CHARTER School Of Education and Human Sciences
EDU 429 – Diagnosing and Correcting Reading Difficulties (3 hours)
FALL SEMESTER 2014

Course Meetings: M 1-3; W Field Experiences 1-2 or 2-3
Professor:
Office Hours:
Telephone:
Email:
Place of Meeting: Cook 137
Office Location:
Email will be checked during regular working hours, Monday – Friday unless otherwise discussed in class..

Course Description: Evaluation procedures and instructional methods and materials suitable for use by the classroom teacher in facilitating reading development3 of at-risk and diverse populations. Students will use a variety of informal and formal instruments and procedures to collect and analyse data for assessing student's reading interests and needs, will design learning activities to support reading progress, and will reflect upon their own and student's development. Standardized evaluation procedures will be surveyed. Field experience required. *PR: EDU 321*

Required Texts:
          Bear, D.R, Invernezzi, M., Templeton, S., & Johnston, F. (2011 or 2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction, (5th Ed.)* Columbus, OH: Merrill.
          Clay, M. Marie (2005 or 2006). *An Observation Survey of Early Literacy Achievement.* (2nd Edition Revised). Heinemann Publishing.
          Cooter, R. B., Flynt, E. S. & Cooter, K. S. (2013). *The Flynt/Cooter Comprehensive Reading Inventory-2: Assessment of K-12 Reading Skills in English & Spanish* (2nd edition). Prentice Hall.

Required Readings/Text to be downloaded:
NCTE. (2009).Standards for the Assessment of Reading and Writing, Revised.
          http://www.ncte.org/standards/assessmentstandards
Common Core Georgia Performance Standards in Reading & Language Arts
          www.georgiastandards.org/Common-Core/Pages/ELA.aspx
Edu 429 Course manual (download from Viking Web)

Supplemental Texts & Readings:
Tompkins, Gail E. (2005). *Literacy for the 21 st century: A balanced approach*. Upper Saddle
  River, NJ: Merrill Prentice Hall.
Tompkins, Gail E. (1997). *50 Literacy strategies*. Upper Saddle River, NJ: Merrill Prentice
  Hall.

Other Required Readings: As assigned

Purpose of Course:
The Berry College teacher preparation program for ECE majors requires this course because of (1) the importance of reading in the early childhood curriculum, (2) the need for ECE teacher education candidates to be better prepared to identify and provide early intervention for at-risk students in their classes in order to fully develop reading potentials, and (3) the role assessment plays in guiding instruction in balanced literacy programs.

This course is a continuation of the study of reading methods and materials, but focuses on evaluation concepts and procedures and the development and adaptation of strategies for facilitating individual reading progress of at-risk and exceptional student. As such the entire course addresses PSC standards specifying that students develop the understanding and use of formal and informal

assessment strategies. In addition the goals and expected outcomes below are based on the International Reading Association standards for competencies needed by a classroom teacher.

Student Learning Outcomes And Assessment Measures:
Upon completion of this course, students will have the following knowledge, skills, and dispositions as literacy teachers:

Student Learning Outcomes (based on International Reading Association (IRA 2010))	Berry College Teacher Ed. Goals	ASSESSMENT MEASURES	CRITERIA
IRA 1. Foundational Knowledge: Candidates have knowledge of the foundations of reading and writing processes and instruction. **INTASC 4 Content Knowledge**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. **INTASC 5 Application of Content**: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Head	Tests Case Study Interpretation Chart	Score/100%
IRA 2. Curriculum & Instruction: Candidates use instructional approaches, materials and an integrated comprehensive, balanced curriculum to support learning in reading and writing. **INTASC 7. Planning for Instruction** - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Hands	Observation Weekly Reflection Emails	Rubric
IRA 3. Assessment & Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. **INTASC 6. Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Hands	Observation Protocols Case Study Interpretation Chart Tests	Rubrics & Checklists Score/100%
IRA 4. Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional	Hands	Observation Student Display	Checklist & Rubrics

practices, approaches and methods, curriculum materials, and the appropriate use of assessments. **INTASC** 3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.			
IRA 5. Profession-al Development and Dispositions: Candidates view professional development as a career-long effort and responsibility. INTASC. Professional Learning and Ethical Practice: The teacher engages in on-going professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. INTASC 10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Head & Heart	Observation	Rubric

Methods of Instruction: Instructional methods will include direct instruction, simulations, demonstration, technology based, individual coaching, small and large group discussion, case study, collaborative learning, and reflection.

