

**Purdue University**  
**Curriculum and Instruction—Block III**

***EDCI 36200: Literacy in the Elementary School I***

**Spring 2009**

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***Jae Ann Brier, Principal***

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<<http://otterbein.benton.k12.in.us/prairiecrossing/>>

Office Hours: By appointment

Meeting Times: Mondays and Wednesdays from 8:00 a.m. to 11:20 a.m.

Meeting Places: BRNG 1222 every Monday beginning January 12.  
Prairie Crossing Elementary School every Wednesday, ***except***  
REC 226 on January 14, January 21, and March 25.

**Required Reading and Materials**

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Dorn, L. J., French, C., & Jones, T. (1998). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

Hackney, C. S. (1996). *Handwriting course*. Columbus, OH: Zaner-Bloser.

Norton, D. E. (2007). *Literacy for life*. Boston: Allyn and Bacon.

The course Reading Packet [RP] and the Indiana Language Arts Standards should be purchased at Copymat in the Chauncey Hill Mall.

Descriptions of the course assignments are available on WebCT Vista (Blackboard).

If you do not have one, a software license to use TaskStream for storage and assessment of portfolio assignments should be purchased at the BoilerCopyMaker located in Room 157 of the Purdue Memorial Union.

See the College of Education website for important information regarding your Teacher Education program: <<http://www.education.purdue.edu/>>.

Also see the following website for state standards (including Indiana):  
<<http://edstandards.org/standards.html>>.

### **Course Description**

In this course, students will study how children's oral language develops, how they learn to read and write in K-6 classrooms, and the teacher's role in this process. Using a balanced approach to literacy instruction, students will learn how to appropriately select materials; employ strategies to meet the cognitive and affective literacy needs of all children; and create, integrate, and use data from various forms of assessment to inform teaching and learning processes. EDCI 36200 includes a field-based experiential component in elementary school classrooms.

### **Rationale for Course**

To successfully meet the needs of today's learners, prospective teachers need to develop: (a) a sound background in theory and research about children's language and literacy development and learning; (b) theoretical knowledge and practical techniques for developing sound practices of literacy and language instruction and assessment in classroom contexts; and (c) information about how literacy learning, teaching, and assessment can be effectively and systematically integrated and diversified to meet individual or group needs. Specifically, students will study sociocultural and cognitive aspects of literacy learning; conditions of learning that promote engagement; the development of literacy from emergent to upper elementary conventional levels; the design of reading and writing lessons within research-based literacy frameworks; various types of texts, literacy-related technologies, and their use in the classroom; the design of developmentally and culturally appropriate instruction; and the continuous assessment of students' learning and use of this information to inform future teaching and learning activities. These concepts are critical to effective literacy learning and pedagogy. EDCI 36200 has been designed according to a spiraling and experiential model of learning. Fundamental issues and concepts will be introduced and revisited in different contexts and at different levels of difficulty over the course of the semester. Revisiting concepts through a spiraling approach, coupled with an experiential model that supports opportunities for feedback, reflection, skills, and scaffolding is a research-based, systematic teaching method that helps students consolidate knowledge, skills, and strategies more effectively.

**Interstate New Teacher Assessment and Support Consortium (INTASC)**  
**Principles Addressed**

The following table indicates the specific INTASC Principles addressed in EDCI 36200.

| <b>INTASC Principle</b>  | <b>How the Principle Is Addressed</b>  |
|--|--|
| <p>1. 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 subject matter meaningful for students.</p> | <p>Preservice teachers are introduced to the philosophy and research undergirding basic concepts, tools of inquiry, and structures of language/literacy development and the social studies. Students then use this knowledge to construct (a) an Integrated Literature Unit, which includes a sketch, lessons, and activities designed to develop strategic readers and writers; (b) two Elementary Literacy Lesson Plans; and (c) a Lesson Plans Analysis.</p>  |
| <p>2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</p>  | <p>Preservice teachers learn about children's development of language, literacy, and knowledge of community, culture, and citizenship. Preservice teachers are asked to construct units and design/teach and reflect on lessons that support children's learning in language, literacy, and the social studies at various ages and developmental stages. Social and personal developmental issues are addressed through the development of lessons that address differences among children. Preservice teachers' ongoing conversations with mentor teachers will also provide knowledge about K-6 children's learning and development.</p> |
| <p>3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>  | <p>Preservice teachers learn how differences in race, culture, economic resources, abilities, and gender may affect students' approaches to learning and how these differences may be addressed through instructional strategies. In addition, preservice teachers are asked to construct lessons addressing one or more of these differences. Preservice teachers' ongoing conversations with mentor teachers will also provide data about K-6 children's learning and development.</p>   |

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| <p>4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>  | <p>Preservice teachers learn a variety of instructional strategies appropriate for meeting the needs of diverse learners and the curricular goals of the language arts and social studies in the elementary school. Preservice teachers select appropriate strategies for use with a variety of students across different grade and developmental levels.</p>   |
| <p>5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> | <p>Preservice teachers plan instruction for students addressing the issues of motivation, engagement, and collaborative learning. Novice teachers teach lessons to individuals, small groups of students, and the whole class. Preservice teachers reflect on the lesson, and adapt pedagogy based on an analysis of students' learning, motivation, interests, and interaction patterns.</p>   |
| <p>6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>                                 | <p>Preservice teachers develop knowledge about students' home and school communications patterns (influence of cultural backgrounds), and differences between oral and written texts. Preservice teachers learn how to foster effective discussions centered around texts and apply this knowledge in designing lessons.</p>  |
| <p>7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>  | <p>Preservice teachers plan a themed unit and individual lessons or sets of lessons addressing curricular goals. The lessons are based on knowledge of language/literacy development, developmental levels, individual student's interests and needs, and knowledge of community contextual factors. Preservice teachers teach lessons and reflect on students' learning during and afterwards. They also plan two Elementary Literacy Lesson Plans that directly address assessed understanding of their mentor teacher's classroom's elementary literacy development and needs.</p> |

|   |  |
|---|--|
| <p>8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>   | <p>Preservice teachers learn about and evaluate various formal and informal assessment strategies designed to determine students' literacy learning and apply selected forms of informal assessment to suggest appropriate instruction that addresses learners' intellectual, social, and physical development. Preservice teachers' ongoing conversations with mentor teachers will also provide knowledge about K-6 children's learning and development.</p> |
| <p>9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> | <p>Critical reflection is emphasized throughout this course. Specifically, preservice teachers directly interact with inservice teachers and elementary students and thus, have the opportunity to teach and then talk about their choices and actions, reflect upon their actions in post-lesson papers, and discuss what they have learned with peers and other educators.</p>   |
| <p>10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>  | <p>Preservice teachers interact with mentor teachers in elementary schools through formal and informal activities throughout the semester. Students also work on projects within the practica school where they link with community agencies to support students' learning and well-being (e.g., community drives for supplies; parent-teacher fundraisers).</p>   |

### **Purdue University Teacher Education Council Form D-1 Dispositions to Be Assessed**

Students will be assessed on the following dispositions:

1. Is sensitive to community and cultural norms, and engages in and supports appropriate professional practices for self and colleagues. (INTASC Principles: 3, 9)
2. Demonstrates a willingness to work with other professionals to improve the overall learning environment for students. (INTASC Principles: 7, 9, 10)
3. Takes responsibility for establishing a positive classroom climate and recognizes the importance of peer relationships in establishing a climate of learning. (INTASC Principles: 3, 5)
4. Respects students as individuals and respects students' privacy and confidentiality of information. (INTASC Principles: 3, 10)
5. Treats all students fairly and equitably, valuing individual differences and experiences. (INTASC Principles: 2, 3, 5, 6, 8, 9)
6. Demonstrates an awareness of all aspects of a child's well-being (cognitive, emotional, social, and physical). (INTASC Principles: 3, 6, 10)

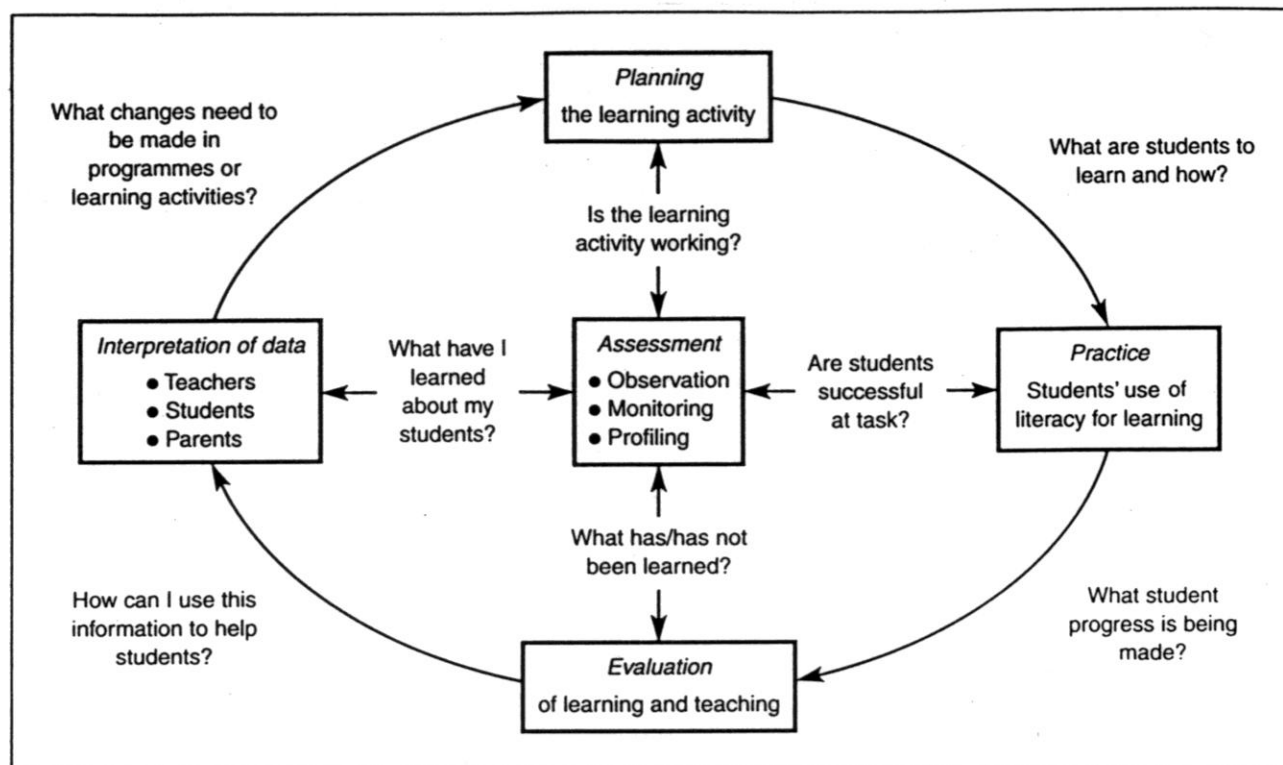
7. Shows commitment to adapting instruction to students' responses, ideas, and needs in order to facilitate the development of students' critical thinking, independent problem solving, and performance capabilities. (INTASC Principles: 1, 4, 5, 9)
8. Demonstrates flexibility and is open to adjustment and revision based on needs and changing circumstances. (INTASC Principles: 1, 4, 7)
9. Exhibits behaviors that show a commitment to planning, reflection, assessment, and learning as on-going processes. (INTASC Principles: 1, 5, 7, 8, 9)
10. Demonstrates thoughtful, effective verbal and nonverbal communication and responsive listening. (INTASC Principle: 6)
11. Demonstrates enthusiasm for the discipline(s) taught, keeps abreast of new ideas and developments in the field, and sees connections to everyday life. (INTASC Principle: 1)

### **Learning Goals**

As a result of active participation in EDCI 36200, students will be able to do the following:

1. Understand current models and theories of language and literacy development, learning, assessment, and responsive teaching. Identify and analyze current (and often controversial) issues in literacy development, learning, assessment, and instruction. (INTASC Principles: 1, 2, 3, 9)
2. Identify patterns of language, and reading and writing development among elementary school children. (INTASC Principles: 2, 3, 6)
3. Understand and evaluate a continuum of approaches to teaching language development, reading, and writing; this continuum is anchored by explicit skills and strategies-based and whole language instruction. Students will work toward an integrated, balanced approach to literacy learning and teaching that includes explicit minilessons, literature-based instruction, reading/writing workshops, and concomitant strategies. (INTASC Principles: 1, 2, 4, 7, 9)
4. Understand the specific skills and strategies involved in the development of students' language, reading and writing abilities for different purposes, goals, and audiences, and the role of motivation and interest in students' learning. (INTASC Principles: 3, 4, 5, 6)
5. Critically examine and evaluate literacy curricula, technologies, programs, and practices that are employed in public schools. (INTASC Principle: 9)
6. Develop, teach, and reflect upon lesson plans and a themed unit that integrate reading and language arts instruction with instruction in other subject areas; these lessons infuse appropriate technologies and are based on sound reasoning, current research, and best practice. (INTASC Principles: 1, 2, 3, 4, 5, 6, 7, 8, 9)
7. Understand and implement formal and informal assessment tools (e.g., analysis of spelling and writing samples) and how the results of these tools influence instructional decisions; critique selected informal assessment tools (e.g., portfolios) to determine the potential strengths and possible weaknesses of these tools in documenting students' literacy learning. (INTASC Principles: 1, 2, 7, 8)
8. Develop a dynamic program of assessment and instruction in a classroom setting that meets the needs of students from diverse cultural backgrounds and with different sets of strengths and weaknesses. (INTASC Principles: 5, 7, 8, 9)

The following model\* grounds the learning goals of the course.



**Figure 7.2** The teaching and learning cycle

(An earlier form of this diagram was developed with Rhonda Jenkins as part of an unpublished professional development package funded by the Australian Curriculum Corporation.)

## Requirements and Assignments

1. **Theory Into Practice or the TIP (280 total points)**. The TIP is the application component of EDCI 36200; some assignments and activities in the TIP are shared between EDCI 36200 and EDCI 36100. In the EDCI 36200 TIP, teams of two to three Purdue teachers will *work in one classroom for approximately 13 weeks*. Purdue teachers will work in classrooms each day the university class meets at the school site for 1 full day each week, helping individual children or small groups of students as they engage in literacy events and learn skills and strategies. The Mentor Teacher will *assess* each Purdue teacher on his or her daily teaching practices (worth 100 points). Also, Purdue teachers will develop and teach two *Lesson Plans* during the TIP practicum. One lesson will focus on literacy; the other will integrate social studies and literacy. A student may earn up to 90 points for each *Lesson Plan Packet* (50 points for each Lesson Plan, 20 points for each Reflection Paper, and 20 points for each Mentor Teacher evaluation) or a total of 180 points. [For more detailed information on each task, see Vista, TIP.]

