

Course Syllabus

Course Information

ED 4357 Diagnostic Reading sections 001 T-TR

Spring 2018

Professor Contact Information

Dr. Candice Chandler

TDC 972-883-2730

Office:

Office Hours: - 20 minutes before class in CBI classroom, or by appointment CBI 1.101

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Course Pre-requisites, Co-requisites, and/or Other Restrictions

Reading 1(ED 4352), ELAR/Reading 2 (ED 4363) or secondary reading(ED 4353)

Course Description

This course examines a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although formal and informal procedures are introduced, the main focus is on the non-intrusive, naturalistic processes that occur in a classroom and result in instructional decisions. You are required to work with a student for a minimum of six one-hour sessions. **The student must be in the grade level for the certification you are seeking, and at least in the third grade. (It may not be a family or extended family member)**

Student Learning Objectives/Outcomes

1. Students will develop and use of a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Given an informal reading inventory (Burns), the student will administer, assess, evaluate, and analyze the instructional strategies needed for an effective individualized diagnostic reading plan.

Using a case study template, the students will administer a reading attitude inventory, an interest inventory, and other reading assessments to complete the analysis and synthesis of the findings of the assessment tools to complete the case study.

2. The students will create a tutoring environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, and approaches and methods, curriculum materials, and appropriate use of assessments for elementary, middle school, and secondary students.

Given the tutoring lesson plan format, the student will design and implement 6-10 hours of individualized reading lessons (tutoring) based on the elements of reading, writing, other communicative arts (le. Visual),as well as, other reflective practices, and, assessments.

Utilizing the summary and self-reflection format for diagnostic reading, the learners will write summaries, self-reflections, and final summaries and final self-reflections for the tutoring experience addressing the elements identified in the rubric.

3. Students will implement a developmental continuum and identify students' proficiencies and difficulties.

Given the tutoring lesson plan format, the student will design and implement 6-10 hours of individualized tutoring lessons based on the assessment outcomes of proficiencies and difficulties identified in the case study.

Utilizing the summary and self-reflection format for diagnostic reading, the learners will write summaries, self-reflections, and final summaries and final self-reflections for the tutoring experience.

Required Textbooks and Materials

Opitz, Michael, Dorothy Rubin, and Jame A. Erikson, Diagnosis and Improvement in Reading Instruction (6th ed) 2011. Pearson, Allyn and Bacon ISBN: 0-13-705639

Roe, Betty, Paul Burns (2011). Informal Reading Inventory: PrePrimer to Twelfth Grade (8th ed) 2011, Houghton. You will be using original pages only for the case study assignments. ISBN:13:978-0-495-80894-7 YOU MUST HAVE ALL THE PAGES FOR BURNS IRI BOOK

Chandler: ED 4357 Diagnostic Reading Handbook purchased (at off campus Bookstore only)

Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program
to be purchased at the off Campus Bookstore.

Course Materials Download and print the following TEKS booklets (may be purchased at Off campus Bookstore)

We will use them for lesson planning

1)A copy of the Reading/Language Arts/English TEKS for either 1st-6th, 4th - 8th grades . You can access the TEKS at (www.tea.state.tx.us). Or purchase at bookstore.

Many Texas school districts use the following site: www.Lead4ward.com for intervention strategies,etc.

Grading Policy

Assignments	Points	Your points
Test One(OTE #1)	200	
Test Two(OTE #2)	200	
Portfolio of tutoring with case study	200	
Case study with IRI worksheets, forms/tape	100	
Reader's Theater Script (25)Booktalk Presentation(50)	75	
Lesson Plan (4@ 15 points each)	60	
Summary& Self Reflections (4 @ 5 points each)	20	
Online/Internet Activities, TEA printouts (2), Biopoem	30	
Running Record	50	
Read Aloud ,with Bloom questions	35	
Professionalism	30	
TOTAL POINTS POSSIBLE	1000	

900-920 A- 880-899 B+ 800-820 B- 721-779 C 680-699 D+ 600-620 D-

921-1000 A 821-879 B 780-799 c+ 700-720 C- 621-679 D >599 F

In the gradebook, the Professional column will also include the optional points for the studyguides,

Course and Instructor Policies

Attendance is essential. Attendance will be taken and absences (for any reason) will seriously impact final grades.

