

University of North Carolina at Greensboro
School of Education

CUI 517-01
Literacy I
Reading and Writing in the Primary Elementary Grades
Spring 2006

Credits: 3.0

Prerequisites: A prerequisite of this course is admission to the M.Ed. in Elementary Education Classroom Practice Track program.

Intended Audience: This is the first of two courses designed for graduate students preparing to become classroom teachers who facilitate the growth of readers and writers in the elementary grades.

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Purpose: This course is designed to prepare preservice teachers to teach reading and writing in the primary elementary grades (grades K-2). Its focus will be upon the integration of oral language development, children's literature, reading and writing instruction, and the use of technology. In this 3:3:3 course students are expected to spend three hours of internship time in the classroom and three hours of reading/writing/research time for every three hours of lecture/course contact time.

Conceptual Framework: The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of

professional knowledge skills and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.

Objectives: The objectives of this course are to acquire theoretical and applied knowledge preparing you to:

- 0 1. Understand and implement research-based strategies for teaching reading and writing in primary grade classrooms.
- 1 2. Understand the importance of assessing literacy processes and products to inform instruction and encourage young learners.
- 2 3. Create and implement plans to support the literacy learning of diverse primary grade readers and writers.
- 3 4. Explore the effective use of children's literature, technology, assessment, word study, guided reading, and the writing process in the primary classroom.
- 4 5. Reflect on personal learning about the teaching of reading and writing.
- 5 6. Appreciate the value of creating a balanced, interactive environment for literacy learning with understanding and respect for cultural, linguistic, and ethnic diversity.

Teaching Strategies: This class will function as a learning community with each of us contributing through class discussion, cooperative group work, literature circles, and reflective writing. You are expected to be a contributing member, working cooperatively, respecting the contributions of all classmates and accepting the responsibility for your own learning.

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on disability must be registered with the Office of Disability Services (ODS) located at 208 Elliott University Center, (336) 334-5440 V/TTY. Students with a disability must provide a letter from the ODS stating the appropriate accommodations for this course as soon as possible. If you have a documented disability and wish to discuss how these academic accommodations will be implemented in the course, please contact me.

Grading: Each assignment will be given a point value. The following scale will be used to determine letter grades:

- A+ 100 points
- A 95-99 points
- A- 90-94 points
- B+ 87-89 points

- B 83-86 points
- B- 80-82 points
- C+ 77-79 points
- C 73-76 points
- C- 70-72 points

To earn a given grade your work should fit under the following descriptions. Completion of assignments does not mean an automatic A. Your grades also depend on the quality, appearance, and evidence of significant effort and accomplishment.

A=Excellent—all work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance. (Exceeds Expectations)

B=Good—All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish. (Meets Expectations)

C=Average—The work is complete. The work contains all required parts. The work lacks evidence of time and effort.

D=Passing—The work is not adequate in details, efforts, professionalism or completeness.

F=Failing—The work is inadequate or incomplete.

Procedures and Expectations:

1. Email: Email is the best way to contact me. When contacting me via email, include the following information in your message:
 - a. a specific subject line description with the course number (517, book club response)
 - b. your full name and email address
 - c. the specific question/issue
2. Phone: Please do not leave a message requesting that I call you back to confirm that I received a phone message (“I will not be in class; call me back so that I know you got this message.”) Send an email if you want confirmation.
3. Due Dates: Plan your semester so that you will have ample time to complete assignments because due dates on all assignments are not negotiable.
4. Class Etiquette:
 - a. Turn items that ring, ding or sing to silent and put them out of sight during class. Remove any ear phones/receivers before class begins. I do not bring my cell phone to class because I am not available to take calls during our class meeting.

