Department of Teaching and Learning
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Course Information

Prefix & Number	CIL 542
Title	Literacy Instruction I
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	N/A
Course Description (Course Introduction)	Methods of instruction and assessment for primary grade readers and writers are designed to help teacher candidates acquire knowledge and strategies related to literacy development and engagement through classroom application, reflection, analysis, and implementation of lessons with diverse learners. This course is designed to provide quality instructional practices for primary literacy instruction. Teacher candidates will gain knowledge in early literacy skills development.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course **INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential**	**PERFORMANCE SKILLS** 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. (INTASC) 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning(INTASC) 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.(INTASC) 2(c) The teacher designs instruction to build on learners' prior

knowledge, and critical dispositions	knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.(INTASC) 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. (INTASC) 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. (INTASC) 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. (INTASC) 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections tolearners' experiences. (INTASC) 5(h) The teacher develops and implements supports for learner literacy development across content areas. (INTASC) 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. (INTASC) 6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. (INTASC) 6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. (INTASC) 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. (INTASC) 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. (INTASC) 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. (INTASC) 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. (INTASC) 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. (INTASC)

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skillsin order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (INTASC)

3.2 Select, develop, administer and interpret assessments, both individual print and electronic, for specific purposes. (IRA)

3.3 Use assessment information to plan and evaluate instruction.(IRA)

1.1 Understand major theories and empirical research that describe the cognitive, motivational, and sociocultural foundations of reading and writing development, processes, and components including word recognition, language comprehension, strategic knowledge, and reading-writing connections. (IRA)

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). (IRA)

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. (IRA)

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. (IRA)

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. (IRA)

2.0 Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. (IRA)

3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. (IRA)

1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. (IRA)

6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. (IRA)

ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes-- and knows how to use instructional strategies that promote student learning. (INTASC)

1(e) The teacher understands that each learner's cognitive, linguistic,

	social, emotional, and physical. INTASC) development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. INTASC) 1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others. INTASC) 3(r) The teacher is a thoughtful and responsive listener and observer. INTASC) 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. INTASC) 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. INTASC) 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. 4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline. INTASC) 5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. INTASC) 5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. (INTASC) 6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. (INTASC) 7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. (INTASC) 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. (INTASC) 8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. (INTASC) 9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly. (INTASC) 1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural

foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections. (IRA)

4: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. (IRA)

5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. (IRA)

1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. (IRA)

3.1: Understand types of assessments and their purposes, strengths, and limitations. (IRA)

2.0 Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. (IRA)

5: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. (IRA)

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. (IRA)

CRITICAL DISPOSITIONS

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. (INTASC)

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. (INTASC)

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. (INTASC)

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. (INTASC)

3(r) The teacher is a thoughtful and responsive listener and observer. (INTASC)

| | 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills. (INTASC) |
| | 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (INTASC) |

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6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals. (INTASC)

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. (INTASC)

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. (INTASC)

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. (INTASC)

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs. (INTASC)

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly. (INTASC)

1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. (IRA)

6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. (IRA)

4. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

3.0 Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction. (IRA)

1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. (IRA)

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. (IRA)

RESULTS
At the completion of CIL 542 and CIL 543 series, the performance, knowledge, and dispositions gained by a teaching candidate will result in the growth of children's literacy, fluency, word recognition, comprehension, composition of text, and motivation to read and write. An introduction to and beginning understanding of the Common Core standards will be an integral part of the learning process.

COURSE RESOURCES
There are three required textbooks for this course. Additionally, reading materials are available electronically via WebCampus, in the online course schedule and each of the modules. The following are required in order to successfully complete this course:

Morris, D. (2015). *Informal reading inventory: Preprimer through grade 8*. New York: Guildford Press.

Tompkins, G. (2014). *Literacy for the 21st century: A balanced approach (6th Ed.).* Upper Saddle River, NJ: Merrill/Prentice Hall.

Bear, D., Templeton, S., et al. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction (5th ed or 6th ed.).* Upper Saddle River, NJ: Allyn & Bacon.

SUPPLEMENTAL TEXTS/MATERIALS
Additional links and resources are posted in WebCampus

A computer with Internet access either personally or through University computer labs, and basic computing skills. There are open computer labs in CEB 212, CEB 309A, the Lied & Curriculum Materials Library, and other locations on campus. A UNLV student ID is required when accessing these labs. In addition, there are several other computer labs on campus. A complete listing of lab locations, hours, and software is provided at this website http://oit.unlv.edu/labs-classrooms/computer-labs. This is an online course and technology is not an excuse, it is a requirement of the course!

WebCampus Login and Password
Rebelmail Account -UNLV e-mail address - Much of our communication will be done by electronic mail (e-mail). Students are required to use only WebCampus or their UNLV Rebel Mail e-mail address for such communication. In addition, all official UNLV announcements are sent to this address. To activate your e-mail address, connect to the Internet and click on the following link: http://rebelmail.unlv.edu/. There are also directions included to show you how to forward Rebelmail to a preferred email account.