Field Experiences: FE is an integral part of this class and will take place each Wednesday at BCEMS from either1-1:50 or 2-2:50 for 10 weeks. During that time, each class participant will work with one student that has been identified by a classroom teacher as having reading difficulties. The student will be assess using appropriate diagnostic tools that will inform the candidate in order to determine best instructional practice using a modified Reading Recovery planned approach. Criteria for FE will be provided in class.

Attendance Policy: Scheduled class sessions, both content and field experience, are an integral part of the course; therefore attendance is expected at all classes & field experiences Excused absences for family deaths, illness confirmed by medical personnel, or job/community related service, confirmed by appropriate administrators, are sometimes unavoidable. Professional ethics require that you inform the course instructors if you must miss a class – prior to the class. If you miss more than three one-hour class content session or one field experience session you will not have been involved in sufficient experiences as well as discussion about ideas, concepts and attitudes to meet the requirement of this course. Therefore, after each class missed, beginning with the 3 rd absence (cumulative for content sessions and FE), your end of semester grade will be dropped by one-half letter grade. On-time attendance and active class participation are requisites of professional behaviour. Participants must be on time, stay for entire class sessions, and participate actively in discussions and other activities. Three times tardy is equivalent to one absence. You are considered tardy once the sign-in sheet has circulated and class has begun – or in

the case of FE, once the teachers have returned to their rooms and students are being sent for reading clinic. Records of attendance and participation will be maintained.

Academic Integrity: Academic dishonesty includes, but is not limited to, the following: cheating, unauthorized collaboration, plagiarism, fabrication, multiple submissions, and aiding and abetting. Students are expected to comply with the college's policies concerning academic integrity. A full description of policies and appeals procedures can be found in the *Viking Code* and the *Georgia Code of Professional Ethics.* Lack of adherence to these criteria will result in a grade of zero on the specific assignments and, after review by faculty, possible removal from the class. Candidates sanctioned for violating academic integrity policy may not withdraw from the class with a "W". Candidates may appeal faculty decisions to a subcommittee of Academic council through the provost. In addition to the Viking code, candidates in the teacher education program have agreed to uphold the Code of Ethics for educators in Georgia (www.gapsc.com). Violation of this code may result in sanctions including, but not limited to, being placed on record for poor academic standards, receiving a zero for the assignment, withdrawal from the course, or removal from the program.

Course Assignments/ Guidelines:
<u>Professionalism, Preparation, and Reading</u>
Read all assignments prior to class, participate in classroom activities, home-learning assignments, computer lab activities, and discussions, attend <u>all</u> class sessions, exhibit professional behaviour, and be actively involved. Readings form the background for discussions, demonstrations, simulations, and group work we will do in class, as well as providing information related to assessments to be given during FE. Everything from the assigned readings cannot be directly discussed in class, but you are responsible for all content in assigned readings.

Dispositions:
The INTASC principles/standards specify certain dispositions that are expected of future teachers. Teacher education candidates or non-candidates enrolled in this class are expected to demonstrate positive and professional attitudes toward the education of all students while in fieldwork placements as well as during class time. Examples include being prompt and prepared for both class and field assignments, using respectful and professional language and practices when engaged in discussions, and demonstrating culturally sensitive and respectful attitudes toward and interactions with students, staff, and peers.

Personal Technology Policy:
This classroom is a cell phone-free space. Phones must be put away during class time. Please do not text or check messages while in class. If there is an emergency situation where you must look at your phone, please notify the course instructor before class. Cell phone use is a distraction to many and interrupts the flow and focus of the class. In consideration of our learning community, anyone seen with a phone out will be asked to leave class.

Laptops are acceptable and encouraged in class for use as a learning tool and to extend the learning of the classroom outside of its walls. However, anyone engaging in non-class specific activities on any electronic device will be asked to leave class.

<u>Knowledge & Application:</u> You are responsible for (1) initial and on-going assessments and data collection that will inform your teaching of a student during field experience, (2) demonstrating initiative and responsibility in selecting and/or designing materials and correctly implementing instruction appropriate for your student, and (3) *demonstrating consistency and improvement throughout the semester regardless of when specific items are graded*. You are also expected to work *with* your student's referring teacher to provide appropriate instruction for the student and feedback to the teacher. You are responsible for keeping that teacher informed through <u>weekly</u> email. When sending the email to the classroom teacher weekly, a copy must be sent to your Edu 429 field

experience supervisor/course instructor and you will keep a copy for your own records. Subject line for these emails should read indicating the field experience designation (FE), the course number (429) and then the designation of "weekly email" with the week for which you are reporting (1,2, 3.. .) For example: FE429weeklyemail1. These emails serve as the reflection on your instruction and assessment. A format for the emails/reflects will be discussed in class.

