**COLLEGE OF EDUCATION**

**UNDERGRADUATE DEPARTMENTAL COURSE SYLLABUS**

***“The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice (CARE).  These are key tenets in the Conceptual Framework of the College of Education.  Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.”***

**Course Prefix and Number: RED 4312** **Credit Hours: 3**

**Course Title: Emergent Literacies Strategies and Assessment**

**Regular Instructor: Allison Papke Email: apapke@mail.usf.edu**

**Course Meeting Time: Monday 10:30-1:15 Office: EDU 207L**

**Course Location: PIZ 203 Office Hours: By appointment**

**Contact Number: (941) 518-4510**

**Course Description:**

The purpose of this course is for pre-service teachers to understand the developmentally appropriate, research-based theories and practices that support children’s emergent literacy and language learning. This includes selecting, administering, and interpreting appropriate assessments, incorporating instructional strategies for diverse learners, differentiating instruction to support *inclusive* practices, and designing literacy instruction that is *integrated* across content areas.

**Course Objectives:**

This course will introduce candidates to the processes required in developing literacy and language skills in young children. Candidates will administer appropriate literacy and language assessments, and identify instructional strategies for developing literacy skills. Candidates will also design a classroom organization and management plan suitable for emergent literacy and language learners.

**Course Goals (student learning outcomes):**

1. The candidate will be able to identify the processes required in developing emergent literacy and language skills. (FLDOE 1.1, 1.3, 1.11; ESOL 2.1, 2.2; ACEI 2.1; USFCF 2; Reading Endorsement (RE) 4.2)
2. The candidate will be able to identify instructional strategies for developing emergent literacy and language skills. (FLDOE 1.2, 1.4, 4.8; ESOL 2.1, 2.2; RE 4.4, 4.5)
3. The candidate will be able to administer appropriate emergent literacy and language assessments. (FLDOE 4.2, FEAP 1.d; RE 3.2, 3.10)
4. The candidate will be able to interpret assessment data to determine the abilities and needs of emergent literacy and language learners. (FLDOE 4.3; FEAP 4.c; RE 3.6, 4.6)
5. The candidate will be able to develop differentiated instructional plans for emergent literacy and language learners based on assessment results. (FLDOE 4.4, 4.9; FEAP 1.e, 3.c, 3.h, 4.a; ESOL, 2.1, 2.2; ACEI 3.1, 3.2, 4.0; USFCF 6; RE 3.7, 4.3, 4.8, 4.9, 4.10, 4.11, 4.13, 4.14)
6. The candidate will be able to design a classroom organization and management plan suitable for emergent literacy and language learners. (FLDOE 4.7; FEAP 2.a, 2.h, ESOL 2.1, 2.2, RE 4.12)

**Evaluation of Student Outcomes**:

**Literacy Portfolio: Emergent Literacy & Language**

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| --- | --- |
| *Assignment* | *FREC Met* |
| Component 1 |  |
| Reflection | 1.A.4 |
| Component 2 | 1.B, 1.C, 1.D |
| Reflection | 1.B.3, 1.B.6, 1.C.1, 1.C.6, 1.D.5 |
| Component 3 | 1.F |
| Reflection | 1.B.3, 1.C.3, 1.F.2, 1.F.6 |

For the purposes of this course, students will create a Literacy Portfolio. This Portfolio will include multiple components related to Emergent Literacy and Language. These components will be completed over the course of 2 semesters of literacy coursework (Fall 2015/Spring 2016).

There are three components in the portfolio for this Fall:

**Fall 2015 Semester:**

Component 1 (40 points) – Attitude Towards Reading

Component 2 (40 points) – Print Concepts, Letters and Sounds, and Phonological Awareness

Component 3 (40 points) – Word Knowledge: Vocabulary and Word Study

**Spring 2016 Semester:**

Component 4 Fluency

Component 5 Text and Text Comprehension

Component 6 Differentiating for Diverse Students

Component 7 Holistic Interpretation

Component 8 Professional Reflection

Evidence of Professional Communication (15 points) -- Grammar/Spelling, Clarity of Communication, Organization

Fall 2015 Components:

Component 1 – Attitude Towards Reading

* Assessments designed to measure literacy and language ability related to the component
  + Assessments Administered: Elementary Reading Attitude Survey, Personal Interview
* Interpretation of assessment data related to the component
* Instructional strategies to support literacy and language learning related to the component (based on the interpretation of assessment data). These strategies should be aligned to research that supports your decision to include each strategy
* Instructional modifications to support diverse literacy and language learners (i.e., ESOL, students with an IEP, RtI, etc.) These modifications should be aligned to research that supports your decision

Component 2 – Print Concepts, Letters and Sounds, and Phonological Awareness

* Assessments designed to measure literacy and language ability related to the component
  + Assessments administered: Test of Print Concepts, Test of Letters and Sounds, Yopp-Singer
* Interpretation of assessment data related to the component
* Instructional strategies to support literacy and language learning related to the component (based on the interpretation of assessment data). These strategies should be aligned to research that supports your decision to include each strategy
* Instructional modifications to support diverse literacy and language learners (i.e., ESOL, students with an IEP, RtI, etc.) These modifications should be aligned to research that supports your decision.

Component 3 – Word Knowledge: Vocabulary and Word Study

* Assessments designed to measure literacy and language ability related to the component
  + Assessments administered: Spelling Inventory, Vocabulary, FAIR
* Interpretation of assessment data related to the component
* Instructional strategies to support literacy and language learning related to the component (based on the interpretation of assessment data). These strategies should be aligned to research that supports your decision to include each strategy
* Instructional modifications to support diverse literacy and language learners (i.e., ESOL, students with an IEP, RtI, etc.) These modifications should be aligned to research that supports your decision

**\*This is a Critical Task requirement and must be posted on Chalk & Wire by 8:35 Thursday, December 5 in order to earn a passing grade in the course.**

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| *Assignment* | *FREC Met* |
| Philosophy of Literacy Instruction & Assessment |  |

You will begin the semester by writing about your philosophy of literacy instruction and assessment. To understand how to best reach young learners, you will need to reflect on your own learning experiences. Once you determine how your past has shaped your personal views of literacy instruction and assessment, you should consider your beliefs about how to guide children into a life of literacy. You will complete a two-page statement describing your philosophy of literacy instruction and assessment. Use these questions to guide your philosophy statement:

* What does the teaching of literacy need to include?
* How should literacy be taught?
* What are important things to consider when assessing literacy?
* How should students be assessed in literacy?

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| *Assignment* | *FREC Met* |
| Literacy Autobiography |  |

To understand how to best reach young learners, you will need to reflect on your own learning experiences. Once you determine how your past has shaped your personal views of literacy, you should consider your beliefs about how to guide children into a life of literacy. You will complete a multimodal representation of your literacy autobiography describing your literacy experiences and how it shapes your philosophy of literacy acquisition. Questions to guide your literacy autobiography will be provided in class, along with examples of multimodal formats.

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| *Assignment* | *FREC Met* |
| PLC Presentation & Participation |  |

You will be grouped in a Professional Learning Community (PLC) based on the specific needs represented by your students in your placement grade levels. Each PLC will be assigned readings, based on research, that provide insight into addressing the pillars of literacy specific to your assigned grade level. Working with your PLC, you will discuss the assigned articles and the pillars of literacy, and your group will create an informative multimodal experience using a platform of your choice to share with classmates.

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| --- | --- |
| *Assignment* | *FREC Met* |
| Weekly Reading Responses | 1.A.1, 1.A.4, 1.C.1, 1.D.1, 1.D.2, 1.D.5, 1.E.1, 1.E.5, 1.F.2, 1.G.4 |

In order for you to process the information in our readings and class discussions, you will engage in a weekly response to the readings. Each week, you will create a reading response based upon the readings assigned and your experiences in the classroom. The responses can include your learning across the Children’s Literature course, our class, and your field experience. **Due: Every Sunday by midnight.**

**Coaching Cycle**

This semester, I am available to support your literacy instruction in your field experience. I can meet with you in your field placement to support you with observation of literacy instruction, literacy planning, or literacy instruction. **One time during the Fall semester**, we will complete a coaching cycle. You will schedule a pre-conference with me to review your plans, I will observe you teach the lesson, and we will post conference to discuss your lesson and set goals for the spring semester. The purpose of this coaching cycle is for you to receive literacy support in the classroom and for you to demonstrate growth between the Fall and Spring semesters.