\*From: Cairney, T. H. (1995). *Pathways to literacy*. London: Cassell.

2. Participation, Class Presentations, Response to Readings, and Miscellaneous Instructor Assignments or Observations (200 points). The success of this course depends in large part on the amount of sharing, dialogue, and debate that goes on among all of us. Part of any educational experience, and particularly one aimed at professional socialization, involves building a community of active, engaged, reflective participants. To this end, all of you are asked to become full members of our classroom community from the beginning. This means that you will come to each class having *completed all assigned readings*, that you will be *prepared to engage in classroom discussions and activities*, and that you will have *prepared responses/questions about concepts and issues* assigned via reading guides or that you found difficult to understand or simply wish to discuss further. Prepared responses and presentations may be required daily or weekly at the discretion of your instructor.
3. Literacy Journal (100 points). Responses, observations, notes, and assignments in your Literacy Journal will be assigned and collected at your instructor's discretion.
4. Zaner-Bloser Handwriting Module (30 points). You will complete all the practice and test pages for both manuscript and cursive writing in the Zaner-Bloser handwriting program **prior to** coming to class on the due date. Any student who chooses to complete a Zaner-Bloser assignment in class (unless permission is granted by the instructor) may lose up to 10 participation points per instance. All practice and test pages will be turned in to your instructor on the dates listed in the syllabus and on Vista. All test pages will be sent to Zaner-Bloser for evaluation. Any pages turned in late are the responsibility of the individual student to mail (at his or her own expense) to Zaner-Bloser.
5. Midsemester Examination (100 points). A Midsemester Examination focusing on primary literacy (K-2) instruction will be administered during the ninth week of the course. It will be objective (i.e., multiple choice, true/false, matching) with the possibility of a short (one-page) essay question. The exam will draw on the class readings and activities experienced during the first 8 weeks. Its specific foci will be on developmentally appropriate assessment, assessment-driven differentiated and multilevel instruction, learning to read through an apprenticeship model, learning to write using the 6+ Traits model, working with words K-2 (including phonemic awareness, phonics, and spelling patterns), vocabulary development, comprehension strategies, and content literature instruction in the primary grades. Professional vocabulary related to these aspects will be a part of the test.  
  
There will be two parts to the test. Part A will focus on the course content studied from weeks 1-8. Part B will focus on word work K-2 (including phonemic awareness/phonics and all the chapters assigned and discussed in Bear et al.).
6. Integrated Literature Unit, Step B (Genre Writing Workshop and Annotated Bibliography; 50 points). Step B of the Integrated Literature Unit includes the Sketch, Genre Writing Workshop, and Annotated Bibliography. You will create a 5-day Genre Writing Workshop that will fit into the "Sketch" or unit plan. You will also gather 10 books to include in your Annotated Bibliography. Your EDCI 36200 instructor will grade the Genre Writing Workshop and the Annotated Bibliography. These two components are worth 50 points *toward both your EDCI 36200 and EDCI 36100 grades*. Your EDCI 36100 instructor will grade the Sketch, which is worth 40 points *only toward your EDCI 36100 grade*.

7. Writing Workshop and Bookmaking (45 points). Each Purdue teacher will participate in one of two forms of Writing Workshop: (a) Either working with a group of elementary students in a 6+ Traits Writing Workshop practicum or (b) participating in a Writing Workshop in the Purdue classroom in which each student experiences the steps of the writing process in order to produce and publish a book that will be given to his/her Mentor Teacher's class.
8. Elementary Literacy Project and Artifact Analysis (255 points). Each Purdue student will conduct a five-step Elementary Literacy Project. The Project is your Artifact for TaskStream. Step 5 is your Artifact Analysis paper. The five parts are described in depth in the Overview to the Elementary Literacy Project available on Vista. You will receive two grades for the Elementary Literacy Project. For EDCI 36200, you will receive the percentage of the 255 points that are available on the rubrics designed for the class. For the TaskStream Professional Portfolio, you will receive a designation of *Beginning*, *Developing*, *Proficient*, or *Expert* based on the Gate C Rubric.

For the class, **whatever points you earn on your first submission of any step will not be changed, even though you may be required to revise the document(s) in order to pass Block III**. In order to pass Block III, you must receive a designation of **at least *Developing***. A designation of *Beginning* is not considered acceptable for TaskStream at Gate C. You will have **only one chance** to make revisions. If your documents are not acceptable for TaskStream, you will fail Block III (not just EDCI 36200) and will have to retake the Block regardless of what you earn on other Block III assignments. [For more detailed information, see Vista, Assignments, Overview of ELP.]

9. Final Examination (100 points). A Final Examination will be administered during Finals Week and will have two separate parts that focus on the content listed below:
- ◆ Part A will focus on course content studied from weeks 9-16 though some relevant content studied in weeks 1-8 will also be included. The overall focus of this section is on theory, research, and instruction as they relate to the components of literacy (vocabulary, comprehension, fluency) and the language arts (reading, writing, listening, speaking, viewing, visually representing).
  - ◆ Part B will focus on phonics and word study content from all chapters assigned and discussed in weeks 9-16.

The Final Examination will be objective (i.e., multiple choice, true/false, matching) with the possibility of a short (one-page) essay question. The exam will draw on the class readings and activities experienced during the last 8 weeks. Its specific foci will be on developmentally appropriate assessment, assessment-driven differentiated or multilevel instruction, learning to write using the 6+ Traits model, working with words 3-6 (including spelling patterns), vocabulary development, comprehension strategies, and content literature instruction in the intermediate and upper grades. Professional vocabulary related to these aspects will be a part of the test.

Note: Students are expected to achieve an average score of 70% or better on the Midterm Exam Part B and Final Exam Part B in order to earn a *Certificate of Phonics and Word Study Proficiency*.

**Failure to turn in any assignment will result in an Incomplete for the course.**

## **Grading**

Your final grade in EDCI 36200 will be determined by the total number of points earned on the TIP and class assignments. A total of 1160 points is possible. These points are distributed across assignments as indicated below.

| <b><u>Assignments</u></b>   | <b><u>Points</u></b> |
|---|----------------------|
| 1. Theory Into Practice (TIP) .....   | 280                  |
| Daily practicum work and Mentor Teacher assessments<br>(100 points)   |                      |
| Literacy Lesson Plan Packet with Reflection Paper<br>and Mentor Teacher evaluation and Integrated Lesson<br>Plan Packet with Reflection Paper and Mentor Teacher<br>evaluation (90 points each [50 for the Lesson Plan,<br>20 for the Reflection Paper, and 20 for the Mentor Teacher<br>evaluation] or 180 total points) |                      |
| 2. Participation, Class Presentations, Response to Readings,<br>and Miscellaneous Instructor Assignments or Observations .....  | 200                  |
| 3. Literacy Journal .....   | 100                  |
| 4. Zaner-Bloser Handwriting Module .....  | 30                   |
| 5. Midsemester Examination .....  | 100                  |
| 6. Integrated Literature Unit, Step B (Genre Writing Workshop<br>and Annotated Bibliography) .....  | 50                   |
| 7. Writing Workshop and Bookmaking .....  | 45                   |
| 8. Elementary Literacy Project and Artifact Analysis* .....   | 255                  |
| 9. Final Examination .....  | <u>100</u>           |
| <b><i>Total</i></b>   | <b>1160</b>          |

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\* Indicates the assignment (Elementary Literacy Project and Artifact Analysis) that *must* become part of your TaskStream Professional Portfolio.

