

**COURSE SYLLABUS**  
**IL 2209: Reading/Writing Methods 2: Grades 2-4**  
Spring 2019

**Course Instructor: Katrina Bartow Jacobs, Ph.D**

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Class Meeting: Tuesdays 5:15 – 8 pm, Posvar 5201

**Course Overview**

This course is intended for teacher candidates who are pursuing PreK-4 certification. It is the second in a two-course sequence and builds on concepts introduced in Reading/Writing Methods 1. It is also part of set of courses that focus on literacy development and instruction. Other courses in the set include Language and Literature for the Young Child, and Literacy Assessment and Instruction for Children with Disabilities in Inclusive Settings.

Teacher candidates in Reading/Writing Methods 2 will have opportunities to build their knowledge about specific aspects of literacy, including: (a) word study--decoding, spelling, and vocabulary, (b) comprehension, (c) fluency, and (d) composition, including handwriting. In addition, candidates will learn about specific instructional approaches and resources for supporting students in developing those aspects of literacy in grades 2-4

**Course Goals**

1. To continue building an understanding of literacy and how children develop as readers and writers
2. To continue learning about instructional strategies related to decoding, phonics, and spelling
3. To continue learning about ways to select and teach vocabulary
4. To continue learning about ways to engage students in comprehending text ideas during read aloud sessions and independent reading
5. To continue building an understanding of instructional approaches, including questioning and discussion, that support the comprehension and critical interpretation of texts
6. To continue learning about ways to engage students in writing to express their ideas as well as to learn about the print code
7. To continue building a deeper understanding of writing and aspects of the craft of writing, including the conventions of grammar, mechanics, and usage
8. To develop thoughtful and motivating assignments and rubrics related to children's literature and content-area texts
9. To continue learning about ways to assess students' understanding and use of literacy and to provide instruction related to what they need to learn
10. To become familiar with the Pennsylvania Department of Education Academic Standards for Reading, Writing, Speaking, and Listening as well as the Common Core Standards for grades 2-4.

11. To become familiar with the kinds of teacher and student resources used to teach literacy
12. To become aware of professional resources and organizations that support and inspire teachers of literacy

### **Required Course Texts**

#### **Books:**

Beck, I., & Beck, M. E. (2013). *Making sense of phonics: The hows and the whys*. New York, NY: Guilford Press.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. New York: The Guilford Press.

Tompkins, G. E. (2015). *Literacy in the early grades: A successful start for PreK-4 readers and writers*. Boston, MA: Pearson.

Novel (choose one):

*Because of Winn Dixie* by: Kate DiCamillo

*Brown Girl Dreaming* by: Jacqueline Woodson

*George* by: Alex Gino

*Number The Stars* by: Lois Lowry

#### **Additional readings (will be provided electronically):**

Bear, D.R., Invernizzi, M., Templeton, S.R., & Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction (5<sup>th</sup> Ed.)*. Upper Saddle River, NJ: Pearson Education, Inc. (chapters 1-3)

Edwards, Turner, & Mokhtari (2008). Assessment: Balancing the assessment of learning and for learning in support of student literacy achievement. *The Reading Teacher*, 61 (8), 682-684.

Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004). Interactive read-alouds: Is there a common set of implementation practices? *The Reading Teacher*, 58(1), 8-17.

Fountas, I. & Pinnell, G. (2012). Guided reading: The romance and the reality. *The Reading Teacher*, 66(4), 268-284.

Harvey, S. & Goudvis, A. (2013). Comprehension at the core. *The Reading Teacher*, 66(6), 432-439.

Hobbs, R. (2011). Empowering learners with digital and media literacy. *Knowledge Quest*, 39(5), 12-17

International Reading Association (2010). Response to Intervention: Guiding principles for educators from the International Reading Association. (Position statement). Newark, DE: IRA.

Ketch, A (2005). Conversation: The comprehension connection. *The Reading Teacher*, 59(1), 8-13.

Lobron, A. & Selman, R. (2007). The interdependence of social awareness and literacy instruction. *The Reading Teacher*, 60 (6), 528-537.