**Quiz- Continuum of Literacy Development**

You will be complete one quiz during the semester. These will be completed outside of class and are due as stated above.

**Weekly Conversation Calendar**

At the conclusion of each class you will complete this task. It gives you the chance to share your thoughts and questions, while providing me the opportunity to see how things are going for you in the course. You earn five points for completing this each week. Note: In the case of absence, you will not earn points for the Conversation Calendar. **Due: Every Monday.**

**Hillsborough County Public Schools Task Force specific class activity statement**

This project has been approved through the Hillsborough County Public School Research Review process. Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and Hillsborough County Public Schools both want to ensure that student records are protected and that teachers and potential teachers have the most appropriate training opportunities. **Student Information (K-12) collected for this task will NOT include information that identified the individual student** and **any student identifiable information/data collected will NOT be retained** (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) **past the completion of the course and the assignment of a grade by the instructor/professor**.”

**Chalk & Wire** **:** All tasks designated as critical must be completed with a score of 3 or above on each criterion in order to pass the course.An assignment that receives a score of below 3 on any criterion must be resubmitted until a score of 3 or better is achieved and that score will be entered into the Assignment E-portfolio system. However, the original grade on the assignment will be the score used to compute the final grade for the course. All revisions must be completed before the last class meeting. **A** [**Chalk&Wire**](http://www.coedu.usf.edu/main/chalkandwire/Brochure%20-%20Student.pdf) **e-portfolio account may be purchased at the USF Bookstore.**

**Grading Criteria**:

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| --- | --- |
| **ASSIGNMENT** | **POINTS POSSIBLE** |
| Conversation Calendar | 12 @ 5 points = 60 points |
| Weekly Reading Responses | 11 @ 10 points = 110 points |
| Philosophy of Literacy Instruction & Assessment  (post to Professional Portfolio) | 25 points |
| Literacy Autobiography | 25 points |
| PLC Participation & Presentation | 50 points |
| Coaching Cycle | 25 points |
| Quiz- Continuum of Literacy Development | 25 points |
| Literacy Portfolio Rough Draft | 35 points |
| Final Literacy Portfolio | 120 points |
|  | **Total Points Possible**  **475** |

**\*Total number of points subject to change at instructor’s discretion.**

**A percentage will be calculated based on the number of points earned.**

Your letter grade for the course will be determined in several ways. I will assess and evaluate your learning processes and products throughout the semester. The following guidelines will be used to determine your grade.

**A** (90-100) Consistent and thoughtful participation in all class discussions and activities. Excellent quality and serious thought put into all assignments. Evidence that all assignments were read carefully and thoughtfully discussed.

**B** (80-89) Effort to participate in most class discussions and activities. Extra effort and above average quality in class assignments and projects. Evidence that reading was completed and contemplated.

**C** (70-79) Occasional participation in class discussions and activities. Assignments and projects adequately completed. Evidence that reading was completed.

**D/F** (-69)Lack of participation in class discussions. Assignments incomplete and/or poorly done. Lack of evidence that reading was completed.

90-100 A 80-89 B 70-79 C 60-69 D 59 and below F

**Any student earning a grade below 70% will be removed from the Cohort for the remainder of the year.** No grade below C- will be accepted toward a degree. Reassignment to a new cohort will be made to retake RED 4312.

**Textbook(s) and Readings**:

Bear, D. R., Invernizzi, M., & Templeton, S., Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction.* **5Th Edition**

Boushey, G., & Moser, J. (2014). *Daily Five*. Stenhouse Publishers.

Cunningham, P. M., & Allington, R. L. (2015). *Classrooms that work: They can all read and write*, **6th Edition**. New York: Pearson.

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Stenhouse Publishers. **2nd Edition**

**Required Materials:**

Chalk and Wire account. ID # can be purchased from USF bookstore.