- b. Be respectful of your fellow classmates and do not engage in side conversations or note passing. They are distracting and will not be allowed.
 - c. Complete all readings prior to class so that you can engage in conversations relating to the readings during small group and whole class discussions.
 - d. Arrive on time and plan to stay for the entire class period (see Attendance Policy below).
5. Attendance Policy: Our class meets every Wednesday from 5:00pm to 7:50pm. The following is the attendance policy for this course:
- a. 2 absences will result in lowering the final grade by one grade letter.
 - b. 3 absences will result in lowering the final grade by two grade letters.
 - c. 4 absences will result in an F for the course.
 - d. 3 tardies will result in one absence. Tardy includes arriving late or leaving early.
6. Academic Integrity Policy: We are all bound by the UNCG Academic Integrity Policy. This policy is posted on Blackboard in Course Information.
- a. All work submitted must be ORIGINAL work prepared for this course. This means that you cannot “reuse” or “revise” assignments prepared by you for other classes.
 - b. Plagiarism is a violation of the UNCG Academic Integrity Policy. For the purposes of this course, plagiarism is defined as using in part or in whole any material written or designed by anyone other than the student, unless specific credit is given to the originator. This includes but is not limited to: lesson plans found online and/or provided by a teacher or found in any publication, book descriptions/reviews, course work done by anyone other than the student. Always provide the proper citation (i.e. URL for internet sites).
7. Blackboard: I will use Blackboard to communicate with you during the semester so you must check Blackboard and your UNCG email regularly. You are responsible for all information posted on Blackboard.
- a. There is a “Questions” forum on Blackboard for you to use to help each other with questions about assignments and/or class discussions. Post your questions and respond to other’s questions if you know the answer using this online forum.
 - b. Handouts and other information will be posted on Blackboard. You are responsible for printing out handouts.

- c. All postings are due before Tuesday midnight. If Blackboard is not operational, send your posting to me via email by the midnight Tuesday and post it when Blackboard is operational.
 - d. Compose your response in Word (or other word processing program) and copy/paste it into the Blackboard Discussion Board.
- 8. Dispositions: Students are expected to demonstrate appropriate dispositions during all class activities and while completing outside assignments (See Course Information: Dispositions).
- 9. Other Information:
 - a. All written assignments need to be word processed and edited for appropriate spelling, punctuation, mechanics and grammar. Please proof read your work.
 - b. You are responsible for bringing the participation grading rubric to each class meeting (see Blackboard Course Information). If you do not have the form for class, you will receive a 0 for class participation for that class meeting.
 - c. You are responsible for attaching the grading rubric to assignments. If it is not included, 5 points will be deducted from the grade for that assignment.

Assignments for Undergraduates: % indicates percentage of final grade

Class Participation and Written Reflection (10%)

This class is designed to include whole class and small group discussions and interactive experiences. Your contributions are extremely important! Be sure to read all handouts, articles, and assigned chapters in the required texts so you can actively participate each week. Be prepared to share connections between class content and PDS classroom experience. The dispositions will be considered when calculating this grade.

Each week, you will write a response to the assigned reading on a Blackboard Discussion Board. This response must be posted by midnight on each Tuesday before class on Wednesday. If Blackboard is not operational, send your posting to me via email by the midnight Tuesday and post it when Blackboard is operational. The responses will be graded according to the rubric posted in Course Information. (It is the same one used for class participation.)

Class participation will be graded according to the rubric posted on Blackboard in Course Information. Each week, you must printout a copy of this rubric and bring it to class. At the end of each class meeting, you will fill

out the rubric and write a short response to the class meeting. This form will be used as documentation of your attendance and your participation grade.

Literacy Article Response (10 %)

As you prepare for a career in education, it is important to become familiar with a variety of professional journals. Reading and analyzing information on current research and best literacy practices can improve instruction and promote student learning.

Read and reflect on one article from the professional journal Language Arts or The Reading Teacher on a K-2 topic of interest to you. You can browse through current and past copies at the Jackson Library, obtain copies from the professional book/journal collection at your PDS (ask the media specialist), or download articles from educational web sites. Turn in a Xeroxed copy of your article including highlights and/or margin notes with your reflection. The initial paragraph should include a brief summary of the article. The remainder of the 2-page paper should make connections to course objectives; include personal experiences, thoughts, ideas and opinions; and explore how this information may impact your future teaching experience. Attach a blank copy of the Literacy Article Response rubric to your paper.

Communication & Technology (10%)

Choose two of the following projects to demonstrate your use of technology to communicate and collaborate with parents and/or the school community in order to nurture student learning:

Create a class newsletter.

Create a weekly homework form with tips for parents.

Create a field trip information letter and permission slip. Include tips to help parents discuss the trip/topic with their child.

Implement an e-pals program with a colleague's classroom.

Create a classroom sign-in, lunch order, daily message/activity.

Create a class web site.

Write a Reflection describing the two projects you chose. Include your thoughts on the value of using technology for communication and collaboration. State how you will use these and other technologies to enhance your communication and collaboration with peers, parents, and the larger community during your student teaching and in your own future classroom.

