, listening, speaking, viewing, and constructing.

Required Materials:
The following professional texts will be used throughout the course and to start your professional library. They will be useful references throughout your teaching career.


Supplemental readings will be made available by PDF on C-Tools.

Read this book before classes start:
Course Requirements:

• **Class attendance and participation (25 points).** You are expected to attend every class and participate actively in all of the activities that will be part of our class sessions. If you absolutely must be absent, let Debi know **ahead of time** by email, or by phone if you do not have access to email. While it will not be possible to recreate a missed class, please make arrangements with a classmate to find out about what went on in class and collect handouts for you.
  - If you must miss a class, you will need to write a two-page summary of the assigned readings, due before the next class session meets. In the event this summary paper is not provided on time, 10 points will be deducted from your final total.
  - Attendance and participation contribute 25 points toward your final grade; however, excessive absences (more than two) will put you in danger of not being able to complete the course. The Office of Teacher Education will be notified of any second absence.

• **Reading reflections (5 points each).** You will need to keep up with the readings in order to understand issues and to participate thoughtfully in our class discussions and work. It will be very helpful to you and to the class discussions if you have thought seriously about the readings before class. I suggest that you jot a few notes for yourself about the readings. For example, what did you read that will be essential to your own teaching? What questions came to mind as you read? What connections did you make to your own schooling, other courses or experiences at Bach or Allen? I will ask you to do some writing during occasional class sessions in response to an instructor-provided writing prompt. These are generally written reflections before meeting in a small reading response group and/or at the end of a class session. Each unannounced in-class reflection will be worth 5 possible points.

• **Personal reflection paper for Other People’s Words (25 points, Due Oct. 7).** This is to be a three to four page, double-spaced paper, 12 pt font. The goal of this writing is to share your thoughts about the importance of the work Victoria Purcell-Gates did with Donny and Jenny and to connect it to your own current and future teaching. The specific slant for this paper is for you to decide, but do write in the first person voice. Please think of this as informal as opposed to academic writing. An information sheet will be provided. 25 points are possible.

• **Focus on a child series.** This series of activities will take place over the entire semester. The primary goal for this series of assignments is for you to observe and describe two specific children based on the assumption that these children are active meaning-makers trying to make sense of their school experiences. With the help of your mentor teacher, choose two children, both of whom you will observe closely during the semester.

The first child will be your primary focus child. S/he should be a child your MT feels may be struggling in some way with reading and/or writing, could benefit from your one-to-one assistance, who does NOT currently work directly with an Intervention Specialist, and who is **very unlikely to move** during the semester.
The second child will be the secondary focus child. My intention is for you to choose a child who seems “ordinary” and then to purposefully explore what may be his/her “obscured” challenges and talents with regard to literacy. The child should be someone who does not necessarily capture your interest immediately. S/he may be someone who upon first impression neither seems to struggle nor excel, relative to his/her peers. For this secondary focus child, there are no formal requirements for you to submit any written assignments to Debi. However, you will be required to record your ongoing observations of your secondary focus child in your field notebook and to discuss your ongoing observations during scheduled meetings with your field instructor.

- **FC (Focus Child) #1: Initial Discussion with Mentor**
  You will meet with your mentor teacher early in the semester to discuss your focus children’s current strengths and needs in reading and writing. Make a copy of any assessment data your teacher has collected and review with your mentor teacher. Make notes about your analysis and the discussion with your mentor teacher. Keep your notes and assessment data in a location that you have designated for holding information on your focus-on-a-child case study.

  ED 401 written assignment:
  - Submit a Xerox copy of your notes to Debi (not graded, but helpful for me to know what assessment results you have access to, Due 9/23)

  ED 307 assignments:
  - Record notes of assessment data on your focus children that you collected from your mentor teacher
  - Prepare for meetings with your field instructor and peers where you share your analysis of the assessment data you’ve gathered from your mentor teacher

- **FC #2: Descriptive Review of the Child**
  Throughout the semester, observe both of your focus children closely. Keep notes on your initial and ongoing observations. For example, describe the child physically. How does he/she move in the space of the classroom and school? What is the child’s characteristic energy level, disposition, temperament, emotional tone? What are you noticing about the child’s relationships with children and adults? Also consider what you are coming to know about the student as a learner and provide the evidence you have to support your understanding. You are to collect data using thoughtful observation and appropriate assessment tools. What do you understand about the child’s current knowledge, skills, and dispositions regarding reading, writing, and spelling development? (We will read information about *The Descriptive Review of the Child* and other articles that will inform your observations.) You will write your own
“Descriptive Review” of your primary focus child. This will be a 4 to 5 page, double spaced paper.