**INSTRUCTOR POLICIES**

1. **Final Examinations Policy** - all final examinations are to be scheduled in accordance with the University's final examination policy.
   * <http://www.ugs.usf.edu/policy/FinalExams.pdf>
2. **General Attendance Policy** 
   * <http://www.ugs.usf.edu/policy/GeneralAttendance.pdf>
   * Active participation and preparation for class is essential and indicative of your engagement, involvement and professionalism ***(FEAP 6).***Consistent and complete attendance is necessary to learn all of the information covered in the course, to observe modeled instructional strategies, and to participate in discussions and activities**.** If you will be absent, you are responsible for notifying the instructor prior to class by email or phone. It is the student’s responsibility to get any missed information and materials. ***Each absence will result in a deduction of points from your participation grade, conversation calendar and any additional assignments not submitted on time. Beginning with the 2nd absence, each absence will lower your course grade by 5%.***
   * Prompt arrival to class is also a reflection of involvement and professionalism. Excessive tardiness will result in missing vital information, as well as point deductions. ***One tardy of 30 min or less will be overlooked, 2 tardies of less than 30 minutes will count as an absence. Any tardy in excess of 30 minutes or more will count as an absence. Leaving class more than 30 min early constitutes an absence. Please review the attendance policy above for possible grade impact.***
3. **Early Notification Requirement for Observed Religious Days** - Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term.
   * <http://www.ugs.usf.edu/policy/ReligiousDays.pdf>
4. **Assignment Policy:** 
   * Assignments are due at the beginning of class on the due date. Plan ahead for computer difficulties and complex schedules. If you are absent on the day an assignment is due, you should make sure the assignment is turned in on time by submitting the assignment via Canvas or email. It is your responsibility to make sure the email is delivered successfully. **If an assignment is late, a 10% reduction in final grade will occur each day (up to 3 days for a total of 30%). After the third day, no credit will be issued for the assignment.**
   * Teachers must use the English language as the medium of instruction. All written work in this course should reflect **accuracy in spelling, punctuation, and usage**. **All assignments must be typed, DOUBLE-SPACED using 12-point font, unless otherwise specified.** Points will be subtracted from assignments for incorrect spelling, mechanics, usage and improper formatting.
5. **Cell Phone Use:** Please turn off cell phones during class sessions. **Please do not text, email, or conduct personal Internet business during class time.** Texting, sending email, or conducting personal Internet business during class time will result in a loss of participation points.
6. **Canvas and Email:** Course materials, checklists, and announcements will be posted on **Canvas.** Students are responsible for downloading and printing materials. Checklists or rubrics must be handed in with assignments. Canvas email will be used to communicate course information. **You are responsible for regularly checking your email and for reading announcements posted on Canvas.**
7. **Academic Integrity of Students** 
   * <http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf>
   * **ALL ASSIGNMENTS FOR THIS COURSE MUST BE ORIGINAL WORK OF THE STUDENT AND NO PART MAY BE WORK FROM OTHER STUDENTS, WORK FROM PREVIOUS ASSIGNMENTS, OR ASSIGNMENTS FROM OTHER COURSES.** Copying from Internet sources (“cut and paste”) is plagiarism. Copying previously submitted work, other students’ work or portions of their work constitutes plagiarism. Plagiarism is defined in the USF Graduate Catalog and is considered academic dishonesty. The penalties for academic dishonesty “include receipt of an “F” … on the subject paper …, and “FF” in the course, suspension or expulsion from the University.” You MUST reference all sources, including teacher materials. This is a mark of your professionalism. Use the ***Publication Manual of the American Psychological Association, 6th edition to reference all sources of materials that are not your own (including internet materials).*** APA has samples for referencing websites and other electronic sources.
8. **Disruption of the Academic Process** 
   * <http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf>
9. **Gender-Based Crimes** - Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The [Center for Victim Advocacy and Violence Prevention](http://www.sa.usf.edu/ADVOCACY) (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on campus are: the [Counseling Center](http://www.usf.edu/student-affairs/counseling-center/) (813-974-2831) and [Student Health Services](http://www.usf.edu/student-affairs/student-health-services/)(813-974-2331).
10. **Student Academic Grievance Procedures** 
    * <http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf>
11. **Students with Disabilities** - Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
    * See student responsibilities: [http://www.sds.usf.edu](http://www.sds.usf.edu/)
    * See instructor responsibilities: <http://www.asasd.usf.edu/instructorresponsibilities.asp?refer=FACULTY>
12. **Turnitin Privacy Policy**

In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. *Turnitin* provides an originality report letting the instructor know how much of the assignment is original. Please follow your instructor's instructions carefully regarding what identifying information to include.