Course grades (based on the new Krannert School of Management policy of +/- grading) will be based on total points earned, and the following scale will be used to assign final grades.

| Points Earned | Grade | Percentage |
|---------------|-------|------------|
| 1125-1160     | A+    | 97-100%    |
| 1067-1124     | A     | 92-96.9%   |
| 1044-1066     | A-    | 90-91.9%   |
| 1009-1043     | B+    | 87-89.9%   |
| 951-1008      | B     | 82-86.9%   |
| 928-950       | B-    | 80-81.9%   |
| 893-927       | C+    | 77-79.9%   |
| 835-892       | C     | 72-76.9%   |
| 812-834       | C-    | 70-71.9%   |
| 777-811       | D+    | 67-69.9%   |
| 719-776       | D     | 62-66.9%   |
| 696-718       | D-    | 60-61.9%   |
| < 696         | F     | < 60.0%    |

### **University and Course Policies**

**Emergency Statement.** In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course: Vista Web page or your instructor. (Instructor contact information is provided on the first page of this syllabus.)

Students are required to visit <<http://www.education.purdue.edu/ODFD/resources.html>> to review the response procedures for emergencies in Beering Hall. It is necessary that you review these directions within the first week of your Beering classes. If you have any questions, see your instructor.

**Winter Weather Policy.** Over the course of the semester, winter weather may alter class and Theory-Into-Practice schedules. Block III instructors will alert you as early as possible when winter weather forces the schedule to change. Please be on the lookout for any emails titled “Winter Weather Advisory.”

**Adaptive Programs Statement.** Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you have a disability that requires academic adjustments, please make an appointment with your instructor to discuss your needs before the third class meeting. Special arrangements with the instructor must be made during this time frame. If you do not contact the instructor, it is assumed that you will not need any special accommodations and none will be provided during the semester.

Official Purdue Academic Dishonesty Statement. Purdue prohibits “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty” [Part 5, Section III-B-2-a, *University Regulations*]. Furthermore, the University Senate has stipulated that “the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” [University Senate Document 72-18, December 15, 1972].

EDCI 36200 Academic Dishonesty Policy. All of your writing must be your own and must be referenced according to American Psychological Association (APA) style. Directions for APA style are available at many places on the Web.

Do not copy work from other students, from texts, computer-based sources, or any other source. Failure to appropriately reference other people’s ideas and words constitutes plagiarism. According to the Dean of Student’s Office, plagiarism is punishable by an “F” on the assignment or in the entire class. Please consult your student handbook for more information. The Dean of Student’s Office also requires that all cases of plagiarism be reported to their office for documentation. Students who repeatedly plagiarize may be expelled from the university.

Disposition Assessment Form (Form D-2) will be filed for any student who plagiarizes or commits other acts of academic dishonesty.

Elementary Education Course Completion Statement. Elementary Education majors have two opportunities to enroll in and pass required EDCI, EDPS, and EDST courses with a minimum grade of C. Withdrawal from a course (W or WF) constitutes one of the two opportunities. Failure to successfully meet these requirements will result in dismissal from the Elementary Education Program. Courses repeated to improve a grade must be taken at the West Lafayette campus. [Approved by the Elementary Teacher Education Committee, April 20, 2007.]

Attendance. Clearly, attendance is critical for your success in the class and practicum. If you do not attend class, you cannot complete the requirements for the practicum. Thus, a very strict attendance policy has been instituted. It is as follows:

- ◆ You are expected to attend every class and to be on time for class.
- ◆ **You will lose 1% off your final grade each time you are tardy to class or TIP.**
- ◆ You will be allowed one absence for illness.
- ◆ **You will lose 3% off your final grade for each absence from class or TIP (illness, etc.) after the first one.**
- ◆ For anyone accumulating more than three instances of tardiness or two absences, a Disposition Assessment Form (Form D-2) will be filed.
- ◆ If you are absent on the day an assignment is due, you are still responsible for turning it in on that day. You may email it to your instructor or send it in with a classmate.
- ◆ If you are absent on the day of a quiz or test, you will be expected to make it up during the next class or TIP period. Failure to do so will result in a zero on the quiz or test.
- ◆ If you must miss class, email your Purdue Instructor as soon as you know you will not be attending class.

- ◆ If you must miss TIP, call your Mentor Teacher at school (or home with permission) so he/she knows you will not be coming to school. Many teachers plan lessons based on your extra help in the classroom. **Do not just email your teacher. It is unlikely that your teacher will check his/her email before leaving for school.**
- ◆ **If you miss practicum time, you must arrange with your Mentor Teacher to make it up. You will fill out a TIP Make-Up Form, have your Mentor Teacher sign it, and then submit it to your Purdue Instructor after you have made up the time.**
- ◆ If you will be absent for more than 5 days and have not been able to reach the instructor in person, by telephone, or by leaving notification of your circumstances with the instructor's secretary, you or your representative should notify the Office of the Dean of Students (765-494-1747) as soon as possible after becoming aware that the absence is necessary. Be advised, you may be asked to provide documentation from an authorized professional or agency that supports an explanation for your absence.
- ◆ *Your Purdue Instructor has the authority to excuse absences at her discretion under extenuating circumstances.*

Class Participation. In this class, **attendance and participation are two different things. Class participation points are earned.** Participating effectively in this course means that:

- ◆ You have *read the assigned material in advance* and *are prepared to discuss the material* in class.
- ◆ You are *on time* for class sessions. Please be on time and remain for the entire period. Arriving late and/or leaving early is inconsiderate of your colleagues. If you are engaging in other activities (e.g., text messaging, writing in your planner, reading the paper, chatting with friends about social events) or if you are so tired that your eyes are closing, you are choosing inconsiderate behavior. You will receive zero participation credit for that day.
- ◆ *Merely being present and awake during class does not constitute participating.* You must offer *constructive comments and questions*. Please ask questions or make comments about the literacy materials that will benefit the entire class. You need to participate actively in class activities and not simply leave it to your colleagues to carry the load.
- ◆ Complaining or **making negative or sarcastic comments** about assignments, other instructors, TIP placements, classmates, or students during class will not be tolerated.

Assignments. Assignments are due at the beginning of class on the date listed in the course syllabus. **If an assignment is turned in late, 5% of the points allocated to the task will be deducted for each "late day."** Assignments will not be accepted if they are over 1 week late. This policy will apply to all students, even those absent from class.

Course instructors are happy to meet with students to discuss assignments. **Please do not turn in an assignment early and ask your instructor to tell you how to fix it.** Come with specific questions. Instructors have many students and are not able to preview your assignment to ensure you have done it correctly. Assignments will be clearly outlined on assignment sheets and in class.

If you have questions about any assignment, you may ask them before or after class, or during workshop, or you may email your instructor; but you **must do so** at least 48 hours before the assignment is due. **No** questions will be considered the day or night before a due date.

Any assignment that is turned in late must be accompanied by a note of explanation. At times you may receive special permission for an extension, but without the note your instructor will still take off late points.

If you receive a grade that you question or are concerned about, you must wait at least 24 hours before scheduling a conference.