ED 401 assignment:
• Submit a descriptive review of primary focus child **(25 points, Due 10/28)**

ED 307 assignments:
• Consistently record observational notes on primary and secondary focus children in field notebook
• Prepare for meetings with your field instructor and peers where you share your recorded notes and discuss your observations of both children

○ **FC #3: Ongoing one-to-one writing conferences**
  Hold at least three one-to-one writing conferences with your focus child over the course of the semester. It may be possible for you to conduct these conferences nearly every week. If this is the case, certainly do so. However, you are only required to conduct three writing conferences. Document these conferences in your notes. Photocopy the child’s work that was the focus of the conference. You will need these writing samples for a future assignment, so make sure to hold on to them.

ED 401 written assignment:
• Collect writing samples of your focus children’s work over the course of the semester. **(Not graded)**

ED 307 assignments:
• Consistently record notes on your writing conferences with your primary and secondary focus children in field notebook
• Prepare for meetings with your field instructor and peers where you will share your notes on your conferences with your focus children as well as their writing samples. During these meetings, you will discuss your analysis of your focus children’s writing development.

○ **FC #4: Running records and Guided Reading lesson**
  Conduct an initial running record with your primary focus child (and also your secondary focus child if time allows). Conduct an analysis of the miscues and self-corrections for cueing system use. Use your running record analysis to plan for and enact a guided reading lesson for your focus child’s guided reading small group within one week of administering the running record. Within the week following your guided reading lesson, conduct a second running record with your primary focus child (and also your secondary focus child if time allows) to gauge the progress that s/he has made. Write a short reflection (3-4 page) on your lesson where you share your miscue analysis of your primary focus child’s running records and your developing understanding of his/her literacy strengths and challenges.
ED 401 written assignment:
• Submit a written analysis of running records and guided reading lesson (40 points, Due 11/11)

ED 307 assignment
• Consistently record notes on running records and guided reading lessons involving primary and secondary focus children in field notebook
• Prepare for meetings with your field instructor and peers where you share your recorded notes and discuss your observations of the running records and guided reading lesson.

  o **FC #5: Observation of other literacy assessments administered by mentor teacher over the course of the semester**
    Inquire with your mentor teacher about other literacy assessments that s/he uses. Ask if you can observe the administration of these assessments for your focus children. Make note of your observations during the administration of the assessments. Also record notes on your analysis of the results.

ED 401 written assignment:
• Submit a Xerox copy of your observation and analytical notes to Debi (not graded, but helpful for me to know what assessments you have observed and when you have done so). (Not graded, Due 11/18 or 11/19)

ED 307 assignment
• Consistently record your assessment notes on primary and secondary focus children in field notebook
• Prepare for meetings with your field instructor and peers where you share your recorded notes on the assessment data you have collected and discuss your observations of both children

  o **FC #6: Planned one-to-one writing conference lesson**
    Based on an analysis of the student’s writing samples that you have collected during the term, plan for and teach one writing conference lesson for your primary focus child. Write a short reflection (2 page) on your one-on-one lessons with your child.

ED 401 written assignment:
• Submit and analyze the writing samples you have collected from your primary focus child. Also submit the lesson plan that you wrote for your writing conference as well as a reflection upon that your writing conferences with the child over the term. (15 points, Due 12/9)

ED 307 assignment: NONE
FC #7: Mock Parent-teacher conference
Hold a mock parent-teacher conference with your field instructor in December. You will pose as the classroom teacher and your field instructor will pose as your primary focus child’s parent/caregiver. You do not need to write a paper, but you must bring an outline of what you will discuss with the child’s parent.

ED 401 written assignment:
• Submit a Xerox copy of the outline for your parent teacher conference (5 points, Due Dec. 9)

ED 307 assignment:
• Prepare for the parent-teacher conference by reviewing your notes and assignments related to your focus child and by writing an outline of the points you will share at the conference. Conduct the conference with your field instructor during seminar on Dec. 3 or Dec. 10.

  • Two whole class read alouds and interactive discussions (20 points each, Due on 10/14 and 11/18). The mentor teachers at each grade level will select the picture books appropriate for the students in that grade and which support the current curriculum. If your mentor teacher leaves the choice to you, I will be happy to recommend titles.

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<tr>
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<th>Partner #1</th>
<th>Partner #2</th>
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<tr>
<td>Read Aloud A</td>
<td>October 7</td>
<td>October 8</td>
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<tr>
<td>Read Aloud B</td>
<td>November 11</td>
<td>November 12</td>
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• You are to practice reading your book aloud at home and schedule time with your field instructor to plan for each of your read alouds. All read alouds are to be video recorded and submitted to Debi electronically using flipshare. You are to write a reflection on your experience with the read aloud.

