Syllabus for ED 403, Section 002

*Individualizing Reading and Writing Instruction*

*In the Elementary and Middle School Classroom*

University of Michigan

Winter, 2014

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Class meets: *Tuesdays, 8:30 to 11:20 AM in room 2340, SEB. starting February 11, except for the month of March when we will meet on Tuesday afternoons at Pattengill School (12:30 to 3:30 PM).
*Two Thursday mornings – February 20 and April 10 in room 2225

The following course is taken concurrently with ED 403:

**ED 307** Practicum in Teaching Methods ~ Learning In and From Practice
Tuesday afternoon and Thursday morning at Pattengill Elementary School

NOTE: On March 11, 18 and 25 ED 403 will meet in the afternoon and you will be at Pattengill in the mornings.

Field Instructors: Nancy Martinez (martinn822@hotmail.com)
Klotylda Phillippi (klophil@umich.edu)

ED 403 is a continuation of the thoughtful work you have done in ED 401 and will build upon the concepts and instructional moves you learned last semester. According to our U of M Teacher Education mission statement, the learning we do here is only the start: “Our mission is to prepare prospective elementary school teachers who are capable of and committed to a lifetime of inquiry in teaching and to a powerful education for all students in our diverse society. We believe that public education is a vital element in a dynamic and just democracy.”¹ Our focus for literacy learning and instruction now shifts...
to students in grades three to middle school and to furthering the development of thoughtful, skillful readers and writers who have ownership of their learning. Dean Ball wrote in her statements about the teacher education program at U of M: We are committed to preparing “talented educators who are making a difference in the world.”

During the last three years 45 states, and most recently Michigan, have adopted the first set of academic standards to be developed on a national level. The Common Core State Standards (CCSS) represent a shared vision of what students should know and be able to do. UM Professor Susan B. Neuman wrote the following in the Foreword to *Teaching with the Common Core Standards for English Language Arts, grades 3 – 5*:

Consequently, as a scholarly community, we should recognize that these standards represent an unparalleled opportunity for learning – both for teachers and for students. Although not all will be comfortable with some of the nuts and bolts of the framework, these standards embrace the notion of equity more than any other reform in recent decades. Essentially, they state that all students in all grades in all areas of our country must receive a rigorous, content-rich literacy program in order to be successful in the 21st century. It is a laudable goal and one worthy of our resources and strong commitment (p. x, emphasis added).

Our Teacher Education program at the University of Michigan is focused on supporting our teaching interns to:

- Learn a set of core instructional practices (High Leverage Practices) that support all students’ learning of academic knowledge and their social and emotional development.
- Maintain the highest ethical obligations of the teaching profession.
- Know the content we teach and ways to connect students to that content through our instructional activities and assessments.

Given the statements above, I have established these guiding questions for this course:

- How can we develop the instructional practices we need in order to be assured of optimal, authentic learning for all students including those with unique ways of learning and those learning English?
- How can we learn to integrate the language arts – reading, writing, listening, speaking, viewing and representing – in ways that reflect what we know about effective teaching and learning?
- How can we learn to integrate the language arts into content areas – particularly social studies?
- How can we learn to use assessments that allow us to track progress of our students as well as inform our own future instruction?
- What are some ways elementary teachers adapt commercially developed literacy lessons to better meet the needs of their students and actively engage them in purposeful, authentic learning?
- How can we take the Common Core State Standards (CCSS) into account as we teach the language arts?
During three Tuesday afternoons in March we will learn with two educators who are working intentionally to infuse the CCSS into their teaching and thoughtfully adapt commercial literacy materials for optimal, authentic learning for the students in their classrooms. Kate Hondorp and Amy Vollick, teachers at Tonda Elementary School in the Plymouth-Canton Community School District, have graciously agreed come to our Tuesday afternoon class sessions at Pattengill and share with us their approaches to planning and enacting reading/writing instruction and the integration of the language arts. We will focus on adapting commercial literacy materials, using mentor texts, writing with purpose and writing informational texts.

Three professional resources will form a foundation for this course:


Nell Duke, Samantha Caughlin, Mary Juzwik and Nicole Marlin (2011) Reading and Writing Genre with Purpose in K – 8 Classrooms.

You will have additional readings from selected texts that will be provided in a pdf format and found on the course CTools site. Full citations are provided for each reading so that you can purchase or borrow the book for your own professional library. These include:

For February 11:
*The Common Core State Standards, Grades 3 – 5.* (In the Common Core State Standards folder in CTools)

For February 18:

For February 20:
For March 11:
Irene C. Fountas & Gay Su Pinnell (2012). Genre Study. Teaching with Fiction and Nonfiction Books. Section 1: An Inquiry Approach to Genre Study (Chapters 1, 2, 3, 4, 5). Portsmouth, NH: Heinemann.