Assignment Submissions. Students must submit all assignments written for this class to Turnitin, a Web-based plagiarism detection service, prior to submitting the assignment to the instructor. Before submitting your paper to Turnitin, please remove your title page and other personal information.

Rules for Using Email. Email can be an extremely useful tool, but it is important to set up some ground rules for how it will be used in this course.

Please do not send your instructors email using “IM language.” This means use complete sentences with correct punctuation and spelling. For example, spell out the word “you” instead of simply typing the letter “u.”

Do not expect your instructor to check email at night. Your instructors have busy lives and usually don’t work after 5:00 p.m.

If you have a question about an assignment, do not email the night before it is due and then not turn it in because your instructor didn’t answer your question. Instructors may not answer questions about assignments over email 48 hours before an assignment is due.

## Schedule of Topics, Readings, and Assignments

### WEEK 1

Meet on campus Monday in BRNG 1222.

Meet on campus Wednesday in REC 226.

| <i>1 (Monday) January 12</i>   | <i>2 (Wednesday) January 14</i>  |
|--|--|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Introductions.</li> <li>◆ Syllabus.</li> <li>◆ Overview Texts.</li> <li>◆ Overview Packet (including Indiana Language Arts Standards).</li> <li>◆ Zaner-Bloser Handwriting Module.</li> <li>◆ TIP and Assignments [Vista, TIP].</li> <li>◆ Dispositions Assessment.</li> <li>◆ Professionalism Agreement [handout].</li> <li>◆ Praxis II.</li> <li>◆ Literacy Journal.</li> <li>◆ Overview Lesson Plan Format and Bloom's Taxonomy [Vista].</li> <li>◆ Overview Elementary Literacy Project [Vista, ELP].</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ None.</li> </ul> <p><b>Instruction and Discussion</b></p> <ul style="list-style-type: none"> <li>◆ What is literacy?</li> <li>◆ Is literacy a right?</li> <li>◆ What does it mean that literacy is developmental?</li> </ul> <p><b>Lecture</b></p> <ul style="list-style-type: none"> <li>◆ Norton, Chapter 1 <i>Changing Trends in Literacy Instruction</i>.</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ Pick up the EDCI 36200 Reading Packet [RP] at Copymat.</li> <li>◆ Bring Zaner-Bloser to class on 1/14.</li> </ul> | <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Word Study and Reading Are Developmental.</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Bear, Invernizzi, Templeton, &amp; Johnston, Chapter 1 <i>Developmental Word Knowledge</i>.</li> <li>◆ Dorn, French, &amp; Jones, Chapter 1 <i>The Right to Literacy</i>.</li> <li>◆ Spandel (2008), Chapter 1 <i>Face to Face With the Six Traits</i>, pp. 1-15 [RP].</li> <li>◆ 6+ Traits Assessment Primary [RP].</li> </ul> <p><b>Instruction and Workshop</b></p> <ul style="list-style-type: none"> <li>◆ Literacy Journal: At instructor's discretion.</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ Bring Zaner-Bloser to class.</li> <li>◆ Literacy Journal suggested response: What is literacy? How is it developmental (analysis)? In what ways does this impact your expectations for elementary classrooms (ties to self and past personal experience)? <u>Note</u>: All "Literacy Journal suggested responses" are at the discretion and direction of your Purdue Instructor.</li> <li>◆ Zaner-Bloser #1 due on 1/21.</li> <li>◆ Print out Purdue Teacher Questionnaire [Vista] and bring to class on 1/21.</li> <li>◆ Begin Autobiographical Poem and About Me Poster (<i>due 1/28 to be shared with TIP class</i>).</li> </ul> |

Please Note: The EDCI 36200 Course Coordinator reserves the right to make modifications to this schedule as needed. Hard copies of assignments are to be submitted at your instructor's discretion.

Class Schedule: The first part of the class will be from 8:00-9:30 a.m. (90 minutes) and will be followed by a 20-minute break; the second part will be from 9:50-11:20 a.m. (90 minutes).

Readings will be discussed on the date they are listed in this course schedule. Please read all of the assigned materials for each day *prior to* the class session so that you will be well prepared to fully participate in our classroom discussions and activities. Assignments to be submitted are *due* at the beginning of each class on the date listed in this course schedule, unless otherwise noted.

**WEEK 2**

Meet on campus Wednesday in REC 226.

| <b>3 (Monday) January 19</b>                        | <b>4 (Wednesday) January 21</b>  |
|---|--|
| Martin Luther King, Jr., Day ( <i>no classes</i> ). | <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Writing Is Developmental.</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Culham (2005), <i>Teaching With the Ideas Trait</i>, pp. 82-94 [RP].</li> <li>◆ Culham (2005), <i>Teaching With the Organization Trait</i>, pp. 117-128 [RP].</li> <li>◆ Culham (2005), <i>Teaching With the Voice Trait</i>, pp. 153-168 [RP].</li> </ul> <p><b>Instruction and Workshop</b></p> <ul style="list-style-type: none"> <li>◆ Introduction/Modeling of <i>Ideas Trait</i>.</li> <li>◆ 6+ Trait Discussions and Assignments.</li> <li>◆ DVD: Teaching Reading K-2, Disc 2, <i>Building Oral Language</i> [Vista].</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>Zaner-Bloser #1 due.</b></li> <li>◆ Bring Purdue Teacher Questionnaire [Vista] to class.</li> <li>◆ Literacy Journal suggested response: “Literacy is developmental,” how is this different than social studies? How will this difference impact your teaching and lessons in literacy and social studies (analysis and ties to self)?</li> <li>◆ <b>Reminder:</b> Autobiographical Poem and About Me Poster due on 1/28.</li> </ul> |

**WEEK 3**

TIP begins on Wednesday, January 28; meet at Prairie Crossing Elementary School.