Santoro, L., Chard, D., Howard, L., & Baker, S. (2008). Making the very most of classroom read-alouds to promote comprehension and vocabulary. *The Reading Teacher*, 61(5), 396-408.

Serafini, F. (2011). When bad things happen to good books. *The Reading Teacher*, 65(4), 238-241.

Smith, J.A. & Read, S. (2009). *Early Literacy Instruction: Teaching Reading and Writing in Today's Primary Grades*. Boston, MA: Pearson. (Chapter 8)

Stead, T. (2014). Nurturing the inquiring mind through the nonfiction read-aloud. *The Reading Teacher*, 67(7), 488-495.

#### **Additional Resources:**

Pennsylvania Core Standards

Available for download:

<http://static.pdesas.org/content/documents/PACCCSS%20ELA%20PreK-5%20January%202013.pdf>

Pennsylvania requires students to take the PECT (Pennsylvania Educator Certification Tests) to become certified. There are three modules to this test. Module 2 deals with language and literacy and social studies. The literacy faculty strongly suggest you plan to take the PECT module 2 immediately after the completion of your senior year. At this time, you will have had both literacy courses and the social studies course. Additional information can be found at: [www.pa.nesinc.com](http://www.pa.nesinc.com)

We strongly suggest that you familiarize yourself with the modules, objectives, and practice test. The PECT tests are comprehensive exams that will ask that you draw upon content knowledge, pedagogy, and age appropriate teaching practices. Therefore, it is important to be aware of these tests early and prepare throughout your coursework.

## Course Assignments/Assessments

A detailed assignment guide for each assignment, as well as criteria for grading, will be posted on Courseweb or handed out prior to the due date.

Assignment	Points
Differentiation Assignment	5
Parent Concern Online Simulation	5
Parent Concern In-Person Simulation and Reflection	50
Vocabulary 5-day Cycle	50
Enactment Reflection	20
Novel Unit Check-in	5
Integrated Novel Unit	100
Syllasearch/Word Study lesson plans	50
Text Discussion/Connected Writing Lesson Plan	20
Digital Tool Sharing	5
<b>TOTAL</b>	<b>310</b>

### Differentiation Assignment

Teacher candidates will provide rationale for differentiation for readiness and specific instructional modifications for students who require additional support and students who require additional challenge.

### Parent Concern: Online Simulation

Teacher Candidates will engage in an online simulation that replicates a parent meeting where a teacher discusses curriculum and differentiation.

### Parent Concern: In-Person Simulation and Reflection

Teacher candidates will engage in a face to face simulation that replicates a parent meeting where a teacher and parent discuss instructional concerns.

### Vocabulary 5-day cycle

Teacher candidates will design a 5-day instructional plan for vocabulary using Tier 2 words from a high-quality text appropriate for 2<sup>nd</sup>-4<sup>th</sup> grade students. You should plan to use the same novel for your Integrated Novel Unit.

### Enactment Reflection

Teacher candidates will analyze and reflect upon the enactment of a text-based discussion in a 3<sup>rd</sup> or 4<sup>th</sup> grade classroom.

### Novel Unit Check-in

Complete the novel unit check-in which is available on Courseweb.

### **Integrated Novel Unit**

You will create a series of lessons that would take place before, during, and after the reading of a class novel. These activities will be related to helping students develop comprehension of the main topics of the novel and investigating language related to the novel. In addition, you will include word study activities.

### **Syllasearch/Word Study**

You will use your novel to create a Syllasearch lesson to help students deal with multisyllabic words. Also, you will utilize the Bear et al. text to write a lesson plan for a word study/sort activity using words/concepts from your novel.

### **Text Discussion/Connected Writing Lesson Plan**

In groups, students will segment a quality piece of literature and insert questioning to support student comprehension of important themes/topics. In addition, each group will develop a connected writing assignment that directly relates to the literature and challenges students to think deeply.

### **Digital Tool Sharing**

Each student will post a quality, instructional digital tool to the class resource list.. You may choose an app, instructional tool, or website. The digital tool should be useful in a grade 2-4 language arts classroom.