For April 1:

For April 15:

Additional materials needed:
- You will need a Writer’s Notebook. Select a small notebook that you can carry around with you to jot down whatever catches your fancy. This notebook will contain “seeds” for some writing we will do in class. Pick out a notebook that is unique and meaningful to you.
- A pack of 3 X 5 index cards for your “Think ahead” notes for each class session.
Course Description:

Our goals for the course are to learn to:

- set up and manage small group work such as guided reading, guided writing and book clubs (HLP 6)
- conduct reading and writing conferences with upper elementary students in which we elicit, probe and develop their thinking about the texts they read and compose (HLPs 5 and 14)
- guide students to participate in thoughtful discussions of texts and share their understandings of ideas and issues appropriate for their ages – building upon our learning in the Facilitating Classroom Discussions course. (HLPs 1, 2, 4 and 13)
- thoughtfully plan our language arts lessons in which we set specific learning goals for the students, explain core content, carefully choose representations and models of content, and include appropriate formative assessments of student progress on the lesson goals. (HLP 1, 3, and 10)
- plan and enact lessons for which we use highest quality texts that reflect a wide range of cultures, ethnicities and interests and analyze those texts for the opportunities for learning and challenges that require scaffolding. (HLP 3)
- analyze and reflect on our teaching and the learning of our students to inform our subsequent instruction. (HLP 19)
- integrate the language arts by providing students with opportunities to combine their use of reading, writing, listening, speaking, viewing, and representing. (HLP 13)
- conduct think-aloud assessments in which we recognize and identify common patterns of student thinking as they comprehend text. (HLP 9)
- include formative assessments in the lessons we plan that allow us to evaluate student learning on the goals set for the lesson and to adapt future lessons. (HLP 11)
- adapt commercial reading and writing materials to provide optimal learning for range of students in our classrooms. (HLP 13, 14)

Course requirements (assignments to be enacted at Pattengill are highlighted):

- Class attendance and participation in class sessions and field experiences are essential components of this class. This course is only nine weeks long and it will benefit you and your cohort-mates if you attend every class and participate actively in all of the “have-a-go” activities that will be part of our class sessions.
  - If you absolutely must be absent, let me know ahead of time (or as soon as possible) by email, text or phone. 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. 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.
    - If you must miss a class, you will need to write a two-page summary of the readings and in-class activities and turn this in within two days of the
missed class unless you have received an extension from me. Without this summary, you will lose 10 points from your course grade.

- **Assignments due on the day you are absent are still due on that day.**
  
  You can submit them electronically or get them to me as soon as you can.

- **Thinking ahead and class reflection notes.** Do all of the assigned readings before each class. You will need to keep up with the readings in order to understand issues and to participate thoughtfully in our class discussions and work. You will receive prior to class an “Information about Readings” sheet in which I will provide information about the assigned readings. You are to come to class prepared for discussion by doing some thinking about and writing some brief reflective notes about the readings. These are to be done on 3 X 5 index cards and turned in at the start of class. At the end of each class, you will be asked to write a brief reflection on the in-class discussions of the readings and activities. There are five possible points for each set of your pre- and post-class reflection notes for a total of 55 for the course.

- **Conduct a “think aloud” assessment with one of the students with whom you have worked for reading.** For this assignment, you will be provided with an informational text that is somewhat challenging to comprehend but at least decodable for the students. During Independent Reading, or other appropriate time, ask the student to read the text aloud and report his or her thinking to you at predetermined stopping points. You will submit an analysis of the student’s think aloud assessment and look for similarities and differences in the use and knowledge of comprehension strategies between your student and the student(s) of your practicum partner(s) and interns at your grade level. The think aloud procedure will be introduced in class on February 20 and should be conducted between February 25 and March 27. Your analysis will be due on April 8. Post to CTools and bring a paper copy to class. This assignment can earn 25 points.

- **Interactive read aloud and class discussion.** This upper elementary IRA will draw heavily on your work in the Facilitating Classroom Discussions course and the work you will do in the Social Studies methods course. This assignment will be introduced in class on February 18.
  
  - Your mentor teacher will work with you to select a picture book that aligns with the class curriculum for Social Studies and presents the opportunity for a rich discussion about a social studies concept.
  
  - You are encouraged to read to the whole class; however, if it works best for your mentor teacher, all interns in one classroom can read the same book and divide up the class for enacting the IRA.
  
