New Course Request

Indiana University

Check Appropriate Boxes:
- Undergraduate credit □
- Graduate credit ☒
- Professional credit □

1. School/Division: Education
   Code: EDUC

2. Academic Subject Code: EDUC

3. Course Number: EDUC 576
   (must be cleared with University Enrollment Services)

4. Instructor: Diane Youngs

5. Course Title: Elementary Reading and Language Arts Curriculum II
   Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall/2009

7. Credit Hours: Fixed at 3 or Variable from ________ to ________

8. Is this course to be graded S-F (only)? Yes ___ No X

9. Is variable title approval being requested? Yes ___ No ___ X

10. Course description (not to exceed 50 words) for Bulletin publication:
    Continuation and extension of developmental reading and language arts programs in the elementary school, use of reading and language arts across curriculum areas, and methods and materials for assessment and instruction of reading and language arts abilities. This course is intended for initial certification graduate students.

11. Lecture Contact Hours: Fixed at 37.5 or Variable from ________ to ________

12. Non-Lecture Contact Hours: Fixed at ________ or Variable from ________ to ________

13. Estimated enrollment: 20 of which 20 percent are expected to be graduate students.

14. Frequency of scheduling: once per year
   Will this course be required for majors? Yes ___

15. Justification for new course: Need an appropriate course for initial licensure in the content area.

16. Are the necessary reading materials currently available in the appropriate library? Yes ___

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Dean W. Cull
Department Chairman/Division Director
Date: 3-9-09

Approved by:

Karen Clark
Dean
Date: 3-13-09

Dean of Graduate School (when required)

Date: 4-28-09

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White.
ELEMENTARY READING AND LANGUAGE ARTS CURRICULUM II

Course Number: E576
Instructor: Diane C. Youngs
Phone:
Office:
Office Hours
E-mail:

SCHOOL OF EDUCATION MISSION STATEMENT
The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision-makers, researchers, and partners in school and community settings.

COURSE DESCRIPTION
Continuation and extension of developmental reading and language arts programs in the elementary school, use of reading and language arts across curriculum areas, and methods and materials for assessment and instruction of reading and language arts abilities. This course is intended for initial certification graduate students.

REQUIRED COURSE TEXTS


ALL elementary licensure students are required to take the Reading Specialist test whether you are adding a reading license or not.

UNIVERSITY POLICIES

Electronic Mail
Electronic mail (e-mail) is the official means of communication with students at Indiana University South Bend. A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their own risk.

Accommodations for Religious Observances Statement
If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs (“VCAA”). Either the instructor or the student may appeal the VCAA’s decision to the
Office of Affirmative Action within ten business days of the determination.

**Disabilities Statement**
If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disability Support Services (Administration Building, room 113, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabilities Support Services [http://www.iusb.edu/~sbdss/](http://www.iusb.edu/~sbdss/)

**SPECIAL STATEMENTS**

**Commitment to Diversity**
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms. Examples from this class are the Corrective Plan and complementary Final Evaluation Report.

**Commitment to Technology**
The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences. One example from this class is the use of the Smart Board during your reading strategy micro-teach.

**Field Experience Note**
You may be required to provide a criminal history check to school districts before participating in field placements and/or student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

**Please Note**
*Students in the School of Education are required to post select artifacts (assignments) on LiveText. Therefore, students may be required to purchase and utilize LiveText at any time during this course. The instructor will notify you if you are required to post assignments on LiveText.*

**Plagiarism**
All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at [http://campuslife.indiana.edu/Code](http://campuslife.indiana.edu/Code).