Read Aloud (5 %)

Reading aloud to children allows the teacher to model fluent reading while developing appreciation for literature and fostering student desire to read. Choose an appropriate piece of children's literature to read out loud to a K-2 classroom. If you are in a 3-5 classroom, you will need to make arrangements with a K-2 OSTE to complete this assignment. You must have the book approved by the OSTE before reading it to the class. You may select an appropriate narrative or expository text. Prepare and implement a Read Aloud lesson using information from class discussions, assigned readings, and observation at your PDS site. Reflect in writing on the lesson you taught using the Reflection Cycle. Turn in your lesson plan, reflection, and a blank copy of the Read Aloud Lesson rubric.

Assessment (15 %)

Assessment is an integral part of teaching and learning used to inform and direct instruction.

Select and complete 3 Literacy Assessments with one K-2 student at your PDS site. This will include a Running Record and your choice of 2 other assessments appropriate for your student. Administer and score the 3 assessments using forms provided in class or forms used at your assigned school. If you are in a 3-5 classroom you will need to make arrangements with a K-2 OSTE to complete this assignment. Reflect in writing on your assessment experience using the Reflection Cycle. Turn in assessments, your reflection, and a blank copy of the Assessment rubric.

Shared Reading and Interactive Writing Lesson (15 %)

Shared Reading / Interactive Writing provides the opportunity for teachers to model the reading/writing process and allows students to be actively engaged. Shared Reading and Interactive writing provide a way to link phonological awareness and phonics instruction.

Plan and implement a shared reading activity with a phonological awareness component followed by an interactive writing lesson with a small group of students in K, 1, or 2. If you are in a 3-5 classroom you will need to make arrangements with a K-2 OSTE to complete this assignment. Following the text reading, introduce a writing activity and provide the opportunity for students to "share the pen". Remember to "think aloud" as you model the writing process. Be prepared to make "on the spot" decisions about which parts of words would be most appropriate for your students to attempt to spell and which words might be sight words they should spell instantly. Reflect in writing on the lesson you taught using the Reflection Cycle. You will need to turn in a sample of the students' writing, your lesson plan, a

reflection, and a blank copy of the Shared Reading / Interactive Writing Lesson rubric.

Reading Lesson Observation (5%)

During reading instruction teachers support and encourage students as they interact with text to create meaning.

Observe and reflect on a Shared Reading or a Guided Reading lesson in a K-2 classroom.

If you are in a 3-5 classroom you will need to make arrangements with a K-2 OSTE to complete this assignment. Before observing, talk with the K-2 OSTE about the rationale for teaching the lesson and his/her objectives for the lesson. Also ask how you might assist with the lesson. During the lesson, observe how the OSTE supports reading strategies and encourages students to participate. Assist as directed by your OSTE. Following the lesson, talk with the OSTE about what he/she feels the students learned and what may be planned for the next lesson based on what the students accomplished during the observed lesson. Reflect in writing on this lesson and attach a blank copy of the Reading Lesson rubric.

Literature Log (10 %)

As elementary classroom teachers we must be aware of the board and rich variety of literature now available to children in order to help our students sample and enjoy it. The best way to familiarize yourself with a board range of authors, genres, and formats is for YOU to sample and enjoy them.

You will need to begin keeping a Literature Log as you select and read a variety of quality Children's Books. You must have 3 examples of each of the genres (8) we will study in class: alphabet books, traditional tales, twists on traditional tales, contemporary stories, historical fiction, informational/expository texts, and biography. At least one of your choices for each genre must include diversity. For each book, list the title, author, illustrator, genre, publication date and publisher, honors, appropriate grade levels. Write a brief summary and a plan for how you will use this book in your teaching. You will write a brief explanation of each genre. The final product must include all handouts on genres, story elements, etc. provided in class.

Resource Portfolio (20%)

For each of the major topics from the course (PA, AP/Phonics, Fluency, Vocabulary, Comprehension, Writing Instruction, Classroom Management) you will include:

One additional article on the topic (see suggestions below)

Xeroxed copy of your article including highlights and/or margin notes with your reflection. The initial paragraph should include a brief summary of the article.

The remainder of the 1-page paper should make connections to course objectives—specifically addressing how this component contributes to reading development; include personal experiences, thoughts, ideas and opinions; and explore how this information may impact your future teaching experience.

3 examples of teaching strategies you plan to use in your k-2 classroom

description of the activity

sample materials needed

3 Resources you want to remember for your teaching practice

1 internet site

1 teacher resource (book, CD, DVD)

1 children's book that can be used to teach this component

For classroom management, select a children's text that

teaches/demonstrates an important aspect of classroom management.