Assessments –
General Administration
  a. Professional administration of assessments will require you to educate yourself about the specific steps involved by reading test manuals and directions and by *practicing before* you administer an assessment to your assigned child.
  b. Administrations will be observed and feedback provided by your college professor and occasionally teachers from the school where you will do field experience. During administration of assessments, professors are available to coach and help you, but you are responsible for coming prepared with materials made ahead of time, having studied manuals and notes on how to administer these assessments, and having selected appropriate assessments for the specific child.
  c. Perfection in performance is not expected, but performance that indicates you are well prepared is expected.
  d. Before administering an assessment, enter, in pencil, all descriptive data on the test protocol.
  e. During administration professionally mark (in pencil) student responses on the protocols, using correct marking procedures.
  f. After administration of an assessment, accurately, legibly, and completely score the protocols. Use appropriate stanine tables or calculate scores.
  g. After scoring protocols, interpret the assessment scores and enter the scores and interpretation on the Test Interpretation/Data Analysis Chart (TIDAC).
  h. Place the scored protocols and interpretation of assessments in your Field Experience Notebook.
Running Records Administration
  i.   With the Running Record, you will collect on-going data by taking an RR during most tutoring sessions. These RRs are to be scored, miscues analyzed, and then discussed with the student in a Retrospective Miscue Analysis (RMA) framework. RMA discussion with your student should be indicated as part of instruction on the On-going Remediation Plan (ORP).

*Instruction***:**
a)   Each week you are to use assessment data to determine what skills and/or strategies should be taught to the student assigned to you for tutoring. You are responsible for locating the materials and appropriate levels of text needed to teach the student with whom you are working. Once field experience begins, the designated time for preparation is Fridays, 1-2. Therefore, it is expected that you will have all materials ready and available for your field experience session for the following week. Lack of preparation for instruction and/or assessment will result in a zero for preparation for that week.
b) All instructional activities must be manipulative and interactive in nature. No worksheets or handouts are permissible. Use of computer games/activities should be limited to no more than 3 during the term and should last no more than 10 minutes during a session. Only reading a trade book and answering questions is not considered an adequate use of time for instruction.
c) Format during FE: Modified Reading Recovery lesson (to be discussed in class with handout)

Planning:

All planning is to be based on the results upon analysis of assessments given during Field Experience in conjunction with information collected from the classroom teacher on the student information survey. At the beginning of the term, you will complete a weekly lesson outline (following the identified Reading Recovery elements) for your field experience work. The outline will list the assessment to be given and/or the assessment data used to determine need, the instructional objectives (from GCCPS), the basic procedures and the strategies. All lesson outlines should be dated and placed in chronological order (newest to oldest) in the front of the Field Experience Notebook that you will display at your teaching station.   It is through the assessment protocols, lesson outlines and observations that your instruction of appropriate implementation of the remedial lesson format is assessed. (Handout with specific criteria will be discussed in class.)

Display: Set up and maintain an on-going display that helps your assigned student reflect upon his/her reading/writing achievements and progress. (Criteria handout for display will be discussed in class.) The display must be set-up for the first day of field experience. For the first day, it must include the student's first name (only). Following week one, there should be something new on the board each week (cumulative and/or non-cumulative) as a result of your work with the student the previous week. At a minimum, keep visual tracking of books read, sight and content words learned, and strategies utitlized by the student.

Reporting Case Study: While teachers look upon the type of assessment and instruction you will do this semester as just that – assessment and instruction—in actuality what you are doing is a form of research known as *case study research*. You will be required to report this research in a format that will serve as your final exam. Therefore it is imperative to keep your Case Study Interpretation Chart (CSIC) current. (CSIC will be discussed in class with handout.)

Informal Reading Inventory (IRI) Administration: You will administer one IRI to a student with whom you are working during your student teaching/senior year experience. The due date for the IRI will be announced in class upon completion of in-class teaching about the IRI as an assessment. For the IRI, protocols, summary sheet, and comprehension analysis chart(s) are due to complete the IRI administration package. (IRI Criteria and guidelines will be discussed in class with handouts.)

Tests: Multiple quizzes – following the completion of study about each assessment – will be given. Quizzes may also include content from readings and/or class discussion.