• Teach a whole class word study lesson (15 points, Due on 12/2). This is to be co-planned and co-taught with your practicum partner. You will use a type of word study lesson that you have observed in your classroom and adapt it, given concepts and ideas presented in ED 401.

• Final Paper (50 points, Due on Dec. 16). You will be assigned a specific topic at a later date for the final paper.Broadly speaking, you will draw on your observations of three case study children (Donny, your primary focus child and your secondary focus child) to articulate your developing beliefs about literacy and literacy instruction.
Grading:
The system is based upon earning points for each of the course requirements. You should be able to determine your percentile grade at any point in the semester by totaling your points earned and dividing them by the points possible.

94- 100 = A
90-93.9 = A-
88-89.9 = B+
84-87.9 = B
80-83.9 = B-

77-79.9 = C+
74-76.9 = C
70-73.9 = C-
67-69.9 = D+
64-66.9 = D

The grade A+ is reserved for exceptionally strong work throughout the semester.

Note: If you have any special needs that you feel are not accommodated in this class please inform me as soon as possible. There are support services available at the University. I can only help if I am aware of any problem. Also, if you are experiencing problems keeping up with our brisk pace, please let me know. This is a rigorous program and you will find the reading and written work will place demands on your time and energy. An undergraduate three credit hour course can be expected to take up to 9 hours of outside class reading and writing each week. However, I also want to be alerted to any feelings of being overwhelmed.

All work must be your own and done specifically for this course. Be sure to provide citations and attribution for any work of others included in your written work. University policy is very clear on the issue of plagiarism. For specific information about this issue see www.lib.umich.edu/acadintegrity/students/index.htm
### Schedule of Topics, Readings, and Assignments

This schedule is subject to change.