- Two tardies (or leaving early) = One absence... Arriving more than 15 minutes late or leaving more than 15 minutes early constitutes missing a WHOLE class, not a tardy.
- Three or more absences = You may be asked to withdraw from the course with an F, or you will earn a failing grade, depending on the individual circumstances and communication with the instructor.
- Attendance must also be met for online classes by completion of specified tasks related to each of the classes. You must complete the online class assignment before the beginning of the subsequent class.
- Any cheating will result in a F.

Policies

- Read the assigned material and complete homework(study guides) assignments BEFORE class. Take part in discussions, in-class assignments, and group work. Be prepared to ask questions about material you do not understand.
- You are responsible for determining and making up any work that you miss due to an absence. You should arrange to have a "class buddy" collect handouts, communicate information, and inform you about the material covered.

- The instructor will not “pre-grade” assignments. Pre-grading gives some students an unfair advantage and should not be necessary for upper-level or post-graduate students. The writing lab in the library can provide assistance. Also, peer review can be very helpful.
- Quality, neat work is expected. Work will be graded based upon the instructor’s evaluation of the quality of the work as well as completion of the work. Average work will result in average grades.
- Assignments are due at the beginning of class on the days listed in the calendar, unless stated otherwise. Assignments are to be completed and turned in on time; late assignments will not be accepted. Assignments are due before or at the beginning of class on the day designated in the calendar. If an assignment is not turned in on time due to serious illness or another grave reason, contact the instructor before (if at all possible) class to arrange for an extension. Depending on the circumstances and your communication with the instructor, the assignment will either be accepted for credit, a 25% deduction will be taken per day, or all points will be lost.
- Exams will be taken only on the dates listed in the syllabus; make-up tests will not be given except for extreme situations. The testing environment will be honored for the good of all. Once an exam begins, the instructor will not converse with anyone for any reason.
- Professionalism, attendance, positive participation, and timely fulfillment of the requirements are expected and will not impact your grade in either direction.
- The instructor reserves the right to assign a grade of F (failing) to any student who does not complete all aspects of the course.

Technology.

- The course will use the UTD elearning platform for online communication, resources, online classes, and assignments. You must read your elearning email for each week.
- Laptops may not be used during class, except when appropriate for the class.
- Only emails that are signed with your name, class, and section number will be answered. Put the course and section number in the subject line of your email to ensure that it gets through and will be opened. Please address the recipient respectfully and use correct grammar and spelling. Email correspondence should be appropriate and should not contain requests for handouts, notes, grades, etc. to be sent or faxed to you, and should NEVER be a request to treat your coursework and grade differently than what is outlined in the syllabus. Additionally, you should not request special favors or expect special consideration be given to you that is not afforded to other students in the class. Emails containing such content will not be answered.
- Microsoft Word IS required.
- NO emailed assignments will be accepted! If you are not in attendance to turn in your assignment at the beginning of class on the day due, you must deliver **a hard copy** to the instructor or to the Teacher Development Center
- Technology problems are **NOT acceptable** excuses for late work! Complete your assignments enough in advance to make sure your computer, Internet provider, printer, elearning, etc. are in working order such that you can turn in your work on time. Save your work often and seek advice and resources from the campus technology help desks, if necessary.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

These descriptions and timelines are subject to change at the discretion of the Professor.
Professionalism (30 points) for ED 4363

You are expected to demonstrate the respectful, professional attitude an educator demonstrates. You will come to class prepared with all readings and assignments. Your professor will do a professionalism evaluation form on you addressing the entire semester. There will be a deduction of 10 points for EACH cell phone usage of any type, unless prior approval for emergencies. Professionalism includes correct writing conventions using the 6 traits of writing. Leaving the classroom for any reason is considered a classroom disruption. No eating during classes.

Technical Support: assist@utdallas.edu or Helpdesk at 972-883-2911

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Your link for rules and regulations for UTD and this class is
<http://go.utdallas.edu/syllabus-policies>

Assignments & Academic Calendar for Spring 2018 TR classes

Black History (MLK and Month) Resources: www.asalh.org; www.nul.org;
www.ReadWriteThink.org

**Week 1, Introduction and Biopoem- Standard 1 Teacher Knowledge: 1.1k, 1.2k, 1.3k;
Standard II: 2.1k, 2.2k,2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k,2.9k, 2.10k,
2.13k,2.20k,2.1s,2.2s,2.3s-2.21s**

January 9

Topics: Course introduction (Read syllabus and the class packet before next class);
Textbooks, etc.