  - You will have a range of time between February 25 and April 1 within which to plan and enact your IRA.
  
  - Plans will be due at least three days (a week is better) before your enactment and **must be approved** before you enact the lesson. Plans can receive up to 20 points.
o A written reflection will be due the week following your lesson. All reflections must be turned in by April 10. Reflections can earn 20 points.

- **Menu of planning and teaching opportunities – select one.** There are specific brief lesson plan formats for each type of lesson. Submit plans via email to Klo a day or two in advance of enacting the lesson. A brief reflection is also required a week following the lesson. 20 points possible for the combined plans and reflection.
  - Plan and conduct a guided reading lesson
  - Plan and conduct a book club/literature circle lesson
  - Plan and conduct a word study lesson
  - Plan and conduct a writing workshop lesson
  - Conduct at least 3 reading or writing conferences with the same student and write a report that summarizes each conference and what you observed about the student's reading or writing progress.
  - Another planning and teaching opportunity that you and your mentor teacher suggest – with Klo’s approval.

- **Teach our cohort one of the Georgia Heard craft tool lessons or Nell Duke genre lessons.** This assignment allows you to practice your interview skills by teaching the cohort a nonfiction writing lesson using one of the craft tools explained in Georgia Heard’s *Finding the Heart of Nonfiction* book or one of the information genres in Nell Duke et al’s book *Reading and Writing Genre with Purpose*. These lessons will be taught in our class on Tuesday, April 8 or Thursday, April 10. You will co-plan and co-teach with your practicum partner(s). This lesson can earn 35 points.

- **Writing conferences.** Mrs. Hondorp and Ms. Vollick will bring students’ writing with them on March 18. Each of you will have 2 or 3 students with whom you will have an internet writing conference. 20 points for these conferences.

- **Letters to Mrs. Hondorp and Ms. Vollick.** After we have completed our three sessions with the teachers you are to write a letter sharing what you have learned from them. Each letter can earn 15 points. These letters will be posted to CTools by April 3 and Klo will compile them in notebooks for the teachers.

- **Take Home final examination.** The final examination will be provided to you on April 15 and is due by noon on April 25 posted to CTools. The final is worth 50 points.

*There will be specific information handouts for each of these assignments.*
Grading:
The system is based upon earning points for each of the course requirements. You should be able to determine your class grade at any point in the semester by totaling your points earned and dividing them by the points possible up to that time. Grades will also be posted on CTools, which provides a running summary for you.

A+ for truly exceptional work
94-100 = A
90-93.9 = A-
88-89.9 = B+
84-87.9 = B
80-83.9 = B-

Grades will also be posted on CTools, which provides a running summary for you.

Written work for this course must be of high quality – without significant spelling errors, misuse of grammar or punctuation, and with thoughtful sequencing of ideas. Papers that do not meet these high standards will need to be rewritten with diminished points.

I expect that all assignments for this course will be turned in on time. If extenuating circumstances prevent you from turning in an assignment on time, please contact me via email prior to the submission deadline. Unexcused late work will impact your grade in correspondence with how late the work is submitted (for example, points may be lost for each day of lateness).

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. You may find the reading and written work will place demands on your time and energy; however, I also want to be alerted to any feelings of being overwhelmed. You will be able to provide written feedback anonymously at the end of class sessions, but also feel free to talk to me directly.

All work must be your own and done specifically for this course. Be sure to provide citations and attribution for the work of others included in your written work. This includes references or resources in any media form (including the web) you used. University policy is very clear on the issue of plagiarism. For specific information about this issue see www.lib.umich.edu/acadintegrity/students.

Appropriate use of electronic devices is also a part of your professional participation in our class. Using laptops or cell phones as tools for your learning is acceptable, as long as it is not distracting to your colleagues or me. Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices are not acceptable in this class at any time, and will result in a reduction in your participation grade. If you are concerned about your ability to
meet this professional expectation, please discuss your concern with me. Please let me know if there is an emergency that affects your need for using a phone during class time.