* + [How do I submit a Turnitin Assignment?](http://guides.instructure.com/s/2204/m/4212/l/64908-how-do-i-submit-a-turnitin-assignment)

1. **University Emergency Policy** 
   * *In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.*
2. **Syllabus Modifications:** Good teachers are responsive to the learning needs of students. I reserve the right to make minor adjustments in the syllabus to maximize the learning experience.

**Content Outline**:

Please note: This is subject to change based on student needs and instructor’s discretion.

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| --- | --- | --- | --- |
| **Date** | **Class Topic** | **Reading Assignments**  **(due on this date)** | **Assignments Due**  **(due on this date)** |
| Week 1  8/24 | Syllabus Overview  Introduction – What is Emergent Literacy?  Philosophy of Literacy Instruction & Assessment | None | None |
| To Do | *-Print and Bring Conversation Calendar posted on Canvas* | | |
| Week 2  8/31 | *The Crayola Curriculum*  Eight Elements of Effective Literacy Instruction  Creating Enthusiastic Independent Readers  Literacy ERAS/Interest Interview  Autobiography | \_\_ Read Article on Canvas  *The Crayola Curriculum*  \_\_ Read Chapters 1-2:  *Classrooms That Work*  **Note**: Please complete and submit the philosophy assignment BEFORE completing the assigned reading. | **­\_\_Philosophy of Literacy Instruction & Assessment**  \_\_Reading Response (due every Sunday by midnight) |
| To  Do | *Have a conversation with your CT about the readers in her/his classroom. Take notes on this conversation. What reading curriculum do they use? Determine which student you will work with based on his/her emergent abilities. Observe the student during class and take notes about his/her reading/literacy behaviors. Obtain copies of any literacy assessment data available – DRA2, Running Record, etc. Bring this to class on* ***9/14*** | | |
| Week 3  9/7 | No Class | Labor Day |  |
| Week 4  9/14 | Building a Literacy Foundation  Gender Gap in Reading  Constrained/  Unconstrained Skills  PLCs Begin | \_\_ Read Chapter 3:  *Classrooms That Work*  \_\_ Read the Stahl Article (Canvas)  \_\_Read the McKenna and Kear article (Canvas) | **\_\_ Literacy Autobiography Due**  \_\_Bring Focus Student Notes  \_\_Submit the Name and Grade Level of Your Focus Student  \_\_Reading Response (due every Sunday by midnight)  **In Class**:  \_\_Practice Analyzing ERAS  \_\_PLC ERAS Administration |
| To  Do | *Arrange a time with your CT when you can administer the ERAS and conduct a short interview with your student. Bring the completed ERAS & Interview to class on* ***Week 5****. If your teacher has ALREADY completed an interest inventory/interview, you may simply bring in a copy of the inventory and reflections on your conversation.* | | |
| Week 5  9/21 | Phonics  The Alphabetic Principle  Letter-Sound Instruction  Common Core Standards – Phonemic Awareness  Test of Letters and Sounds  Developmental Word Knowledge  Building Literacy Portfolio Component 1  Multimodal Texts | \_\_ Read Chapter 1: *Words Their Way*  *\_* Read Chapter 5: *Classrooms That Work*  \_\_ Read Yopp-Singer article (Canvas) | \_\_ERAS and Interview Results Due  \_\_Reading Response (due every Sunday by midnight)  **In Class**:  \_\_Practice Analyzing Test of Letters and Sounds  \_\_PLC ERAS Results  & Test of Letters and Sounds Administration |
| To  Do | *Arrange a time with your CT when you can administer a test of letters and sounds to your student. Bring the completed assessment to class on* ***Week 6****. If your teacher has already administered this type of test to your student, have a conversation about the results and bring in a copy with reflections.* | | |
| Week 6  9/28 | Assessment  Spelling Inventory  Organizing for Word Study  Building Literacy Portfolio Component 2 | Read Chapter 11: *Classrooms That Work*  \_\_ Read Chapters 2 & 3: *Words Their Way* | **\_\_ Literacy Portfolio Component 1 Draft Due**  \_\_Bring Focus Student Assessment Samples  \_\_Reading Response (due every Sunday by midnight)  **In Class**:  \_\_PLC Focus Student Assessment Samples |