| <b>5 (Monday) January 26</b>   | <b>6 (Wednesday) January 28</b>   |             |                        |   |   |  |                    |  |                             |                       |                     |  |                             |                         |                    |
|--|---|-------------|------------------------|---|---|--|--------------------|--|-----------------------------|-----------------------|---------------------|--|-----------------------------|-------------------------|--------------------|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ 6+ Traits: Assessment and Conferencing.</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Bear et al., Chapter 2 <i>Getting Started: The Assessment of Orthographic Development</i>.</li> <li>◆ Spandel (2008), Chapter 2 <i>Looking Within: Seeing Traits in Children's Writing</i> [RP].</li> </ul> <p><b>Instruction and Workshop</b></p> <ul style="list-style-type: none"> <li>◆ Presentations or discussions of traits: Organization, voice, and word choice.</li> <li>◆ Practice assessing primary writing samples and suggesting conferencing comments.</li> <li>◆ DVD: Teaching Reading K-2, Disc 1, <i>Writer's Journal</i>.</li> </ul> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ Discuss Bear et al., Chapter 2 <i>Getting Started: The Assessment of Orthographic Development</i>.</li> <li>◆ Literacy Journal.</li> </ul> | <p><b>TIP at Prairie Crossing Elementary School.</b></p> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>Autobiographical Poem and About Me Poster <i>due</i>.</b></li> <li>◆ Meet with Mentor Teacher before, during, or after school (<i>no later than 1/30</i>) to discuss the following tasks and completion dates:</li> </ul> <table border="1" data-bbox="873 646 1435 1121"> <thead> <tr> <th><i>Task</i></th> <th><i>Completion Date</i></th> </tr> </thead> <tbody> <tr> <td>Collect writing samples from Mentor Teacher</td> <td>preferably on 1/28 but no later than 2/4.</td> </tr> <tr> <td>Administer Bear et al.'s Spelling Inventory(ies)</td> <td>no later than 2/4.</td> </tr> <tr> <td>Draft of Literacy Lesson Plan to Purdue Instructor</td> <td>and Mentor Teacher on 2/25.</td> </tr> <tr> <td>Teach Literacy Lesson</td> <td>no later than 3/11.</td> </tr> <tr> <td>Draft of Integrated Lesson Plan to Purdue Instructor</td> <td>and Mentor Teacher on 3/23.</td> </tr> <tr> <td>Teach Integrated Lesson</td> <td>no later than 4/6.</td> </tr> </tbody> </table> | <i>Task</i> | <i>Completion Date</i> | Collect writing samples from Mentor Teacher | preferably on 1/28 but no later than 2/4. | Administer Bear et al.'s Spelling Inventory(ies) | no later than 2/4. | Draft of Literacy Lesson Plan to Purdue Instructor | and Mentor Teacher on 2/25. | Teach Literacy Lesson | no later than 3/11. | Draft of Integrated Lesson Plan to Purdue Instructor | and Mentor Teacher on 3/23. | Teach Integrated Lesson | no later than 4/6. |
| <i>Task</i>  | <i>Completion Date</i>  |             |                        |   |   |  |                    |  |                             |                       |                     |  |                             |                         |                    |
| Collect writing samples from Mentor Teacher  | preferably on 1/28 but no later than 2/4.   |             |                        |   |   |  |                    |  |                             |                       |                     |  |                             |                         |                    |
| Administer Bear et al.'s Spelling Inventory(ies)   | no later than 2/4.  |             |                        |   |   |  |                    |  |                             |                       |                     |  |                             |                         |                    |
| Draft of Literacy Lesson Plan to Purdue Instructor   | and Mentor Teacher on 2/25.   |             |                        |   |   |  |                    |  |                             |                       |                     |  |                             |                         |                    |
| Teach Literacy Lesson  | no later than 3/11.   |             |                        |   |   |  |                    |  |                             |                       |                     |  |                             |                         |                    |
| Draft of Integrated Lesson Plan to Purdue Instructor   | and Mentor Teacher on 3/23.   |             |                        |   |   |  |                    |  |                             |                       |                     |  |                             |                         |                    |
| Teach Integrated Lesson  | no later than 4/6.  |             |                        |   |   |  |                    |  |                             |                       |                     |  |                             |                         |                    |

## WEEK 4

| 7 (Monday) February 2  | 8 (Wednesday) February 4  |
|--|---|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Approaches to Teaching Reading and Writing in Primary Classrooms.</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Dorn et al., Chapter 2 <i>A Cognitive Apprenticeship Approach to Literacy</i>.</li> <li>◆ Culham (2005), Chapter 2 <i>Blending the Writing Process With the Traits for the Beginning Writer</i> [RP].</li> </ul> <p><b>Instruction and Workshop</b></p> <ul style="list-style-type: none"> <li>◆ Finish presentations or discussions of traits: Sentence fluency and conventions.</li> <li>◆ Begin evaluating writing samples (for those who have them). Bring on 2/9 for Workshop and working on Class Profiles.</li> <li>◆ Literacy Journal suggested response: What is your response to your TIP school's community, the school itself, and your Mentor Teacher's classroom (analysis, synthesis, evaluation; ties to self, school, and world)?</li> </ul> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ Literacy Journal suggested response: What is your response to the concept of blending oral language, reading, the writing process and 6+ Traits, and word work together in your literacy lessons (analysis, evaluation; ties to self, Mentor Teacher's classroom, and world)?</li> <li>◆ ELP, Step 1, Introduction and appropriate rubric due on 2/9.</li> </ul> | <p><b>TIP at Prairie Crossing Elementary School.</b></p> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ Administer Bear et al.'s Spelling Inventory(ies) to TIP class if not yet completed.</li> <li>◆ After collecting the spelling tests, evaluate them at home and bring them to class on 2/9 (evaluation forms, Bear et al., pp. 267, 271, and 274-275).</li> <li>◆ ELP, Step 2, Assessment: Collect writing samples (<i>due 2/9</i>).</li> </ul> |

## WEEK 5

| 9 (Monday) February 9   | 10 (Wednesday) February 11                               |
|---|--|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Differentiated and Multilevel Instruction.</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Bear et al., Chapter 3 <i>Organizing for Word Study: Principles and Practices</i>.</li> <li>◆ Dorn et al., Chapter 8 <i>Establishing Routines and Organizing the Classroom</i>.</li> <li>◆ Culham (2005), <i>Teaching With the Word-Choice Trait</i>, pp. 187-202 [RP].</li> <li>◆ Culham (2005), <i>Teaching With the Sentence-Fluency Trait</i>, pp. 223-238 [RP].</li> </ul> <p><b>Instruction and Workshop</b></p> <ul style="list-style-type: none"> <li>◆ Conferencing on 6+ Trait writing. Evaluations to be completed during Workshop.</li> <li>◆ ELP, Step 2, Assessment: Complete Class Profiles.</li> <li>◆ ELP, Step 3, Presentation: Plan presentation of Class Profiles.</li> <li>◆ Literacy Journal suggested response: What is your response to differentiated and multilevel instruction and to what it entails for the teacher (analysis, evaluation; ties to self, Mentor Teacher's classroom, world)?</li> <li>◆ DVD: Teaching Reading K-2, Disc 1, <i>Becoming Readers and Writers</i> [Vista].</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>Zaner-Bloser #2 due.</b></li> <li>◆ <b>ELP, Step 1, Introduction and appropriate rubric due.</b></li> <li>◆ <b>ELP, Step 2, Assessment (Spelling Tests and Writing Samples) due.</b></li> </ul> | <p><b>TIP at Prairie Crossing Elementary School.</b></p> |

## WEEK 6

| <i>11 (Monday) February 16</i>   | <i>12 (Wednesday) February 18</i>                        |
|--|--|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Instruction in Emergent Word Work and Reading.</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Bear et al., Chapter 4 <i>Word Work for Learners in the Emergent Stage</i>.</li> <li>◆ Dorn et al., Chapter 3 <i>Learning to Read</i>.</li> <li>◆ Culham (2005), <i>Teaching With the Conventions Trait</i>, pp. 256-272 [RP].</li> </ul> <p><b>Instruction and Workshop</b></p> <ul style="list-style-type: none"> <li>◆ ELP, Step 3, Presentation: Class Profiles for TIP classes. (<i>Presentation Folders and appropriate rubric due 3/2.</i>)</li> <li>◆ Centers for early reading activities.</li> <li>◆ Lesson planning (how and why).</li> <li>◆ DVD: <i>Strengthening Phonemic Awareness</i> [Vista]. Viewing Guide [Vista, start at minute 13:50].</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ Literacy Journal suggested response: What is your response to the use of centers in your future classroom? How could they be used for differentiated instruction and for blending reading, writing, and word work (analysis, synthesis; ties to text, self, Mentor Teacher's classroom, and world)?</li> <li>◆ Draft of Literacy Lesson Plan due to Purdue Instructor and Mentor Teacher on 2/25.</li> <li>◆ Begin ELP, Step 4, Kindergarten Lesson Plan (<i>due 3/9</i>).</li> </ul> | <p><b>TIP at Prairie Crossing Elementary School.</b></p> |