Plagiarism is when you submit someone else's work as your own. This may be a term paper, reflection, lesson plan, review, summary, etc. This includes *partial or total* copying. If you find something on the Internet, no matter how insignificant you may think it is, copying it without citation IS plagiarism. If after a conference between instructor and student it is discovered that plagiarism did happen, you will receive an automatic F for the course. Other disciplinary actions may occur as stated in the Code of Students Rights, Responsibilities and Conduct booklet. The definition of Plagiarism can be found on page 17, followed by the consequences on page 21. Students must complete the Plagiarism tutorial and pass the quiz on plagiarism found at [http://www.indiana.edu/~istd/](http://www.indiana.edu/~istd/).
<table>
<thead>
<tr>
<th>IUSB/ACEI Standards</th>
<th>Performance Objectives</th>
</tr>
</thead>
</table>
| IUSB #1 Content Knowledge  
ACEI 2.1 Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. | The teacher:  
- Effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understandings and engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.  
- Develops, evaluates, and uses interdisciplinary curricula that encourage students to see, question, and interpret ideas from diverse perspectives.                                                                 |
| IUSB #2 Child Growth and Development  
ACEI 1.0 Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. | The teacher:  
- Assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (cognitive, social, emotional, moral and physical) leading to the next level of development.  
- Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.                                                                 |
| IUSB #3 Diversity  
ACEI 3.2 Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. | The teacher:  
- Uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance mode.  
- Creates a learning community in which individual differences are respected, understood, questioned, and interpreted from diverse perspectives.                                                                 |
| IUSB #4 Instruction  
ACEI 3.1-3.4 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.  
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.  
3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.  
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. | The teacher:  
- Constantly monitors and adjusts strategies in response to learner feedback and varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the instruction and the needs of students.  
- Uses developmentally appropriate resources and instructional strategies to engage children in active learning opportunities.                                                                 |
| #5 Learning Environment  
(no ACEI standard) | The teacher:  
- Applies the concepts of learning and inquiry to create learning |


<table>
<thead>
<tr>
<th>#6 Communication</th>
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<tbody>
<tr>
<td>ACEI 5.1 Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decision and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</td>
</tr>
<tr>
<td>The teacher:</td>
</tr>
<tr>
<td>- Knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.</td>
</tr>
<tr>
<td>- Communicates in ways that demonstrate sensitivity to cultural and gender differences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#7 Instructional Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI 3.1-3.4 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</td>
</tr>
<tr>
<td>The teacher:</td>
</tr>
<tr>
<td>- As an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.</td>
</tr>
<tr>
<td>- Creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.</td>
</tr>
</tbody>
</table>

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<tr>
<th>#8 Assessment</th>
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<tbody>
<tr>
<td>ACEI 4.0 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</td>
</tr>
<tr>
<td>The teacher:</td>
</tr>
<tr>
<td>- Appropriately uses and interprets a variety of formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.</td>
</tr>
<tr>
<td>- Uses assessment information to enhance his/her knowledge of learners, to monitor student progress and performance, to communicate with parents, to support children in self-assessment, and to modify teaching/learning strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#9 Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI 5.1 Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decision and actions on students, families and other professionals in the learning community and actively seek out experiences that inspire the excitement of learning and foster risk-taking and collaboration.</td>
</tr>
<tr>
<td>The teacher:</td>
</tr>
<tr>
<td>- Pursues ongoing professional development and seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.</td>
</tr>
<tr>
<td>- Draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.</td>
</tr>
</tbody>
</table>
opportunities to grow professionally.

#10 Collaboration
ACEI 5.2 Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

<table>
<thead>
<tr>
<th>The teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Can identify and use community resources to foster student learning, and establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.</td>
</tr>
<tr>
<td>- Talks and advocates with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.</td>
</tr>
</tbody>
</table>

**COURSE OBJECTIVES** (ACEI Elementary Education Standards)

*The candidate will:*

1. Discuss the relationship of reading, writing, listening, speaking and thinking in elementary school students. (ACEI 2.1)
2. Demonstrate basic competence in administering and interpreting formal, informal, and authentic literacy assessment tools and techniques. (ACEI 4.0)
3. Know and apply strategies to help young readers and writers. (ACEI 3.2)
4. Apply a variety of corrective instructional strategies with students experiencing literacy difficulties. (ACEI 3.1)
5. Select appropriate materials and technology for instruction. (ACEI 2.1)
6. Plan and integrate language arts instruction for students with literacy difficulties. (ACEI 3.4)
7. Plan, implement, and evaluate an individualized program of literacy instruction that is developmentally appropriate and research- and standards-based for an elementary student with literacy difficulties. (ACEI 1.0 and 3.1)

**COURSE PERFORMANCE TASKS:** (IU South Bend Performance Standards)

1. Attendance and participation are extremely important. Many of the topics we discuss in class and the activities we complete include information and research from other sources. There are also a number of in-class activities and group assignments you must complete. Please be in class and ready to begin at the scheduled class start time each week.

2. There will be a midterm and final examination.

3. Readings from the texts are listed in the Tentative Class Schedule. The information should be read prior to coming to class. You will be keeping a learning log for this class based on the assigned readings, notes taken in class, and handouts you receive. You will be allowed to use your learning log for the midterm and final examinations. You will not be allowed to use your textbook for exams. Learning logs are for your personal use and are not read by your instructor.