Assignment: Write and Post biopoem on elearning discussion board; Read Rubin **chapter 1 -3**, Complete study guides for 1-3 found in packet;

January 11

Packet, Biopoem, Reader's Theater, Knowledge Inventory, Reader's Theater

Read Rubin **chapter 1 -3**, Complete study guides for 1-3 found in packet;

Assignment: Identify your tutoring student **grade 3 or above**, provide permission form from packet(last pg)

**Week 2 – Diagnostic and Improvement concepts and the “Reading Teacher” Standard 1:
Assessments of Student Learning 1.25k-1.29k**

January 16

Topics: Rubin **Chapter 4,5,6** (bring completed study guides for 1,2, 3,4,5 to class);

Read chapter 8: Know the diagnostic pattern (also in chapter 1; involves ch. 2-6)

Due: Biopoem Hard copy

January 18

DIAGNOSTIC PATTERN (VIP) CHAPTER 8 RUNNING RECORD HOW TO DO

Topics: Instruments and Techniques for the Assessment and Diagnosis of Reading
Performance: How to administer a running record (ch 8), attitude survey, and
interest inventory: Today's teachers assessment tools;

Week 3

Standard 1: 1.6s-1.10s

January 23

The Diagnostic Pattern Standard 1: Assessment of Student Learning 1.25k-1.29k

Topics: Instruments and Techniques for the Assessment and Diagnosis of Reading Performance: How to administer a running record (ch 8), attitude survey, and interest inventory: Today's teachers assessment tools; Briefly, how to write a reader's theater

Topics: How to score a running record and introduction to the Burns Informal Reading Inventory; How to score Elementary Reading Attitude Survey (Garfield)

Bring: Completed ERAS, and Interest Inventory (to help you score them)

Due: Permission forms for tutoring

Assignments: Rubin 8; 6 bring completed study guides to class
Copy pages 173-174 for running record report and retelling p. 175 follow Opitz, Rubin text directions

January 25

Assessment practices used in the Classroom and Administering Running Record, etc. Standard 1: Assessment of Student Learning 1.25k-1.29k

Topics: An introduction to the Burns Informal Reading Inventory; Bingo Review OTE 1

Read and know Burns pg. 1-43; Complete study guide for Burns; Know pg. 3

Week 4,

Assessment practices used in the Classroom and Administering the Running Record, etc. Standard 1: Assessment of Student Learning 1.25k-1.29k

January 30 OFF CAMPUS TUTORING SESSION 1

Assignments: Tutoring Session 1: Administer the Running Record to your tutoring Student, ERAS, and Interest Inventory. Write a biopoem with student; Write a half page summary of your experiences during this tutoring session. Record the running record of your student. You will turn in the summaries with the assessments. ALL your work will be accumulated into your portfolio. You will be putting all the originals into the portfolio. Write a ½ paragraph summary of the tutoring session to be placed in the final portfolio due in April.

February 1

Standard 1: Assessment of Student Learning 1.25k-1.29k

Topics: An introduction to the Burns Informal Reading Inventory; How to administer and interpret the Burns Informal Reading Inventory; 44 distinct phonemes for GWL; word recognition skills; how to write lesson plans (see packet) **REVIEW FOR OTE 1**

Assignments: Burns pg. 1-43; Complete study guide for Burns; Know pg. 3

Assignments: Rubin: How To use the Diagnostic Pattern: Identify (chapter 4) Assess (Chap 5,8) and how to set goals (rest of book); educational and Noneducational factors (chap 4) other assessments (chap. 5) for Tutoring Sessions 2 and 3 for Burns IRI assessments.

Due: Running Record with forms from Optitz (pg. 173-175) and copy of scored passages with your miscue markings plus retelling forms. The biopoem and interest inventory will go in the Final Portfolio due in April. The ERAS will be in your case study. The running record will also be placed in the final portfolio by you after it is graded. **You will be using information from the interest inventory to choose the books for your tutoring student. Your decisions must be data driven.**

Week 5

February 6

Opportunity to Excel #1 Terms and Definitions OTE I covers chap 1-,9, Burns pg 3 chart and plus Packet **Due:** Chapters 1-9 Study Guides for bonus points (9x 3)

February 8

Teach 44 phonemes for phonetic spelling/analysis for Burns IRI Graded word list

How to complete the Case Study template (typed entries)

Assignments: Rubin: How To use the Diagnostic Pattern: Identify (chapter 4) Assess (Chap 5,8) and how to set goals (rest of book); educational and Noneducational factors (chap 4) other assessments (chap. 5) for Tutoring Sessions 2 and 3 for Burns IRI assessments. How to qualitative and quantitative analyses of Burns data.