Assignments for Graduate Students: % indicates percentage of final grade

Class Participation and Written Reflection (10%)

This class is designed to include whole class and small group discussions and interactive experiences. Your contributions are extremely important! Be sure to read all handouts, articles, and assigned chapters in the required texts so you can actively participate each week. Be prepared to share connections between class content and PDS classroom experience. The dispositions will be considered when calculating this grade.

Each week, you will write a response to the assigned reading on a Blackboard Discussion Board. This response must be posted by midnight on each Tuesday before class on Wednesday. If Blackboard is not operational, send your posting to me via email by the midnight Tuesday and post it when Blackboard is operational. The responses will be graded according to the rubric posted in Course Information. (It is the same one used for class participation.)

Class participation will be graded according to the rubric posted on Blackboard in Course Information. Each week, you must printout a copy of this rubric and bring it to class. At the end of each class meeting, you will fill out the rubric

and write a short response to the class meeting. This form will be used as documentation of your attendance and your participation grade.

Book Club (10 %)

As you prepare for a career in education, it is important to become familiar with a variety of professional journals. Reading and analyzing information on current research and best literacy practices can improve instruction and promote student learning. You will read two books and participate in Book Club activities during and outside of class.

Communication & Technology (5%)

Choose two of the following projects to demonstrate your use of technology to communicate and collaborate with parents and/or the school community in order to nurture student learning:

Create a class newsletter.

Create a weekly homework form with tips for parents.

Create a field trip information letter and permission slip. Include tips to help parents discuss the trip/topic with their child.

Implement an e-pals program with a colleague's classroom.

Create a classroom sign-in, lunch order, daily message/activity.

Create a class web site.

Write a Reflection describing the two projects you chose. Include your thoughts on the value of using technology for communication and collaboration. State how you will use these and other technologies to enhance your communication and collaboration with peers, parents, and the larger community during your student teaching and in your own future classroom.

Read Aloud (5 %)

Reading aloud to children allows the teacher to model fluent reading while developing appreciation for literature and fostering student desire to read. Choose an appropriate piece of children's literature to read out loud to a K-2 classroom. If you are in a 3-5 classroom, you will need to make arrangements with a K-2 OSTE to complete this assignment. You must have the book approved by the OSTE before reading it to the class. You may select an appropriate narrative or expository text. Prepare and implement a Read Aloud lesson using information from class discussions, assigned readings, and observation at your PDS site. Reflect in writing on the lesson you taught using the Reflection Cycle. Turn in your lesson plan, reflection, and a blank copy of the Read Aloud Lesson rubric.

Reading Lesson Observation (5%)

During reading instruction teachers support and encourage students as they interact with text to create meaning.

Observe and reflect on a Shared Reading or a Guided Reading lesson in a K-2 classroom.

If you are in a 3-5 classroom you will need to make arrangements with a K-2 OSTE to complete this assignment. Before observing, talk with the K-2 OSTE about the rationale for teaching the lesson and his/her objectives for the lesson. Also ask how you might assist with the lesson. During the lesson, observe how the OSTE supports reading strategies and encourages students to participate. Assist as directed by your OSTE. Following the lesson, talk with the OSTE about what he/she feels the students learned and what may be planned for the next lesson based on what the students accomplished during the observed lesson. Reflect in writing on this lesson and attach a blank copy of the Reading Lesson rubric.

Assessment (10%)

Assessment is an integral part of teaching and learning used to inform and direct instruction.

Select and complete 3 Literacy Assessments with one K-2 student at your PDS site. This will include a Running Record and your choice of 2 other assessments appropriate for your student. Administer and score the 3 assessments using forms provided in class or forms used at your assigned school. If you are in a 3-5 classroom you will need to make arrangements with a K-2 OSTE to complete this assignment. Turn in assessments, your reflection, and a blank copy of the Assessment rubric. Chapter 11 in LAW will be helpful with this assignment.

Shared Reading and Interactive Writing Lesson (15 %)

Shared Reading / Interactive Writing provides the opportunity for teachers to model the reading/writing process and allows students to be actively engaged. Shared Reading and Interactive writing provide a way to link phonological awareness and phonics instruction.