## WEEK 7

| <i>13 (Monday) February 23</i>   | <i>14 (Wednesday) February 25</i>  |
|--|--|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Primary Word Work and Writing Instruction.</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Bear et al., Chapter 5 <i>Word Study for Beginners in the Letter-Name Alphabetic Stage</i>.</li> <li>◆ Dorn et al., Chapter 5 <i>Assisted Writing</i>.</li> <li>◆ Norton, Chapter 5 <i>Vocabulary Development</i>, pp. 175-187 only.</li> </ul> <p><b>Instruction and Workshop</b></p> <ul style="list-style-type: none"> <li>◆ ELP, Step 3, Presentation: Continue Class Profiles for TIP classes. (<i>Presentation Folders and appropriate rubric due 3/2.</i>)</li> <li>◆ DVD: Tompkins' <i>Interactive Writing</i>.</li> </ul> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>Literacy Journals with “Reflections on Profile Presentations” and “What Was Learned” due.</b></li> <li>◆ <b>Zaner-Bloser #3 due.</b></li> <li>◆ Literacy Journal suggested response: Respond to Shared Reading and LEA as ways to blend reading, writing and 6+ Traits, and word work in K-2 classrooms (analysis, evaluation; ties to self, text, and world).</li> <li>◆ Draft of Literacy Lesson Plan due to Purdue Instructor and Mentor Teacher on 2/25. Teach Literacy Lesson no later than 3/11.</li> <li>◆ ELP, Step 4, Kindergarten Lesson Plan and appropriate rubric due to your Purdue Instructor on 3/9.</li> </ul> | <p><b>TIP at Prairie Crossing Elementary School.</b></p> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>Draft of Literacy Lesson Plan due to Purdue Instructor and Mentor Teacher.</b></li> <li>◆ Take Midsemester Assessment to Mentor Teacher [Vista, TIP] and ask Mentor Teacher to put it in Purdue mailbox by 3/11.</li> </ul> |

**WEEK 8**

Note: ISTEP+ Writing at Prairie Crossing Elementary School from March 2-11.

| <b>15 (Monday) March 2</b>  | <b>16 (Wednesday) March 4</b>                            |
|---|--|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Word Work and Writing Instruction.</li> <li>◆ Leveling Books/Readability/<br/>Book Selection.</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Bear et al., Chapter 6 <i>Word Study for Transitional Learners in the Within Word Pattern Stage</i>.</li> <li>◆ Dorn et al., Chapter 6 <i>Independent Writing</i>.</li> </ul> <p><b>Instruction and Workshop</b></p> <ul style="list-style-type: none"> <li>◆ DVD: Teaching Reading 3-5, Disc 2, <i>Writing</i>.</li> </ul> <hr style="border-top: 1px dotted black;"/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELP, Step 3, Presentation due, including Presentation Folders and appropriate rubric.</b></li> <li>◆ Literacy Journal suggested response: Response to teacher modeling of 6+ Traits, writing workshop minilessons, and independent writing (analysis, evaluation; ties to self, text, and world).</li> <li>◆ ELP, Step 4, Kindergarten Lesson Plan due on 3/9 and Second Lesson Plan (upper elementary) due on 3/30.</li> <li>◆ Teach Literacy Lesson no later than 3/11.</li> </ul> | <p><b>TIP at Prairie Crossing Elementary School.</b></p> |

## WEEK 9

| <i>17 (Monday) March 9</i>   | <i>18 (Wednesday) March 11</i>  |
|--|---|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>Midsemester Examination</b> (<i>may be scheduled for evening, TBA</i>).</li> <li>◆ Introduce Focus on Intermediate and Upper Elementary Grades.</li> <li>◆ 6+ Traits: Writing in Intermediate and Upper Elementary Grades.</li> </ul> <p><b>Reading(s)</b></p> <p><u>Note:</u> We will apply the following readings to instructional ideas for grades 3-6.</p> <ul style="list-style-type: none"> <li>◆ Culham (2003), Chapter 1 <i>The Weave of Assessment and Instruction</i>, pp. 20-32 [RP].</li> <li>◆ Culham (2003), <i>Teaching the Ideas Trait</i>, pp. 51-67 [RP].</li> <li>◆ Culham (2003), <i>Teaching the Organization Trait</i>, pp. 87-99 [RP].</li> <li>◆ Culham (2003), <i>Teaching the Voice Trait</i>, pp. 124-138 [RP].</li> <li>◆ Writing Genres and Organizers [RP].</li> </ul> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELP, Step 4, Kindergarten Lesson Plan and appropriate rubric due.</b></li> <li>◆ <b>Integrated Literature Unit, Step B for Literacy portion (Genre Writing Workshop and Annotated Bibliography) and appropriate rubric due in your instructor's mailbox in BRNG 4180 no later than 4:30 p.m. this Friday, 3/13.</b></li> <li>◆ Literacy Lesson Plan Packet and appropriate rubric due on 3/23.</li> <li>◆ Draft of Integrated Lesson Plan due to Purdue Instructor and Mentor Teacher on 3/23. Teach Integrated Lesson no later than 4/6.</li> </ul> | <p><b>TIP at Prairie Crossing Elementary School.</b></p> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ Teach Literacy Lesson no later than 3/11.</li> <li>◆ Midsemester Assessment by Mentor Teacher due in Purdue mailbox.</li> </ul> |

## WEEK 10

| <i>19 (Monday) March 16</i>                           | <i>20 (Wednesday) March 18</i>                        |
|---|---|
| Purdue University Spring Break ( <i>no classes</i> ). | Purdue University Spring Break ( <i>no classes</i> ). |

**WEEK 11**

Meet on campus Wednesday in REC 226 (*Spring Break for Prairie Crossing Elementary School*).

| <b>21 (Monday) March 23</b>   | <b>22 (Wednesday) March 25</b>   |
|---|--|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Components of Literacy: Word Study, Fluency, Comprehension.</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Bear et al., Chapter 7 <i>Word Study for Intermediate Readers and Writers: The Syllables and Affixes Stage</i>.</li> <li>◆ Norton, Chapter 6 <i>Developing Approaches for Fluency and Comprehension</i>.<br/><u>Note:</u> We will apply the following readings to instructional ideas for grades 3-6.</li> <li>◆ Culham (2003), <i>Teaching the Word Choice Trait</i>, pp. 158-175 [RP].</li> <li>◆ Culham (2003), <i>Teaching the Sentence Fluency Trait</i>, pp. 195-211 [RP].</li> <li>◆ Culham (2003), <i>Teaching the Conventions Trait</i>, pp. 237-246 [RP].</li> <li>◆ Culham (2003), <i>Continuum and Scoring Guides</i>, pp. 264-272 [RP].</li> <li>◆ Culham (2003), <i>Tips on Traits</i>, pp. 273-278 [RP].</li> </ul> <hr style="border-top: 1px dashed black;"/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>Literacy Lesson Plan Packet and appropriate rubric due.</b></li> <li>◆ <b>Draft of Integrated Lesson Plan due to Purdue Instructor and Mentor Teacher.</b></li> <li>◆ <b>Zaner-Bloser #4 due.</b></li> <li>◆ 6+ Traits Workshop: Culham (2003), 3rd Grade Writing Samples, pp. 279 and 281-282 [RP].</li> <li>◆ Literacy Journal.</li> <li>◆ DVD: Teaching Reading 3-5, Disc 4, <i>Fostering Book Discussions</i> [Vista].</li> </ul> | <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ TBA – Catch-Up Day.</li> </ul> |