Week 6 off campus Assessments: Tutoring Sessions 1 and 2

Standard I: Assessment of Student Learning 1.25k-1.29k

February 13 off campus assessment sessions

Tutoring session 2: Administer Burns graded word list, form 1; Tape GWL Find the placement level where you begin administering the Burns IRI oral Word recognition and comprehension (Form A); silent reading comprehension (Form B) and listening comprehension administered after frustration on form A, therefore may be B, C, or D at next higher level. Tape everything with a traditional recording device; no cell phones

February 15 off campus assessment sessions

Standard I: Assessment of Student Learning 1.25k-1.29k
Standard I: 1.30k-1.31k; 1.1s-1.5s; 1,6s-1.10s

Assignments: Tutoring Session 3: Tape, Administer, interpret, and Score Burns IRI with your tutoring student. This is tutoring session 3 Remember tutoring log with parents/teacher signatures for 6-10 hours. Note location, time, specific activity, lesson plan numbers, etc. on log; sample log in packet. Complete the case study template.

Award Week for Children’s Literature CELEBRATE THE 2018 NEW WINNERS FROM ALA, NCTE, ILA Literacy and Quality Literature Resources; Check out the podcast ceremonies Midwinter ALA meetings podcasts

Assignments: Printouts due week 7

1. Printout the Orbis Pictus or Robert Sibert nonfiction award list for last 5 years at www.ncte.org/
www.ala.org
2. Print out current (2017-18) Bluebonnet, Lone Star or your state award nominees for current yr
www.txla.org
3. Printout **2018** Newbery and Caldecott Winner/Honors Books www.ala.org
4. Printout the 2018 Coretta Scott King awardees and honorees www.ala.org
5. Print out the 2018 Pura Belpre awardees www.ala.org
6. Print out 2017-2018 Teacher’s Choices and 2017-2018 Children’s Choices awards
www.literacyworldwide.org with annotations describing the tradebooks
7. Choose a **current** year award winning book or honor book (**fiction**) that could be used to write a reader’s theater script . You **must** get a copy of your award winning book to use for these assignments. It cannot be an electronic book.. You must also show your actual book in your YouTube video.
8. 10 Write a rough draft **booktalk** following the format in the packet. Post it online as a thread to your book choice. No duplicates of book choices. Each activity/strategy must be named as such, for example QAR, bubblegram, etc. You will have a blank template for the strategy and a completed template answer key; all coded to the appropriate TEKS for the grade level of your booktalk 2017 award winning fiction book. You may make small changes before you present it as a YouTube video for post).
9. 11. Write rough draft of reader’s theater with 25 characters and 5 full pages of dialogue using current year award winning book; your booktalk tradebook. Completed by March 29)
10. 12. All hardcopies of annotated award lists due next scheduled class.
11. What does ILA stand for? What does NCTE stand for? ALA?
12. **DUE:** Printouts for Orbis Pictus or Sibert, TX State award, Teacher’s Choices, Children Choices, Newbery, Caldecott, CSKIng ,Pura Belpre,(total 8 printouts with annotations at 3pts each) with annotations

Week 7 Assessment to determine reading levels and POTENTIAL reading level

February 20

How to design and write lesson plans with TEKS coding and addressing 2 specific goals; You must choose a struggling reader strategy to use with a specific comprehension goals (main idea, inference, cause and effect, etc).

Due: CASE STUDY: ERAS/Garfield, Interest Inventory, Graded Word List, Listening Comprehension, Oral, Silent Reading, and Independent, Instructional, and Frustration levels identified for each of the above 3 as per models. Miscue analysis of errors plus

qualitative and quantitative analyses sheets from Burns Pg. 214-217 Reported on completed case study template (typed) with recommendations and documentation for each based on our assessment tools (Burns IRI. Staple the tape recording in a zip lock page to the case study. Label **everything** with name and section. All documents from Burns **must be originals/pages** except for extra miscue analysis sheet if needed.