Evaluation Components and Grading Scale (%):

A 94 and above	B+	87-89	C+	77-79	D=below 70
A- 90-93	B	84-86	C	74-76	
	B-	80-83	C-	70-73	

Assignment	Percentage of Total Grade

Professionalism and Preparation:
   Readings, class participation & prep
   Initiative & Responsibility
   Collaboration; Edu 429 weekly emails
   Student Display, FE notebook documentation
	20%

Assessments
   Administration/Procedures
   Appropriate Protocol Analysis
	20%

Planning & Instruction
   Instruction Based on Assessed Need
 Modified Reading Recovery Plans & Teaching
Outlines (located in Field Exp. Notebook)
   Accurate Strategy Implementation
	20%

Informal Reading Inventory and Quizzes	20%
Reporting Case Study (CSIC)	20%

Accommodation Statement: Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Academic Support Center in Krannert 329 (Ext. 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Schedule of Class Sessions: (Attached.) The attached appendix is a tentative plan and may need to be adjusted based progress during learning and practice of assessments, Field Experiences, and other events unknown at this time.

Appendix I: Instructor's Bibliography:

Allington, R.L. (2001). *What really matters for struggling readers: Designing research-based programs.* New York: Addison-Wesley/Longman.

Block, C.C. (2003). *Literacy difficulties: Diagnosis and instruction for reading specialists and classroom teachers*. (2nd Ed.) Boston: Allyn & Bacon.

Clay, M. (2000). *Running records for classroom teachers.* Portsmouth, NH: Heinemann.

Collins-Block, C., & Pressley, M. (2002). *Comprehension instruction: Research-based practices*. New York: Guilford Press.

Drucker, M. J. (2003). What reading teachers should know about ESL learners. *The Reading Teacher, 57*(1), 22- 29.

Fountas, I.C. & Pinnell, G.S. (2001). *Guiding readers and writers (grades 3-6): Teaching comprehension, genre, and content literacy.* Portsmouth, NH: Heinemann.

Goodman, Y. (1978). Kid watching: An alternative to testing. *National Elementary Principal, 57,* 41-45.

Goodman, Y. M., & Marek, A. M. (1996). *Retrospective miscue analysis: Revaluing readers and reading.* Katonah, NY: Richard C. Owen Publishers, Inc.

Hurley, S.R. & Tinajero, J.V. (2001). *Literacy assessment of second language learners*. Boston: Allyn and Bacon.

IRA. (2010). Standards for reading professionals. http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals

IRA/NCTE. (2009). *Standards for the assessment of reading and writing.* Newark, DL: International Reading Association. http://www.ncte.org/standards/assessmentstandards

Kamil, M.L., Mosenthal, P.B., Pearson, P.D., & Barr, R. (Eds.) (2010). *Handbook of reading research, vol. IV.* Mahwah, NJ: Lawrence Earlbaum Associates.

Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining the schools*. Portsmouth, NH: Heinemann.

McCormick, S. (2006). *Instructing students who have literacy problems* (4 th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Meyerson, M. & Kulsza, D. (2002). *Strategies for Struggling Readers*. Upper Saddle River, NJ: Merrill/Prentice Hall.

National Reading Panel (NRP.) (2000). *Report of the National Reading Panel: Teaching children to read. Subgroups report.* Washington, DC.: National Institute of Child Health and Human Development.

Neuman, S.B. & Dickinson, D. K. (2001). *Handbook of early literacy research*. New York: Guilford Press.

Pikulski, J. (1994). Preventing reading failure: A review of five effective programs. *The Reading*

Teacher, 48, 30-39.

Rasinski, T. & Padak, N. (2000). *Effective reading strategies: Teaching children who find reading difficult.* Columbus, OH: Merrill..