Technical difficulty with accessing the readings, links, and videos is not an excuse for late or missing assignments. You are responsible for seeking help, not only from the instructor, but peers, or with OIT. **Make sure you complete course work within the time frame and be aware of all due dates and times.**

§ NOTE: If you cannot secure access to these learning devices, it is best to take an on-campus course where they are provided.

COURSE STRUCTURE

Because this is an online course, students are expected to log on to WebCampus at least 5 times weekly. Although proponents of Internet-based courses sometimes talk of "any place, any time" access--and that is certainly possible-- this course will employ an approach known as **scheduled asynchronous** in which participants can take advantage of the flexibility of asynchronous communication (i.e., not in real time together), but do so as a group in a prescribed sequence of learning activities. Thus, while our discussions will allow you to participate at any hour and from wherever you like, the course is designed for students to keep up with the readings, discussions and learning activities on a daily basis. Assignments, activities, and discussion/reading topics will be posted, and it is expected that they will be completed and submitted as outlined by the course schedule.

- The prerequisite skills for this course require you to know how to use a Windows or Mac operating system to open, save and print files; use a web browser and search engine to locate URLs; and use a word processor to create text documents. If you remain in the course knowing that you do not possess the necessary prerequisite skills, you will need to take time out of your schedule to teach yourself and seek help as needed. Computer Lab Monitors –especially in CEB 211-212 - are excellent resources of help with assignments.
- Assistance is also available through the University's Student Computing Support Center Phone: 702-895- 0761 Location: MSU 231
  Website: http://oit.unlv.edu/students/ E-mail: StudentHelp@unlv.edu
- In addition, numerous other tutorials for all applications addressed in this course are available via the Web at sites such as: http://its.leesummit.k12.mo.us/

Student Expectaions
You need to be prepared to complete this class online. In order to do this you should go to the UNLV Distance Education website to determine that you have the correct browser, software, and hardware necessary to complete the class. If this is your first Distance Education class from UNLV, you should begin at the *How to Succeed* website:
http://distance_ed.unlv.edu/info/before_you_begin.html

There are a number of **Student Training Videos** that guide you through the different aspects of WebCampus: http://distance_ed.unlv.edu/devid/Webcampus/ Videos that would be especially helpful for this class are the WebCampus Student Training: General Tips, Assignment Tool, Discussions, and Mail Tool. Links to these resources can also be found in the *"New to Distance Education"* link located on the Course Content page.

Course Tools in WebCampus: Various tools in WebCampus will be used for course delivery.

Course Content Page is the home page and contains the Schedule with due dates for all online discussion and assignments, a link to the syllabus, and the *New to Distance Education* link that will help you become familiar with WebCampus tools.

Learning Modules are posted sequentially for course content as noted in the schedule. These modules provide important information and description on reading discussions and assessment experiences. They provide links to all readings and course activities for the module. They also contain links to additional online resources and tutorials that help in completing assignments.

Assignments/Assessment Experiences are the course requirements and the tools where you will submit your work. Additional information on the assignments and assessment experiences will be listed later in this syllabus and available in detail on Webcampus.

Mail is where you can send messages to me or other students in the course. If you have not used it before, please view the tutorial in Student Orientation in the "New to Distance Education" link to see how to use it.

Discussions (Digital Dialogue, DD) tool links to the discussion forums for this course. There are two forum areas that serve different functions.

1. General Forums
a) Introductions - is seen by all and can be used by anyone to share information targeting the entire group. Post a message introducing your self. Please include your full name, year in school, the grade level you want to teach, where you're from, how many online courses you have taken, and an interesting factoid. Be sure and respond to at least 4 other colleagues as they post their introductions.
b) Help – is seen by all and can be used to post questions about applications, seek clarifications about assignments or get help with difficulties you may encounter. This will be more expeditious than asking only me because chances are one of your classmates has already faced and solved the same problem. This is a better alternative than asking me via WebCampus email because the entire class can then see the response. Assisting others via the Help forum is greatly appreciated by your classmates and me.

2. Online Discussions are seen by all and will be used to discuss the assigned readings for selected modules.

ASSIGNMENTS (LEARNING PROJECTS AND COURSE REQUIREMENTS):
All assignments, unless otherwise specified, should be double spaced, 12 pt. font, and in APA Format. Late work will be accepted, but all late work (e.g., assignments, posts, discussions) will incur a 10% penalty per day (of the grade earned, not the starting point value of the assignment) up to seven days past the assignment/assessment original due date (seven days-not seven business days). Assessments more than two days late will not be accepted unless arrangements have been made with the instructor prior to the due date.