Plan and implement a shared reading activity with a phonological awareness component followed by an interactive writing lesson with a small group of students in K, 1, or 2. If you are in a 3-5 classroom you will need to make arrangements with a K-2 OSTE to complete this assignment. Following the text reading, introduce a writing activity and provide the opportunity for students to “share the pen”. Remember to “think aloud” as you model the writing process. Be prepared to make “on the spot” decisions about which parts of words would be most appropriate for your students to attempt to spell and which words might be sight words they should spell instantly. Reflect in writing on the lesson you taught using the Reflection Cycle. You will need to turn in a sample of the

students' writing, your lesson plan, a reflection, and a blank copy of the Shared Reading / Interactive Writing Lesson rubric.

Published Piece of Writing (10 %)

Students learn the art of writing by having writers as teachers. For this assignment, you will take a piece of original writing through the writing process. You will prepared a published copy of the piece and share it during Author's Chair in class. You must turn in documentation of all the steps in the writing process.

Literature Log (10 %)

As elementary classroom teachers we must be aware of the board and rich variety of literature now available to children in order to help our students sample and enjoy it. The best way to familiarize yourself with a board range of authors, genres, and formats is for YOU to sample and enjoy them. You will need to begin keeping a Literature Log as you select and read a variety of quality Children's Books. You must have 3 examples of each of the genres (8) we will study in class: alphabet books, traditional tales, twists on traditional tales, contemporary stories, historical fiction, informational/expository texts, and biography. At least one of your choices for each genre must include diversity. For each book, list the title, author, illustrator, genre, publication date and publisher, honors, appropriate grade levels. Write a brief summary and a plan for how you will use this book in your teaching. You will write a brief explanation of each genre. The final product must include all handouts on genres, story elements, etc. provided in class.

Resource Portfolio (20%)

For each of the major topics from the course (PA, AP/Phonics, Fluency, Vocabulary, Comprehension, Writing Instruction, Classroom Management) you will include:

One additional article on the topic (see suggestions below)

Xeroxed copy of your article including highlights and/or margin notes with your reflection. The initial paragraph should include a brief summary of the article.

The remainder of the 1-page paper should make connections to course objectives—specifically addressing how this component contributes to reading development; include personal experiences, thoughts, ideas and opinions; and explore how this information may impact your future teaching experience.

3 examples of teaching strategies you plan to use in your k-2 classroom

description of the activity

sample materials needed

3 Resources you want to remember for your teaching practice

1 internet site

1 teacher resource (book, CD, DVD)

1 children's book that can be used to teach this component

For classroom management, select a children's text that teaches/demonstrates an important aspect of classroom management.

Required Texts:

Frey, N. & Fisher, D. (2006). Language Arts Workshop: Purposeful Reading and Writing Instruction. Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Miller, D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades. Portland: Stenhouse.

Dyson, A. (1993). Social Worlds of Children Learning to Write in an Urban Primary School. New York: Teachers College Press.

NC Standard Course of Study: English Language Arts Curriculum (K-2 objectives) and NC Standard Course of Study: Information Skills (K-2 goals and objectives) www.dpi.state.nc.us/curriculum/

Select ONE additional text for Book Club:

Routman, R. Reading Essentials: The Specifics of What You Need to Teach Reading Well. Portsmouth: Heinemann.

Calkins, Hartman & White. The Art of Conferring with Young Writers. Portsmouth: Heinemann.

Fisher. Joyful Learning. Portsmouth: Heinemann.

Delpit. The Skin that We Speak. The New Press

Additional Resources:

Fountas, Irene C. & Pinnell, Gay Su (1996). Guided Reading: Good First Teaching for All Children. Portsmouth, NH: Heinemann.

Fountas, Irene C. & Pinnell, Gay Su (1999). Matching Books to Readers: Using Leveled Books in Guided Reading, K-3. Portsmouth, NH: Heinemann.

Fisher, Bobbi & Medvic, Emily Fisher (2000). Perspectives on Shared Reading: Planning and Practice. Portsmouth, NH: Heinemann.

Allington, Richard L. (2001). What Really Matters for Struggling Readers: Designing Research-Based Programs. New York: Addison-Wesley Educational Publishers Inc.

Pinnell, Gay Su & Fountas, Irene C. (1998). Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom. Portsmouth, NH: Heinemann.

Cunningham, Patricia M.(1995). Phonics They Use: Words for Reading and Writing. New York: Harper Collins College Publishers.

Cunningham, Patricia M. & Allington, Richard L.(1994). Classrooms That Work: They Can All Read and Write. New York: Harper Collins College Publishers.

Routman, Regie (1996). Invitations: Changing as Teachers and Learners K-12. Portsmouth, NH: Heinemann.