4. For this course, you will be working one-on-one with an elementary student for 16 clock hours; these hours are to be part your M500 field experience. The purpose of this 16-hour experience is to give you an opportunity to apply diagnostic and corrective techniques in planning and executing a short-term corrective literacy program. The main components are:

   **Diagnostic Component:** The first three hours of one-on-one work are devoted to informal diagnostic assessment. The assessment will include information gathered from one-on-one
interaction with your assigned student. During the assessment you will administer an IRI and a reading attitude measure, interview the student about his/her interests, and use any other activities/materials that you believe will help you learn about your student as a reader, writer and learner. Diagnostic materials summarizing what you have learned about your student’s strengths, weaknesses and literacy needs will be prepared and submitted as part of this course’s requirements. In addition, you will prepare a one-page typed Corrective Plan that will identify instructional goals and describe the methods and materials you intend to use with your student. The Corrective Plan will also provide a rationale for the goals, methods and materials selected. More detailed information about the required materials will be provided to you in a Handout and will be available in Oncourse.

**Instructional Component:** You will meet with your student for 12 hours of individualized corrective literacy instruction based on your Corrective Plan. You will maintain a tutorial file of your work with your student. The file will contain your assessment materials, lesson plans, reflections and copies of all written work the student completes. Lesson Plans must be prepared for each lesson taught (a minimum of 5 lesson plans must be developed). Each lesson plan must be accompanied by the reflective analysis and referenced to the appropriate Indiana Reading/Language Arts standards. Lesson plans will be prepared prior to teaching the lesson. You will select three of your lesson plans for formal evaluation. Each lesson is worth 15 points. See rubric and lesson plan format for details on assessment. Due dates are according to the field work schedule.

**Final Evaluation Component:** Your field experience will conclude with a final session devoted to assessing the progress of your student during the course of your work with him/her. You will write a one-page Final Evaluation Report that evaluates both the progress of your student and the effectiveness of the methods and materials used during the Instructional Component.

5. **Micro-Teach Strategy**
   Each of you will become a strategy “expert” by learning a reading strategy and then presenting a lesson to the class, modeling the strategy, and giving your classmates guided and independent practice in use of the strategy as well as a rationale describing when and why the strategy is useful. A handout will be given to you in class.

**COURSE POLICIES**

**Class Participation/Professionalism/Attendance**
Your teaching professionalism continues in all your courses here at IU South Bend. It is very important that you maintain a positive attitude towards the faculty, staff, and your fellow students. Collaboration is a huge component for this course. Therefore, it is critical that you come to class having read the required materials, be prepared for discussions, and ready to work with your peers. If you have an emergency situation, please notify me in advance so we can come up with a reasonable solution other than answering your cell phone in class. Cell phones must be turned off or set to vibrate during class. No cell phone interruptions! Do not text-message during class. It is very disruptive. If you are having problems, or are too sick to attend class, please let me know.

**Writing Quality and Late Work**
IU South Bend is very fortunate to have a Writing Center. Strong writing skills are a must for teachers. Work containing spelling and/or grammatical errors will be returned to you for revision. You may resubmit the paper for full credit by the next class period. All assignments are expected on the due dates. As with any other emergency, I will be flexible. Documentation is a must for full credit after the due date in all instances. I will not accept any late assignments the week of finals. If you do not keep yourself organized and on schedule, this may drastically affect your grade. I will not accept a semester’s worth of work, or several assignments in bulk. You must follow the due dates or make arrangements with me regarding your specific situation. You will be provided with a final list of dates when lesson plans, the corrective plan and the final evaluation report are due as soon as the starting date for the one-on-one tutoring is established.
Other Course Policies
1. There are a number of non-graded course assignments for which points are not awarded. Points will be deducted, however, if non-graded assignments are not completed as required. Attendance and participation are critical to your learning in this class. Points are awarded and deducted for attendance/absence, respectively. Tardiness is disruptive to the class and the instructor. Please be on time. Three tardies equals one absence with deduction of points.

2. All coursework with the exception of in-class assignments/tests must be typed and grammar/spell checked. You must use the lesson plan format that is in Oncourse Resources. This is the new Elementary Education Lesson Plan Template.

3. Reading assignments: The syllabus lists the chapter(s) in the texts I will be using. Additional materials may be assigned from time to time, and will be placed in Oncourse Resources. You will receive an Oncourse Announcement giving specific directions for additional readings. Students are expected to read the material listed for the week prior to the actual class (except for the first week of the semester). Bring any questions you might have on the material to class. You will be keeping a learning log for this class based on the assigned readings, notes you take in class, and handouts you receive. You will be allowed to use your learning log for the midterm and final examinations. Learning logs will not be reviewed by your instructor.