Appendix 2: Teacher Education Conceptual Framework
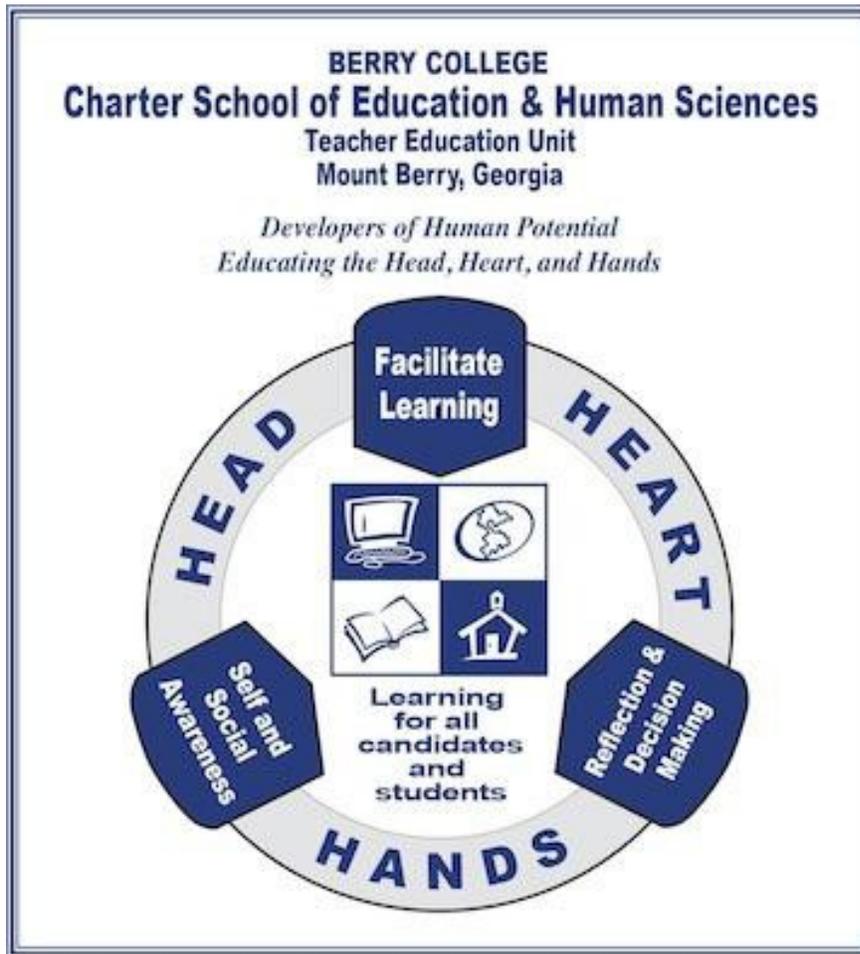
Teacher Education Program Conceptual Framework

We believe that teachers are "Developers of Human Potential." Like Martha Berry, we believe that the role of excellent teachers is to help our candidates and the students they teach to reach their full potential by developing their head, heart and hands. This philosophy is based on three dimensions to develop teachers and educational leaders who (1) Promote Reflection and Decision Making (**head**), (2) Facilitate Learning (**hands**), and (3) Enhance Self and Social Awareness (**heart**).

Our Conceptual Framework provides for a basis of coherence among all aspects of the teacher education curriculum, instruction, field experiences and assessments across the range of the candidates' programs. The

framework is developed by and shared with our arts and science colleagues, our school-based partners, is consistent with the mission of Berry College and continuously evaluated.

Conceptual Framework

We believe that teachers are **"Developers of Human Potential."** Like Martha Berry, we believe the role of excellent teachers is to help our candidates and the students they teach to reach their full potential by developing their **head, heart and hands**. Our philosophy and purposes are based on three dimensions to develop teachers and educational leaders who **1) Promote Reflection and Decision Making** (**head**), **2) Facilitate Learning** (**hands**), and **(3) Enhance Self and Social Awareness (heart).** Each of these dimensions is tied to one or more of the 10 program principles and is demonstrated by our candidates in the coursework, field and clinical experiences.

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Initial and Advanced Program Principles Aligned with the Conceptual Framework
Interstate New Teachers Assessment and Support Consortium

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Principle 1: **Subject Matter (Head):** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: **Student Learning (Head):** The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: **Diverse Learners (Heart):** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: **Instructional Strategies (Hands):** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: **Learning Environment (Hands):** The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

Principle 6: **Communication (Head):** The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: **Planning Instruction (Hands):** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: **Assessment (Hands):** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: **Reflection and Professional Growth (Heart):** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: **Collaboration, Ethics and Relationships (Heart):** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