Supplies

- Colored markers
- Scissors
- Glue stick
- 3 ring binder (2)

Alignment:

Correlation of Major Course Assignments
With Advanced Licensure Core Competencies,
INTASC Standards, National Educational Technology Standards (NETS), and
National Board for Professional Teaching Standards (NBPTS) Core Propositions

Assignment	Advanced Licensure Core Competencies	INTASC Standards	NETS	NBPTS Core Propositions
Literature Log	1	1, 6, 9	5	2, 4, 5
Book Club	1, 5	9	1, 5	4
Read Aloud	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9	2, 3, 5	1, 2, 3, 4, 5
Shared Reading & Interactive Writing	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8, 9	2	1, 2, 3, 4, 5
Assessment	1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9	2, 4, 5	1, 2, 3, 4, 5

CUI 517: Literacy I
Reading and Writing in the Primary Elementary Grades

* posted on Blackboard

Date and Topic	Reading	Assignments Due
Jan 11 <ul style="list-style-type: none"> • Overview and Expectations • Introduction to Children’s Literature • Oral Language Development 		Each week you must post the response to the readings by Tuesday at midnight on Blackboard.
<ul style="list-style-type: none"> • Jan 18 • Literature: Characteristics of Literary Genres • Becoming an Effective Teacher of Reading • Phonemic Awareness 	LAW Ch. 1 & 6 LAW pp. 405-406 PA test *Phonemic Awareness article *Handout—Literary Genres	Alphabet Book Counting/Number Book You will receive feedback on this part of the Literature Log.
<ul style="list-style-type: none"> • Jan 25 • Literature: Story Elements • Phonemic Awareness & Phonics 	LAW Ch. 2 LAW pp. 374-377 Letter ID, Sight Word tests pp. 409-416 CAP p. 417 *Article—Read Aloud *Handout—Story Elements	
<ul style="list-style-type: none"> • Feb. 1 • Literature: Genre—Traditional Tales • Decoding & Encoding 	LAW Ch. 7 LAW pp. 384-384, 440-441 Developmental Spelling Inventory RWM Ch. 1-4 (pp.5-52) *Handout—Word Study *Article	Resource Portfolio—Phonemic Awareness You will receive feedback on this component of the Resource Portfolio.

Feb. 15	<ul style="list-style-type: none"> Literature: Twists on Traditional Tales Fluency 	<p>LAW Ch. 9 pp. 427-436 Reading Attitudes Survey *Fluency article *Handouts—Fluency Monitoring, Fluency Norms & Fluency Rating</p>	Read Aloud Lesson
Feb 22	<ul style="list-style-type: none"> Literature: Contemporary Narratives Vocabulary Development Running Records 	<p>LAW Ch. 8 pp. 377-378 Running Records *Handout—Running Records *Article</p>	Communication & Technology
March 1	<ul style="list-style-type: none"> Literature: Informational Texts Comprehension 	<p>LAW Ch. 10 RWM Ch. 5-7 pp. 53-105 *Article</p>	Assessment
March 8	<ul style="list-style-type: none"> Spring Break 		
March 15	<ul style="list-style-type: none"> Comprehension Socio Cultural Learning Theory 	<p>RWM Ch. 8-10 pp.106-157 Dyson Ch. 1-2, pp. 1-51</p>	Literature Log—traditional tales, twists, contemporary & historical narratives
March 22	<ul style="list-style-type: none"> Writing in Language Arts 	<p>RWM Ch. 11, pp. 158-175 Dyson Ch. 3-6, pp. 52-154 LAW pp. 445-452 Writing Attitude Survey</p>	
March 29	<ul style="list-style-type: none"> Writing Workshop 	<p>Dyson Ch. 7-9, pp. 155-230 *Writing Article</p>	Published Work—Author’s Chair
April 5	<ul style="list-style-type: none"> Literature: Matching Books to Students Guided Reading 	<p>LAW Ch. 3 Book Club Selection</p>	
April 12			

<ul style="list-style-type: none"> Literature: Historical Narratives Collaboration 	Book Club LAW Ch. 4 *ESL article	Guided Reading Lesson Observation
April 19 <ul style="list-style-type: none"> Literature: Biography Working Independently (Centers & Workstations) 	Book Club LAW Ch. 5	Shared Reading & Interactive Writing Lesson
April 26 <ul style="list-style-type: none"> Assessment Children's Literature Awards 	LAW Ch. 11 *Article	Resource Portfolios
May 3 Reading Day		Literature Logs (Due on May 6)