A CTools site has been created for this course where you will find all resource materials (syllabus, information sheets for specific assignments, readings in the pdf format, and additional resources for your work this semester).
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<th>Class session:</th>
<th>Topic:</th>
<th>Read:</th>
<th>Assignments due:</th>
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| February 11   | *Course overview  
✓ How does Erica’s Day align with your experiences?  
✓ How can our ELA teaching include a strong foundation for social justice?  
✓ CCSS for grades 3–5.  
✓ An introduction to Writer’s Notebook. | F & P: Erica’s Day  
Look over the CCSS for grades 3 – 5. | Thinking ahead #1  
– bring to class on a 3 X 5 card.  
Class Reflection #1  
– complete at the end of class. |
| Class meets in 2340 | | | |
| February 18   | ✓ What is the Three-Block Framework?  
✓ How does this Framework allow for teaching the CCSSs?  
✓ Conducting a social studies related IRA.  
✓ Writer’s Notebook | F & P: Chapters 1, 2, 3 & 4  
Boomer & Boomer: Introduction, Chapters 1 & 3 | Thinking ahead #2  
– bring to class on a 3 X 5 card.  
Class Reflection #2  
– complete at the end of class. |
| Class meets in 2340 | | | |
| No school for AAPS this week | | | |
| Thursday, February 20 | ✓ Reading Workshop  
✓ Minilessons  
✓ Reading conferences  
✓ What is comprehension?  
✓ Conducting a Think Aloud Assessment.  
✓ Writer’s notebook | Chapter 7 & 8  
Snow & Sweet – Reading for Comprehension | Thinking ahead #3  
– bring to class on a 3 X 5 card.  
Class Reflection #3  
– complete at the end of class. |
| Class meets in room 2225 | | | |
| February 25   | ✓ What are the elements of writing workshop?  
✓ What do we need to teach in W.W.?  
✓ Experiencing and analyzing mini-lessons.  
✓ Mining Writer’s Notebook.  
✓ Looking ahead to March | F & P: Chapter 5, 23 & 25 | Thinking ahead #4  
– bring to class on a 3 X 5 card.  
Class Reflection #4  
– complete at the end of class. |
| Class meets in 2340 | | | |
| February 25 or 27 – Conduct the Think Aloud Assessment | | | |
| March 4       | Enjoy! | | |
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ED 403, section 002  
Winter, 2014
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| March 11             | ✔ How do teachers adapt commercial reading and writing materials in ways that better reflect what they know about teaching and learning?  | F & P. *Genre* Study, Section 1  
Houghton Mifflin *Journeys* Teacher Resource materials | Thinking ahead #5 – bring to class  
Class Reflection #5 – complete at the end of class. |
| Class meets at Pattengill from 12:30 to 3:30 | ✔ Teaching skills in context of reading and writing.  
✔ Writing conferences with Tonda students | | |
| March 18             | ✔ Adapting commercial materials for informational text writing.  
✔ Using mentor texts | Heard: Part 1 | Thinking ahead #6 – bring to class  
Class Reflection #6 – complete at the end of class. |
| Class meets at Pattengill from 12:30 to 3:30 | | | |
| March 25             | ✔ Adapting commercial materials for writing poetry.  
✔ Using mentor texts. | Duke, et al: Chapter 1, 2, 3 | Thinking ahead #7 – bring to class  
Class Reflection #7 – complete at the end of class. |
| Class meets at Pattengill from 12:30 to 3:30 | | | |
| April 1              | ✔ Teaching phonics, spelling, vocabulary  
✔ Teaching grammar, punctuation  
✔ A model craft lesson | F & P: Chapter 22  
Anderson, Chapters 1, 2 & 3 | Thinking ahead #8 – bring to class  
Class Reflection #8 – complete at the end of class.  
Letters to Mrs. Hondorp and Mrs. Vollick are due. |
| Class meets in 2340   | | | |
| April 8              | ✔ Digging Deeper in Comprehension.  
✔ Sharing the results of the Think-Aloud Assessment. | F & P: Chapters 18, 19, 20, 21 | Thinking ahead #9 – bring to class  
Class Reflection #9 – complete at the end of class.  
Teach/present a craft tool  
Think Aloud Assessment due. |
<p>| Class meets in 2340   | | | |
| No School in AAPS    | | | |</p>
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<tr>
<td>Thursday, April 10</td>
<td>✓ Preparing students for assessments</td>
<td>F &amp; P: Chapters 27 and 28</td>
<td>Thinking ahead #10 – bring to class</td>
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<td>No School in AAPS</td>
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<td>Class Reflection #10 – complete at the end of class.</td>
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<td>April 15, Last class</td>
<td>✓ Culturally responsive ELA instruction.</td>
<td>Au: Chapters 2 and 3</td>
<td>Teach/present a craft tool</td>
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<td>✓ Returning to social justice foundations in our teaching.</td>
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<td>Thinking ahead #11 – bring to class</td>
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<td>Class Reflection #11 – complete at the end of class.</td>
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<td>April 25</td>
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<td>Take home final exam is due posted to CTools by noon.</td>
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1 SOE web site mission statement.
2 Ball, Deborah (2007). University of Michigan School of Education web sit