### **Course Calendar**

Below is a detailed outline of course activities. (subject to change)

<b>Date</b>	<b>Topic</b>	<b>To prepare for class</b>	<b>Assignment Due</b>
January 8	Course overview/expectations Review: IL 1208 -share novel packet	<b>Familiarize yourself with Sarah, Plain and Tall</b>	
January 15	Theories of Learning: What does it mean to be a reader in grades 2-4? What is the purpose of literacy instruction in grades 2-4? -continue novel packet -introduce differentiation activity	<b>Read: Serafini article  Hobbs article</b>	<b>DUE: Digital literacy tool to shared class resource list</b>
January 22	6 + 1 Traits of Writing (cont.) 6+1 Traits of Writing -memoir map -write vignette	<b>Read: Tompkins Ch.2 60-61 and 64-66 6+ 1 Traits of Writing handout</b>	<b>DUE: Differentiation activity</b>
January 29	Writing development and writing workshop 6 + 1 Traits of Writing (cont.)	<b>Read: Chapter from Smith &amp; Read— Effective writing instruction Thompkins: Ch. 11 pp. 330-334</b>	<b>DUE: Parent Meeting Simulation</b>

	-revision workshop		
February 5	Robust vocabulary instruction	<b>Read:</b> <b>Beck et al. <i>Bringing Words to Life</i></b> <b>Chapters 1-3</b>	
February 12	Robust vocabulary instruction (cont.) Diverse Learners	<b>Read:</b> <b>Beck et al. <i>Bringing Words to Life</i></b> • <b>Chapter 4</b> and pages 82-93 in <b>Chapter 5</b>  <b>Lobron &amp; Selman article</b>	
February 19	Utilizing text based discussion of non-fiction texts	<b>Read:</b> <b>Comprehension and</b> <b>Comprehension Instruction</b> <b>Harnessing the Wind discussion</b> <b>plan (bring to class)</b>	<b>Due: Robust vocabulary</b> <b>instruction 5-day cycle</b> <b>In class: Create Snowy</b> <b>Owl lesson plan</b>
February 26	<b>Tompkins: Ch. 9</b> <b>No Class: Lesson Enactment Week</b> <b>Be prepared to teach lesson to 5-6 children in Grades 2-4 in your elementary site, using the</b> <b>lesson plan created last week.</b>  <b>Due: Novel Unit Check-in</b>		
March 5	Shared reading, read-alouds, and text-based discussion.	<b>Read:</b> <b>Santoro article OR Fisher article</b> <b>OR Stead article</b> <b>Tompkins: Ch. 3 pp. 80-85</b> <b>Tompkins: Shared Reading p. 391</b>	<b>In class: text</b> <b>discussion/connected</b> <b>writing</b>  <b>Due: Enactment</b> <b>reflection</b>
<b>SPRING BREAK No CLASS March 12<sup>th</sup></b>			
March 19	Word Study: Assessment and Instruction	<b>Read:</b> <b><i>Words Their Way</i>—Ch. 1-3</b> <b>Tompkins: Ch. 5</b> <b>Tompkins: Word Sorts p. 396</b>	
March 26 **You will sign up for a spot for the in- person simulation**	<b>Parent Concern In-Person</b> <b>Simulation and Reflection</b>  <b>**sign up for time**</b>	<b>Review online parent concern</b> <b>simulation</b>  <b>Be ready to engage face to face</b> <b>with a concerned parent.</b>	

		<b>Bring technology to videotape your experience (cell phone, tablet, laptop)</b>	
April 2	Word Study (cont.) Syllasearch	<b>Read: Making Sense of Phonics Ch. 10 and Appendix 3</b>  <b>Review videotape of in-person simulation to ID a critical moment (1-2 minutes)</b>	<b>Due: Parent Concern Reflection</b>
April 9	Comprehension: Assessment and Instruction High Stakes Testing	<b>Read: Edwards, et al. article Harvey and Goudvis article Tompkins: Ch. 3 pp. 91-94</b>	<b>Due: Syllasearch/Word Study assignment</b>
April 16	Small group differentiated instruction/guided reading	<b>Read: Ketch article and Fountas and Pinnell article Tompkins: Ch. 10 pp. 290-293</b> <b>Review: Bear et al. chapters</b>	<b>Bring: Word study lesson plan to class</b>  <b>Due: Integrated Novel Unit</b>