## WEEK 12

| 23 (Monday) March 30  | 24 (Wednesday) April 1                                   |
|---|--|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Literacy in the Content Areas, Grades 4-8.</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Norton, Chapter 8 <i>Reading, Writing, and Literature in the Content Areas: Fourth Through Eighth Grades</i>.</li> </ul> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>ELP, Step 4, Second Lesson Plan (upper elementary) and appropriate rubric due.</b></li> <li>◆ 6+ Traits Workshop: Culham (2003), 4th Grade Writing Sample, p. 284 [RP].</li> <li>◆ Gift Book ideas and progress (due 4/29).</li> <li>◆ Literacy Journal.</li> <li>◆ DVD: Teaching Reading 3-5, Disc 4, <i>Investigating Word Meanings</i>.</li> <li>◆ ELP, Step 5, Analysis due to Purdue Instructor on 4/6 and to TaskStream no later than 4/10.</li> </ul> | <p><b>TIP at Prairie Crossing Elementary School.</b></p> |

## WEEK 13

| 25 (Monday) April 6  | 26 (Wednesday) April 8                                   |
|--|--|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Reading and Writing Connection in Elementary School.</li> <li>◆ Reading and Writing Connection, Grades 4-8.</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Norton, Chapter 9 <i>The Reading and Writing Connection</i>.</li> <li>◆ Upper Grade Writing Samples [RP].</li> </ul> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>Zaner-Bloser #5 due.</b></li> <li>◆ <b>ELP, Step 5, Analysis and appropriate rubric due to Purdue Instructor.</b></li> <li>◆ <b>ELP, Steps 4 and 5 due to TaskStream no later than this Friday, 4/10.</b></li> <li>◆ Teach Integrated Lesson no later than 4/6.</li> <li>◆ Workshop: Upper grade writing samples.</li> <li>◆ Literacy Journal.</li> <li>◆ Integrated Lesson Plan Packet and appropriate rubric due on 4/13.</li> <li>◆ Study for Final Examination.</li> </ul> | <p><b>TIP at Prairie Crossing Elementary School.</b></p> |

## WEEK 14

| 27 (Monday) April 13   | 28 (Wednesday) April 15   |
|--|---|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Components of Literacy: Word Study, Grades 4-8.</li> <li>◆ Language Arts: Reading (Word Study, Comprehension, Fluency, Vocabulary), Writing, Listening, Speaking, Viewing, and Visually Representing.</li> <li>◆ Balanced Literacy Instruction.</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Bear et al., Chapter 8 <i>Word Study for Advanced Readers and Writers: The Derivational Relations Stage</i>.</li> </ul> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>Integrated Lesson Plan Packet and appropriate rubric due.</b></li> <li>◆ 6+ Traits Workshop: Culham (2003), 5th Grade Writing Samples, pp. 286, 288, and 290 [RP].</li> <li>◆ Continue Gift Book ideas and progress (due 4/29).</li> <li>◆ Literacy Journal.</li> </ul> | <p><b>TIP at Prairie Crossing Elementary School.</b></p> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ Take Final Assessment to Mentor Teacher [Vista, TIP] and ask Mentor Teacher to put it in Purdue mailbox by 4/27.</li> </ul> |

## WEEK 15

| 29 (Monday) April 20  | 30 (Wednesday) April 22   |
|---|---|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Language Arts (<i>continued</i>).</li> <li>◆ Balanced Literacy Instruction (<i>continued</i>).</li> </ul> <p><b>Reading(s)</b></p> <ul style="list-style-type: none"> <li>◆ Norton, Chapter 12 <i>Putting It All Together: Literacy Instruction That Works</i>.</li> </ul> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>Any required ELP revisions due.</b></li> <li>◆ 6+ Traits Workshop: Culham (2003), 8th Grade Writing Samples, pp. 291-292, 294, and 296 [RP].</li> <li>◆ Continue Gift Book ideas and progress (due 4/29).</li> <li>◆ Literacy Journal.</li> <li>◆ Review for Final Examination.</li> </ul> | <p><b>TIP at Prairie Crossing Elementary School.</b></p> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ Take Final Assessment to Mentor Teacher [Vista, TIP] and ask Mentor Teacher to put it in Purdue mailbox by 4/27.</li> </ul> |

**WEEK 16**

Note: ISTEP+ at Prairie Crossing Elementary School from April 27 to May 6.

| <b>31 (Monday) April 27</b>  | <b>32 (Wednesday) April 29</b>   |
|--|--|
| <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Review for Final Examination.</li> <li>◆ Gift Book.</li> </ul> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ Complete “Purdue Instructor Course Evaluation Service” (PICES) form. (<i>Bring a #2 pencil.</i>)</li> <li>◆ Final Assessment by Mentor Teacher due in Purdue mailbox.</li> </ul> | <p><b>Topic(s)</b></p> <ul style="list-style-type: none"> <li>◆ Mentor Teacher Appreciation Breakfast.</li> </ul> <hr/> <p><b>Assignment(s)</b></p> <ul style="list-style-type: none"> <li>◆ <b>Gift Book <i>due.</i></b></li> </ul> |

## **Quick Reference for Selected EDCI 36200 Due Dates**

### Literacy Lesson Plan (*implemented in TIP classroom*):

|   |                    |
|---|--------------------|
| Draft to Purdue Instructor and Mentor Teacher ..... | due 2/25           |
| Teach Literacy Lesson .....                         | no later than 3/11 |
| Literacy Lesson Plan Packet .....                   | due 3/23           |

### Integrated Lesson Plan (*implemented in TIP classroom*):

|   |                   |
|---|-------------------|
| Draft to Purdue Instructor and Mentor Teacher ..... | due 3/23          |
| Teach Integrated Lesson .....                       | no later than 4/6 |
| Integrated Lesson Plan Packet .....                 | due 4/13          |

### Literacy Journal:

Responses, observations, notes, and assignments in your Literacy Journal will be assigned and collected at your Purdue Instructor's discretion.

### Integrated Literature Unit, Step B (*for Literacy portion of Block III*):

Genre Writing Workshop and Annotated Bibliography ..... due no later than 3/13  
*(Note: The Genre Writing Workshop will be embedded within the Sketch you will complete for Social Studies. Instructors reserve the right to organize the final submission as needed.)*

### Elementary Literacy Project (ELP):

|  |                       |
|--|-----------------------|
| Step 1, Introduction .....   | due 2/9               |
| Step 2, Assessment (Spelling Tests and Writing Samples) .....                                    | due no later than 2/9 |
| <i>(Analyze assessments as soon as possible because you will use them in your presentation.)</i> |                       |
| Step 3, Presentation .....   | due 3/2               |
| Step 4, Kindergarten Lesson Plan .....   | due 3/9               |
| Second Lesson Plan (upper elementary) .....  | due 3/30              |
| Step 5, Analysis .....   | due 4/6               |
| Submit Steps 4 and 5 to TaskStream .....   | no later than 4/10    |

### **Important Notes:**

- ◆ All final assignments must be submitted to Turnitin and your Purdue Instructor.
- ◆ Hard copies of assignments are to be submitted at your instructor's discretion.
- ◆ The Course Coordinator reserves the right to make modifications to these dates as needed.