4. You are required to present a reading strategy micro-teach in class. A list of strategies is found on page 7 of this syllabus. Be prepared to sign up for a strategy during the second class meeting.

STUDENT EVALUATION

Students must attain a grade of “C” or better in all required education courses.

Grading:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/participation</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Diagnostic Materials and Corrective Plan</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Lesson Plans (3 graded)</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>Final Evaluation Report</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Strategy Micro-Teach</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Completed Sign-in sheet</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

255 points
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>237-255</td>
</tr>
<tr>
<td>B</td>
<td>83-92%</td>
<td>212-236</td>
</tr>
<tr>
<td>C</td>
<td>73-82%</td>
<td>186-211</td>
</tr>
<tr>
<td>D</td>
<td>&lt;73%</td>
<td>&lt;186</td>
</tr>
</tbody>
</table>

Plus and minus grades are also used for this course.

YOU MUST EARN A C IN THIS COURSE TO PASS AND CONTINUE ON TO THE NEXT PHASE IN YOUR PROGRAM.

TENTATIVE CLASS SCHEDULE (subject to adjustment as needed)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>assignned reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to reading/writing difficulties; overview of assessment; factors involved in reading/writing difficulties; attitudes and interests; review of developmental reading</td>
<td>DeVries Ch. 1, 2</td>
</tr>
<tr>
<td>2</td>
<td>The Informal Reading Inventory (IRI); Administering/scoring word lists and passages. Mock IRI in class begins</td>
<td>DeVries Ch. 1, 2</td>
</tr>
<tr>
<td></td>
<td>Burns/Roe pp. 1-47</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The Informal Reading Inventory (IRI); Administration/scoring; miscues; IRI levels and interpretation. Mock IRI in class continues.</td>
<td>Burns/Roe pp. 1-47</td>
</tr>
<tr>
<td>4</td>
<td>IRI continued; observation techniques; Individualized Assessment Plan form; Mock IRI in class continues</td>
<td>DeVries App. C</td>
</tr>
<tr>
<td></td>
<td>Burns/Roe as above</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>IRI Summary Form; Corrective Plan; Lesson Planning; tutoring; Mock IRI in class concludes.</td>
<td>DeVries Ch. 13</td>
</tr>
<tr>
<td></td>
<td>Appendices A, D</td>
<td>Handouts</td>
</tr>
<tr>
<td>6</td>
<td>Phonemic Awareness and Phonics Theory/Assessment/Intervention</td>
<td>DeVries Ch. 4, 5, App. B</td>
</tr>
<tr>
<td>7</td>
<td>Word Identification; Vocabulary; Cloze; Corrective Plan due</td>
<td>DeVries Ch. 6, 7, App. B</td>
</tr>
<tr>
<td></td>
<td>Theory/Assessment/Intervention</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Vocabulary cont.</td>
<td>DeVries Ch. 7, App. B</td>
</tr>
<tr>
<td></td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Comprehension of Informational Text Readability; Theory/Assessment/Intervention</td>
<td>DeVries Ch. 9; pp. 42-44</td>
</tr>
<tr>
<td></td>
<td>Handouts</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Comprehension of Informational Text; Comprehension of Narrative Text Theory/Assessment/Intervention</td>
<td>DeVries Ch. 8</td>
</tr>
<tr>
<td></td>
<td>Handouts</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Comprehension of Narrative Text; Fluency; Theory/Assessment/Intervention</td>
<td>DeVries Ch. 8, 10</td>
</tr>
</tbody>
</table>
12  Spelling; Writing
 6 + 1 Traits; Simple 6; ISTEP rubrics
Theory/Assessment/Intervention

13  Standardized assessment/ISTEP +
“Alphabet Kids”; Grouping students
Final Evaluation Report format

14  Working with Parents and Professionals

15  General Education Intervention Team
Course Celebration
Final Evaluation Reports Due/Final Exam info

16  Final Exam – Date and Time TBA

Strategies for Micro-Teaches – Presentation Dates to be announced – Use the McLaughlin and Allen
text as a resource for these strategies

2. Reciprocal Teaching 11. Expository Text structure/graphic organizer
5. RIVET 14. ReQuest
6. Concept of Definition Map 15. QuIP
7. Open Mind Portrait 16. Discussion Web
8. Main Idea 17. QrA
9. QARs 18. Drawing Connections

BIBLIOGRAPHY