## GRADING POLICY

The assignments for this course are designed to give you opportunities to reflect on your learning and to structure your weekly participation in the course. Assignments are also opportunities for you to receive feedback on your progress and performance. Detailed course assignment sheets and grading rubrics will be available for each assignment. **Please note that you must complete all assignments in order to receive a passing grade in this course.**

Grades will be assigned based on the following ranges:

94-100% = A	90-93 = A-	87-89% = B+	83-86% = B
80-82% = B-	74-79% = C	69-73% = D	

**Late assignment policy:** Course assignments are due on the date indicated. It is the expectation that all assignments will be submitted on time regardless of class attendance. Late assignments will result in a 10% loss of points for each day late (weekends included). Late assignments will not be accepted after three days past the due date and the assignment will be scored zero. All assignments should be accompanied by the scoring rubric, if provided.

## ATTENDANCE AND PARTICIPATION

Because of the way this course is structured and the nature of the assignments, you cannot do well if you are not actively engaged in course activities. Your active engagement and participation in course meetings and your timely completion of course assignments are crucial

for the success of this course as well as your own learning. Being on time and prepared for every class session is expected. You cannot make up a missed class by doing alternative work.

This course is an opportunity for you to become part of a community of learners who are committed to learning through reading, writing, discussing, and collaborating. To be a part of that community, you need to attend every class meeting and participate thoughtfully in all activities. Final grades **will be** lowered because of absences and lack of participation and collaboration. Each absence will result in a 10-point loss to the final grade. Arriving to class late and leaving early will count as absences.

### **ACADEMIC INTEGRITY**

Academic integrity is a key component of professionalism. It is expected that all candidates uphold the principles of academic integrity in their work during this course as specified on the University of Pittsburgh Office of the Provost. These guidelines are available for download at: <http://www.provost.pitt.edu/info/acguidelinespdf.pdf>. Candidates who do not follow these guidelines may be subject to disciplinary action.

**DIL Departmental Grievance Procedures:** The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of DIL (currently Dr. Patricia Crawford).
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Michael Gunzenhauser).
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer (currently Dr. Michael Gunzenhauser).

### **STATEMENT ON CLASSROOM RECORDING**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### **CONFIDENTIALITY**

During this course and throughout your teaching career, you will have access to information about students that demands discretion. You may not share information about students in any setting beyond the confines of our work together. Within our group, you may discuss students in only the most professional ways. This means that students and their work are spoken about only for instructional purposes, without veering into gossip or "venting" frustrations. Your access to



students is predicated on a disposition of care, respect, and a generous interpretation of their actions.

Confidentiality also means that you may not refer to students in ways that would identify them outside of the course setting including digital forums such as Facebook, Twitter or personal web spaces, such as blogs. Additionally, you may not share images of them or their work for any purpose outside of this course. This includes videotaped or audiotaped records, anecdotal notes, written work, assessments, and photographs. Any infractions will be considered professional misconduct and will jeopardize your standing in Pitt's graduate programs. If you have any questions about confidentiality matters, it is your responsibility to seek answers from the course instructor.

### **SPECIAL LEARNING NEEDS**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, (412) 648-7890 [(412) 383-7355 for TTY], as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

### **PROFESSIONALISM AND THE PRESENCE OF CELL PHONES**

Professional conduct is imperative in the teaching profession and as such, in this class. Students are expected to carry themselves in a professional manner at all times. Disruption in class will not be tolerated. Repeated unprofessional behaviors may lower your grade in this course.

Cell phones must be turned off or in silent mode while in class. Text messaging and use of social networking during class is not permitted and students not following this directive will be asked to leave class. If there is a compelling reason to leave your phone on (e.g., if you are on call for a job, family emergency) please let the instructor know at the start of class.