February 22

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. 1.30k-1.31k; 1.1s-1.5s; 1.6s-1.10s; selection of Instructional Goals and Objectives 1.12k-1.15k; Resources: 1,16k, 1,17k

Topic: Chapter 12 Word Recognition Skills, Phonograms, and 44 Distinct phonemes (review of concepts from Reading I and II)

Topic : *Chapter 12 Learning to Read:* the Big 5 and to assess using Elkonin Boxes, DIBELS, and to assess phonics (reading) running records, How to teach phonics: magnetic letters, phonograms, onset,rime; word families, word patterns, spelling patterns (orthography); Know 3 tier reading model; 5 types of reading; 6 types of syllables; 6-8 phonics generalizations.

DUE: Printouts for Orbis Pictus or Sibert, TX State award, annotations with Teacher's Choices, Children Choices, Newbery, Caldecott, CSKing ,Pura Belpre,(total 8 awards printouts with annotations at 3pts each)

Due: rough draft **Lesson Plan 1** with TEKS for each of the 6 required elements and 2 Burns Goals or Burns comprehension goals from **struggling reader packet**. Follow model and design in packet. You must follow all elements for lesson as outlined in packet tab 5 . You must teach your goals with here's how using process steps and examples from tradebook for learning goal, let's do involving your learner " doing" the goal and then independently the learner shows " you do" mastery of goal (75%). All our tutoring lessons must include reading by the student and writing (in paragraphs) in the lesson. Plan accordingly for these literacy activities. You will be including an "other literacy-listening, viewing, visual representation, talking (think RT) in each of the 4 lesson plans.

Week 8

February 27 Learning to Read and how to plan a lesson for personalized instruction

Finish chapter 12; introduce spelling patterns for vocabulary of chapter 11

Topic: How to design and write lesson plans with TEKS coding and addressing 2 specific goals; You must choose a struggling reader strategy to use with a specific comprehension goals (main idea, inference, cause and effect, etc).

Due: Lesson Plan 1 with TEKS for each of the 6 required elements and 2 BURNS goals or comprehension goals. Follow model and design in packet. You must follow all elements for lesson as outlined in packet tab . You must teach your goals with here's how using process steps and examples from your tradebook that you chose for your learner at the appropriate reading level/grade level and interest area for Burns learning

goal, let's do involving your learner "doing" the goal and then independently the learner shows "you do" mastery of goal (75%). All our tutoring lessons must include reading by the student and writing (in paragraphs) in the lesson. Plan accordingly for these literacy activities. You will be including an "other literacy-listening, viewing, visual representation, talking (think RT) in each of the 4 lesson plans.

Dr. Seuss birthday is March 1

March 1 Reading Practicum: OFF CAMPUS LITERACY SESSIONS BEGIN

You are to implement Lesson plan 1 in your first lesson plan tutoring session.

Week 9, Reading Practicum Off campus/online Tutoring

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. 1.30k-1.31k; 1.1s-1.5s; 1.6s-1.10s; selection of Instructional Goals and Objectives 1.12k-1.15k; Resources: 1.6, 1.17k

March 6

Due: Lesson Plan 2 with TEKS for each of the 6 required elements and 2 BURNS "needs" goals. Follow model and design in packet. You must follow all elements for lesson as outlined in packet tab . You must teach your goals with here's how using process steps and examples from tradebook for learning goal, let's do involving your learner "doing" the goal and then independently the learner shows "you do" mastery of goal (75%). All our tutoring lessons must include reading by the student and writing (in paragraphs) in the lesson. Plan accordingly for these literacy activities. You will be including an "other literacy-listening, viewing, visual representation, talking (think RT) in each of the 4 lesson plans. You must measure EACH of your Burns GOALS for 75% mastery. You are to post the lesson plan in the appropriate section on the discussion board of elearning by midnight CST or it is late penalty.

March 8

Due: Summary/self reflection for lesson plan 1; do not discuss your tutoring student or the lesson elements in YOUR self reflection.