| Field Experience  To  Do | *Arrange a time with your CT when you can administer a Spelling Inventory to your student. Bring the completed assessment to class on* ***Week 7****. If your teacher has already administered this assessment to your student, have a conversation about the results and bring in a copy with reflections.* | | |
| Week 7  10/5 | Common Core Standards – Phonics  Word Study for Emergent Stage and Letter Name-Alphabetic Stage  Foundations of the Daily 5 | \_\_ Read Chapters 4 & 5: *Words Their Way*  \_\_ Read Chapter 1: *The Daily 5* | \_\_Test of Letters and Sounds Results Due  \_\_Reading Response (due every Sunday by midnight)  **In Class**:  \_\_ PLC Test of Letters and Sounds |
| To  Do | *Arrange a time with your CT when you can administer an assessment of vocabulary to your focus student. Bring the completed assessment to class on* ***Week 8****. If your teacher has already administered this type of test to your student, have a conversation about the results and bring in a copy with reflections.*  *Discuss the Coaching Cycle with your CT. Decide on a date and time that you will be able to teach a literacy lesson (small group or whole group).* | | |
| Week 8  10/12 | Word Study for Within Word Pattern Stage  Vocabulary Development  Common Core State Standards | \_\_ Read Chapter 6: *Words Their Way*  \_\_ Read Chapter 6: *Classrooms That Work*  \_\_ Articles TBA: See Canvas for articles specific to PLC Groups | **\_\_ Literacy Portfolio Component 2**  \_\_ Sign up for Coaching Cycle  **Draft Due**  \_\_ Spelling Inventory Due  \_\_Reading Response (due every Sunday by midnight)  **In Class**:  \_\_ PLC Focus Student Spelling Inventory |
| Week 9  10/19 | Building Literacy Portfolio Component 3  Fluency  Comprehension  Fluency  Common Core State Standards | \_\_ Read Chapters 4 & 7: *Classrooms That Work*  \_\_ Articles TBA: See Canvas for articles specific to PLC Groups | \_\_ Vocabulary Assessment Due  \_\_Reading Response (due every Sunday by midnight)  **In Class:**  \_\_ PLC Focus Student Vocabulary Assessment |
| Week 10  10/26 | Comprehension Common Core State Standards  Effective Comprehension Instruction  Differentiation and Interventions for Struggling Readers | \_\_ Read Chapter 12: *Classrooms That Work*  \_\_ Read Chapter 1: *Strategies That Work*  \_\_ Articles TBA: See Canvas for articles specific to PLC Groups | \_\_Reading Response (due every Sunday by midnight)  **In Class**:  \_\_Video on CCSS  \_\_ PLC Selected Topic |
| Week 11  11/2 | Tools for Active Literacy  Text Selection  Common Core State Standards | \_\_ Read Chapters 2 & 3: *Strategies That Work*  \_\_ Articles TBA: See Canvas for articles specific to PLC Groups | **\_\_ Literacy Portfolio Component 3 Draft Due**  \_\_Reading Response (due every Sunday by midnight)  **In Class**:  \_\_ PLC Selected Topic |
| Week 12  11/9 | Revisiting the Pillars  Teaching and Learning Independence  Running Record Introduction  PLC Presentations | \_\_ Read Chapter 3: *The Daily 5*  \_\_ Read Chapter 4: *Strategies That Work*  \_ Articles TBA See Canvas for articles specific to PLC Groups | **\_\_ Quiz: Continuum of Literacy Development**  \_\_Reading Response (due every Sunday by midnight)  **In Class**:  \_\_Work on PLC Presentations |
| Week 13  11/16 | Assessment Driven Instruction  PLC Presentations | \_\_ Read Chapter 5: *Strategies That Work*  \_\_ Watch Assessment Driven Instruction Video (Annenburg, grades k-2) Link provided on Canvas | \_\_Reading Response (due every Sunday by midnight)  **In Class**:  \_\_Work on PLC Presentations |
| Week 14  11/23 | No Class | Thanksgiving Break |  |
| Week 15  11/30 | PLC Presentations | Multimodal Presentations Due Today!!! | **\_\_ Submit Completed Final Literacy Portfolio** |
| Week 16  12/7 | TBD | USF Exam Week | **\_\_ Literacy Portfolio Must be Uploaded to Chalk and Wire** |
| *Articles will be posted on Canvas.* | | | |