8/19/2011

Edu 429 – Tentative Schedule –2014 *

Date	Topic	Readings	Due
W9/3	Reading Correlates	Course Manual Section 2	
M9/8	Reading Correlates (cont.) Phonetic Analysis	Course Manual Section 2 Bear, et. *Words Their Way*	
W9/10	Quiz on Correlates Phonetic Analysis (cont.) or Letter Recognition Test Placements	*Words Their Way* Course Manual Section 5, pages 8-9 Clay text	
M9/15	Field Experience Prep.	Correlate surveys/interviews	
W9/17	First Day of FE	Bring to FE: pencils, paper, FE notebook, <u>variety</u> of books to read TO and WITH students, interview/survey questions, *Words Their Way* (grades 1 & up), Letter Recognition Test (grade K)	
M9/22	Quiz on Phonetic Analysis Readability	Course Manual Sections 5 & 8;	
W9/24	FE	Bring to FE: variety of books to read TO and WITH students, pencils, paper, FE notebook, materials for teaching based on results of last week's assessment *No FE for 2pm	By 3:00, F9/26 – email report to teacher; copy to professor; Keep one copy for self in FE notebook
M/29	Running Records Letter Recognition (cont.)	Clay text Chapter 5 Clay text Chapter 6, pages 82-90 Course Manual Section 5, p. 8	
October			
W10/1	FE	Bring to FE: variety of books to read TO and WITH students, pencils, paper, FE notebook, materials for teaching *No FE for 1pm	By 3:00 on Friday, email report to teacher; copy to professor; Keep one copy for self in FE notebook
M10/6	Running Records (cont.) Fluency	Course Manual Section 10 Course Manual Section 4	
W10/8	FE You will have a sub with you during FE this week: Mr. Joshua Reece	Bring to FE: Conduct a Running Record each week using a book on the student's appropriate lexile level; variety of books to read TO and WITH students, pencils, paper, FE notebook, materials for teaching	By 3:00 on Friday, email report to teacher; copy to professor; Keep one copy for self in FE notebook
M10/13	Fall Break		
W10/15	FE	Bring to FE: Conduct a Running Record each week using a book on the student's appropriate lexile level; variety of books to read TO and WITH students, pencils, paper, FE notebook, materials for teaching	By 3:00 on Friday, email report to teacher; copy to professor; Keep one copy for self in FE notebook
M10/20	Vocabulary: Sight Words Phonemic Awareness	Course Manual Section 11 Course Manual Section 6	

	Case Study Interpretation Chart	Course Manual Section 12	
W10/22	FE	Bring to FE: Conduct a grade level sight word assessment; Conduct a Running Record each week using a book on the student's appropriate lexile level; variety of books to read TO and WITH students, pencils, paper, FE notebook, materials for teaching	By 3:00 on Friday, email report to teacher; copy to professor; Keep one copy for self in FE notebook
M10/27	Phonemic Awareness (cont.), Concepts About Print	Course Manual Section 11	Turn in sight word assessment for a grade (quiz grade)
W10/29	FE	Bring to FE: Conduct a Running Record each week using a book on the student's appropriate lexile level; variety of books to read TO and WITH students, pencils, paper, FE notebook, materials for teaching	By 3:00 on Friday, email report to teacher; copy to professor; Keep one copy for self in FE notebook
November			
M11/3	Informal Reading Inventory	Course Manual Section 3 Flynt & Cooter, pages 5-12 (Administration & Scoring Procedures)	Turn in one Running Record for a grade (quiz grade)
W11/5	FE	Bring to FE: Conduct a Running Record each week using a book on the student's appropriate lexile level; variety of books to read TO and WITH students, pencils, paper, FE notebook, materials for teaching	By 3:00 on Friday, email report to teacher; copy to professor; Keep one copy for self in FE notebook
M11/10	Informal Reading Inventory	Course Manual Section 3 Flynt & Cooter: Select appropriate Forms and Levels for using with your	
W11/12	FE	Bring to FE: Conduct a comprehension assessment using the IRI; variety of books to read TO and WITH students, pencils, paper, FE notebook, materials for teaching	By 3:00 on Friday, email report to teacher; copy to professor; Keep one copy for self in FE notebook
M11/17	Comprehension Analysis	Bring comprehension assessment results from 11/12 FE	
W11/19	FE	Bring to FE: Conduct a Running Record each week using a book on the student's appropriate lexile level; variety of books to read TO and WITH students, pencils, paper, FE notebook, materials for teaching	By 3:00 on Friday, email report to teacher; copy to professor; Keep one copy for self in FE notebook
M11/24	TBA		
W11/26	Thanksgiving Holiday		
December			
M12/1	Schmidt Metacognitive Analysis	In class handout	Completed IRI from student teaching placement
W12/3	Last FE	Reading games & activities – Fun Day	Final Case Study Interpretation Chart
12/8-12	Exam Week	Pick up all materials	

*Always have a pencil with you in this class. Protocols and other documents must be completed in pencil.