SPRING BREAK WEEK OFF Enjoy March 12-16

Week 10 Reading Practicum for Tutoring sessions/hours off campus/online

Standard I: The teacher designs instruction appropriate for all students that an understanding of relevant content and is based on continuous and appropriate assessment. 1.30k-1.31k; 1.1s-1.5s; 1.6s-1.10s; selection of Instructional Goals and Objectives 1.12k-1.15k; Resources: 1.6, 1.17k

March 20

Due: Lesson Plan 3 with TEKS for each of 6 lesson elements; Follow examples in packet, but you will be writing a short 2-3 page reader's theater with your learner using the tradebook (in area of learner's interests as revealed by data of interest inventory) with several characters plus narrator. Use 2 "needs" from Burns as your measureable goals (2) plus additional (1) fluency goal that will support the learner creating a reader's theater of a tradebook at his/her. You are to post the lesson plan in the appropriate section on the discussion board of elearning by midnight CST or it is a late penalty.

March 22

Due: Summary Self-reflection 2(see format and sample in packet) Do not discuss your student in YOUR self-reflection. Reflective teaching is important for professional growth. Each is a half page as per packet examples.

Week 11 Reading Practicum for Tutoring sessions/hours off campus/online

I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. 1.30k-1.31k; 1.1s-1.5s; 1.6s-1.10s; selection of Instructional Goals and Objectives 1.12k-1.15k; Resources: 1.6, 1.17k

March 27

Due: Lesson Plan 4 with TEKS for each of 6 elements; post online by midnight

You must follow all elements for lesson as outlined in packet tab . You must teach your goals with here's how using process steps and examples from tradebook for learning goal, let's do involving your learner " doing" the goal and then independently the learner shows " you do" mastery of goal (75%). All our tutoring lessons must include reading by the student and writing (in paragraphs) in the lesson. Plan accordingly for these literacy activities. You will be including an "other literacy-listening, viewing, visual representation, talking (think RT) in each of the 4 lesson plans. You must measure EACH of your Burns GOALS for 75% mastery. You are to post the lesson plan in the appropriate section on the discussion board of elearning by midnight CST or it is late penalty.

March 29

Due: LP 3 Summary Self-reflection post online by midnight CST

Topic: Family Literacy Read Aloud Off campus

Read Aloud a good book and create Bloom's questions (total =18 with 3 at each of the 6 levels) with answers for each of **the 18 questions** for total of 35pts. What makes a book a good read aloud? Research Jim Trelease for excellent read aloud book suggestions. Do not use your booktalk book. You do not ask your audience the

questions. You write the Bloom's questions and answers to develop your questioning skills. You have your audience sign a "sheet" with time and date of the read aloud. The Easter Holiday weekend could be a good time for family read alouds, although anytime works.

Due 4/17: Write a one page FINAL self-reflection of your self-reflections that is reflective of your journey as a teacher since January 2018. It should be about 500 words, using the font guidelines found in the packet for the portfolio specifications. (1 page) It will go in your portfolio that is your FINAL. Place it in the front pocket of your 3 brad folder for tutoring work, assessments, lesson plans, S/SRs, biopem, etc.. Count at least 600 words; print tot al.

Due 4/17: Write a summary of your 7 tutoring lesson plan summaries. There is an example at the end of tab 5, just before tab 6. This is a SUMMARY OF YOUR LESSON PLAN SUMMARIES. Count them, please, and report it at end of summary. It will be placed in your portfolio folder (3 brad) Count words; 600 words total.

Week 12

April 3

Topic: Chapter 11 VOCABULARY (kinesthetic approach) ESL; 3-tier vocabulary words; context clues(know 6 types); expository text structures; narrative structures/grammar/elements: char, plot, theme, setting, pt of view

Assignment: Write a rough draft of your parent's letter to your tutoring student's parents/teacher. You are to follow the RUBRIC guidelines in tab 5 and see the examples right before tab 6. You must have someone else proof read it, as UTD students have been having issues with spelling and grammar, so this is a great opportunity to learn. Please have your "peer reviewer" sign off on the rough draft. You will put both the rough draft with review signature, and 2 copies of the *final copy* of the letter to the parents, plus stamped business sized envelope addressed to the parents with a UTD TDC return address and my name on the envelope, and, place it in the front pocket of the portfolio folder.

April 5

OTE 2: 44 Phonemes during the first 5 minutes of class. Do not be late.

Chapter 11 How to teach Vocabulary Strategies: Magic Squares; bubblegram, etc.