<table>
<thead>
<tr>
<th>Date and topic</th>
<th>Readings/Assignments due by class</th>
<th>Thursday/Friday field Focus (bolded items require direct guidance from mentor teacher)</th>
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<tr>
<td><strong>September 9</strong></td>
<td><strong>Course introduction</strong>&lt;br&gt;<strong>Purcell Gates: Jenny and Donny’s World</strong></td>
<td><strong>Begin to consider who you will identify as your two focal students</strong>&lt;br&gt;Attend to read alouds and morning meetings (ongoing)&lt;br&gt;Attend to the structure of the literacy block (ongoing)</td>
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<td><strong>September 16</strong></td>
<td><strong>Emergent literacy</strong>&lt;br&gt;<strong>“Focusing” on a child</strong>&lt;br&gt;<strong>Morning Meeting</strong></td>
<td><strong>Identify your two focal children and gather information on them from your mentor teacher</strong>&lt;br&gt;Engage in writing conferences with focal children (ongoing)</td>
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<td><strong>September 23</strong></td>
<td><strong>Structures for Literacy Instruction</strong>&lt;br&gt;<strong>The Rationale for Interactive Read Alouds</strong>&lt;br&gt;<strong>DUE: FC #1 - Xerox copy of notes from initial meeting with MT</strong></td>
<td><strong>Identify a book for Read-Aloud A on 10/7 or 10/8</strong></td>
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- Purcell-Gates (Completed reading), Discussion focus on Intro and Ch. 1-2.<br>Read course syllabus before arriving in class.<br>If available, bring a favorite children’s book to share in class.
- Purcell-Gates, Focused reread of Chapters 3-6<br>Teale & Sulzby: Emergent Literacy as a Perspective for Examining how Young Children Become Readers and Writers (C-tools)<br>P. Carini chapter: A Letter to Parents and Teachers (C-Tools)<br>Descriptive Review of the Child (C-Tools)<br>Kriete, “Morning Meeting” (C-tools)
- Purcell-Gates, Focused reread of Chapters 7-9<br>Fountas and Pinnell, Chapter 3<br>Lucy Calkins, “Reading Aloud” (C-tools)
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Due Date</th>
<th>Notes</th>
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<tr>
<td>September 30</td>
<td>Diversified instruction within the literacy block</td>
<td>DUE: Other People’s Words Paper</td>
<td>Consult with Dawn or Betsy to plan for Read Aloud A</td>
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<td>Launching an Interactive Read Aloud</td>
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<td>October 7</td>
<td>Guided reading</td>
<td>Fountas and Pinnell, Chapters 4-7; 12-13</td>
<td>Conduct Read Aloud A</td>
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<td>Literacy Assessment and Running Records</td>
<td>“What are Running Records” (C-tools)</td>
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<td>October 14</td>
<td>Running Records</td>
<td>DUE: Read Aloud A Reflection</td>
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<td>Text Leveling</td>
<td>Fountas and Pinnell, Chapters 8-11</td>
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<td>AAPS Reading Levels Parent Handbook (On C-tools)</td>
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<td>October 21</td>
<td>Running Records in practice</td>
<td>Excerpts from Fountas and Pinnell, “Word Matters” (C-tools)</td>
<td>Identify the guided reading lesson you will teach next week. (The group of children you work with should include your primary focus child)</td>
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<td>Word Study: The Rationale</td>
<td>Bear et al., Chapters 1-2</td>
<td>Conduct a running record with your focus child(ren) on Friday 10/22. (Dawn will lead us in practicing running records in class on 10/21. So if possible, wait to conduct the running record in your field placement until the next day, 10/22.)</td>
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<td>Date</td>
<td>Activity</td>
<td>Due Assignments</td>
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<td>October 28</td>
<td><strong>Word Study: The Nuts and Bolts</strong></td>
<td><strong>DUE: FC #2 - Descriptive Review of Primary Focus Child</strong></td>
<td>Conduct guided reading lesson. Identify a book for Read Aloud B on 11/11 or 11/12</td>
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<td></td>
<td>Fountas and Pinnell, “Word Matters” (C-tools)</td>
<td>Excerpts from Fountas and Pinnell, “Word Matters” (C-tools)</td>
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<td>Bear et al., Chapters 3-4, AND JIGSAW Ch. 5 or 6</td>
<td>Bear et al., Chapters 3-4, AND JIGSAW Ch. 5 or 6</td>
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<td>November 4</td>
<td><strong>Discussion during an Interactive Read Aloud</strong></td>
<td><strong>DUE: FC #2 - Guided Reading Lesson Reflection</strong></td>
<td>Conduct second running record with your focus child(ren)</td>
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<td>Fountas and Pinnell, “Engaging Readers in Thinking about Texts through Interactive Read Aloud” (C-tools)</td>
<td>Fountas and Pinnell, “Engaging Readers in Thinking about Texts through Interactive Read Aloud” (C-tools)</td>
<td>Consult with Dawn or Betsy to plan for Read Aloud B</td>
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<td>Calkins, Chapters 1-4</td>
<td>Calkins, Chapters 1-4</td>
<td>Identify a word study/word work lesson that you can teach with your practicum partner on 11/18</td>
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<tr>
<td>November 11</td>
<td><strong>Planning for a Word Study Lesson</strong></td>
<td><strong>DUE: FC #4 - Guided Reading Lesson Reflection</strong></td>
<td>Conduct Read Aloud B</td>
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<td><strong>Writing Workshop: The Role of the Child</strong></td>
<td>Reread chapter from Bear et al. that aligns with the lesson you will be teaching</td>
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<td>Bring materials/ideas/plans for your word study lesson</td>
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<td>Calkins, Chapters 5-7</td>
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<td>November 18</td>
<td><strong>Writing Workshop: The Role of the Teacher</strong></td>
<td><strong>DUE: Read Aloud B Reflection</strong></td>
<td>Conduct Word Study lesson</td>
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<td><strong>DUE: FC #5 – Xerox copy of notes from literacy assessments MT conducts</strong></td>
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<td><strong>Calkins, Chapters 11-14</strong></td>
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<td><strong>Calkins, “Essentials of Conferring” (C-tools)</strong></td>
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<td>November 25</td>
<td><strong>NO CLASS</strong></td>
<td><strong>NO FIELD</strong></td>
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<td>Reading and Assignment</td>
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<td>December 2</td>
<td><strong>Writing Workshop: Ongoing Structures</strong></td>
<td><strong>DUE: Word Study Lesson Reflection</strong></td>
<td>Enact a planned writing conference with your focus child</td>
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<td>Calkins, Chapter 15-19</td>
<td>Conduct a mock parent-teacher conference with Dawn or Betsy (this week or next week)</td>
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<td>December 9</td>
<td><strong>Writing Workshop: The Curriculum Bringing it all together – Literacy for all Learners</strong></td>
<td><strong>DUE: FC #6 - Writing conference Reflection</strong></td>
<td>Conduct a mock parent-teacher conference with Dawn or Betsy (this week or last week)</td>
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<td><strong>DUE: FC #7 – Outline for parent teacher conference</strong></td>
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<td>Purcell-Gates, Focused reread</td>
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<td>Calkins, Chapter 21 AND Jigsaw Chapters 22-26</td>
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<tr>
<td>December 16</td>
<td><strong>(No class)</strong></td>
<td><strong>DUE: Final Paper</strong></td>
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ED 401, cohort 1, fall 2010