Read and know Chapter 11 VOCABULARY (kinesthetic approach) ESL; 3-tier vocabulary words; context clues(know 6 types); expository text structures; narrative structures/grammar/elements: char, plot, theme, setting, pt of view

Week 13

April 10 Off Campus/ ONLINE OTHER LITERACY LESSON

Fluency Activity Assignments: (25 pts)

1. **Locate** a Reader's Theater website; Follow the instructions for a teacher to use to create a reader's theater script, production, etc. for a classroom
2. Finish: **Writing** your reader's theater from the rough draft following the guidelines (min. 25 char) in the packet (25 pts); must be 5 pages of dialogue. Number the characters, and do not have too many narrators. Remember this is a fun, drama.
3. **Post** your completed reader's theater online in the discussion board section for your class labeled reader's theater. You are to add to your rough draft thread by midnight CST

April 12

Standard IV: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback (domain III. Competency 007-010)

Chapter 10 Reading to Learn Strategies: Bubblegram, Mystery Clue, etc. Complete study guide

Metacognitive Strategies: how to use in Classroom for struggling readers.

Assignment: Write a rough draft of your parent's letter to your tutoring student's parents/teacher. You are to follow the RUBRIC guidelines in tab 5 and see the examples right before tab 6. You must have someone else proof read it, as UTD students have been having issues with spelling and grammar, so this is a great opportunity to learn. Please have your "peer reviewer" sign off on the rough draft. You will put both the rough draft with review signature, and 2 copies of the *final copy* of the letter to the parents, plus stamped business sized envelope addressed to the parents with a UTD TDC return address and my name on the envelope, and, place it in the front pocket of the portfolio folder.

Topic: How to complete your portfolio

Due: Reader's Theater; hard copy printout; follow directions in packet.

Week 14

April 17 PORTFOLIO DUE

Standard IV: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback (domain III. Competency 007-010)

Topic: CHAPTER 10 Learning to Read; and, Reading to Learn tools for the tutoring environment.(ch 11,10) : Comprehension taxonomies, Bloom, N. B. Smith, QAR, Reciprocal Reading

Bingo Review for OTE 2

Portfolio Due following guidelines in packet Portfolio =200 points (think writing traits, too) You must have a peer reviewed parent's letter from a fellow classmate with their signature in the back pocket of the folder, with overflow work, etc. There must be a tab for each lesson plan followed by the student's work and summary/self-reflection; next tab, etc. Lesson plan 4 must be signed by the parent/teacher, as well as all of the student's work. Your time log must have at least 8-10 hours, with the 2 Burns goals taught each lesson clearly identified. You must total your tutoring hours on the log sheet. The student profile may use the student's name, but also must include where you tutored, the setting, plus your initial goals and resources you used during the tutoring session. You must follow the order that is identified in the packet for the assessments before you \place the lesson plans, work, then the summary/self-reflection in the 3 brad-two pocket folder. You must use a business sized envelope for y our professional letter to the parent/teacher. It must be stamped, and addressed to the parent with my return address on the business size envelope: Dr. C. Chandler, UTD-TDC, 800 W. Campbell Road, Richardson, TX 75080

April 19 OTE 2

OTE 2 Multiple Choice and some terms (Terms and definitions from Burns, Chap. 10-14, 5 pillars, all concepts)

Due: Study Guides due for OTE 2 (10-12)

Assignment: Complete the specific (named) activities for before, during, and, after activities of the booktalk that you created in SEMESTER. **All activities are coded to TEKS.** An example is in the packet of a completed booktalk plus blank and completed templates. Repost on discussion board with a thread to original booktalk which you posted earlier as a rough draft.

Week 15

April 24 Author's Celebration (50 pts)

Topics: Literature and Literacy online class

Assignments: YouTube Video booktalks Post your YouTube video of you presenting your current year award winning fiction booktalk (no duplicates or no points) and post it online as directed. It is **only** to be 5 minutes, so practice. Do not read the booktalk; demonstrate your 3-5 activities/strategies by showing the activity template and the completed activity/answer sheet, etc. for your tradebook.

Due: Post Booktalk YouTube with an active link (highlighted blue underline)video midnight CST

Booktalks are used in Texas Classrooms for Literature Circles. One book can be a Literature Focus Unit.

April 26

Due Write reaction to booktalks videos posts (choose 5 favorites (booktalks) to “review/react” Must be completed prior to midnight CST for attendance.(50 pts for booktalk assignment including reviews)

April 30 Reading Day No classes

Week 16 no FINAL; your portfolio is part of your final grade