Internet Resources:
https://webcampus.unlv.edu
http://tl.unlv.edu/content/literacy/methods_resources
www.reading.org – International Reading Association
https://bighorn.doe.nv.gov/sites/CommonCore/ccss/Pages/EnglishLanguageArtsDocuments.aspx
https://owl.english.purdue.edu/owl/section/2/10/

Below is a list of course activities/assignments. Late submission incur a 20% penalty per day from earned score. Assignments and Assessments more than two days late will not be accepted unless arrangements have been made with the instructor prior to the due date. Details for the assignments, exercises and assessment criteria will be posted in WebCampus. There are no extra credit assignments or assessments in this course.

1. **Introduction + Reponses (20 pts.)**
Post your introduction in the appropriate discussion area and respond to at least four colleague's introduction.

2. **Graphic Organizer (20 pts.)**
Make a graphic organizer, semantic map, etc. about the Common Core State Standards/Nevada Academic Content Standards and/or assessments discussed in Module 2. Post this for your peers to view and respond to 2 peers. Original due by Wednesday and discussion by Friday.

3. **Readings and Digital Dialogue + Reponses (100 pts. – 5 x 20 pts.)**
Links to reading assignments are posted on the course schedule and in each module. For each reading you will need to post: 1) a critique or thoughtful professional response to the article (2-3 paragraphs) as it pertains to teaching and assessments in classroom and instruction, which must include a quote from the reading, and 2) at least two response to others' posts in the appropriate forum topic in the WebCampus discussion area by the due date. A quality

response should respond to an idea presented by another class member in their post. The goal is to explore online discussion (Digital Dialogue) and include quotes or directly reference the readings/articles that support your views in a scholarly way. Your response should be more than a simple comment such as: I agree, good point, interesting comment, etc. Several ways to extend the discussion might be to describe a possible implication relating to a point in their post, describe connections to learning in other courses, refer to other articles or research-based information, offer suggestions on ways you see to use, modify, or extend an idea, etc. Posting the critique/response is worth a possible 7 points, while quality responses earn an additional 3 points for a total of 10 points, and two-quality peer response can earn up to 10 points, additionally APA (Times New Roman, 12 point and black font) counts and will be evaluated when grading (In Modules 1 – 15: 6 total over the course of the class [excluding the introduction dialogue and the graphic organizer]). You must use professional grammar and spelling (FYI-WebCampus spell check does not always work-proof read). The original post is by Wednesday at 11:59 pm and the minimum of two peer responses is due by Friday at 11:59 pm.

Late posts incur a 10% penalty per day, up to 7 days – no late assignments are accepted after 7 days.

4. **Assessment Experiences (75 pts. – 3 x 25 pts.)**

Assessment is an essential component in understanding the stages of early literacy in student grades kindergarten through second grade. This assignment REQUIRES you to work with a primary grade student to assess their early literacy skills and analyze the results. (We provide you with the student's samples but would prefer you to work with a student in person.) These videos are the second tab under learning modules: *Student Assessment Experiences.*

Explicit instructions for each of the following assessment experiences are detailed in each corresponding module. Sample students are provided to illustrate how these assessments should be administered (Go the *Student Assessment Experience* located under the Learning Modules tab on the home page). You will analyze all results using the correct forms provided through the course textbook or in each module.

It is encouraged that you watch all of the videos as this will help provide a solid foundation for Assessment Experience learning.

To start this project you will need to watch Reading Attitude / Survey Interest Inventory video, NO write up is required for this video viewing, but this information is helpful and you WILL need for the other AE write-ups.

AE #1 choices (select one)	Interest Inventory, Reading Attitude, Alphabet Recognition, Morris— Concept of Word, Yopp – Phoneme Segmentation,
AE #2 choices (select one)	Morris—Spelling, Words their Way Spelling, Morris – Word Recognition
AE #3 Required	Morris – Passage Reading & Comprehension

5. **Video Analysis (75 pts. 3 X 25 points each) - This is NOT Video Viewing (Video Viewings are comparable to additional readings)**

Over the duration of the course you will watch three videos/lessons (aka. Video analyses). After viewing each of the videos you will complete a brief analysis (no more than one page). You write needs to include:

1. Identify the standard(s) taught in the lesson.
2. Reflect on things in the lesson/video that were of particular interest to you.
3. Provide details about the content and strategy(ies) that were taught.
4. Describe how the teacher differentiates.
5. Describe the literacy learning that took place (what did the students learn?).

6. **Case Study (10) & Reflection (20) (30 pts.)**

1. You will need to complete the Case Study (p. 194) in Morris, for the 3 AEs you have completed.
2. The second part of this assignment is a 2-page reflection. This is your opportunity to reflect (meta-cognition) on our thinking and learning, and write about your experience with the AEs in this course.

Consider the following questions when completing your reflection:
• How did the AEs go? (strengths and concerns)
• What did you learn? What did you not learn?
• What are your thoughts on the process of administering the AEs?
• What might you have done differently or could have done differently?

7. **Final Exam (80 pts.)**

The online final exam will be open two days at the end of the course and semester. This will be a cumulative exam covering all topics, readings, and assignments/assessments covered over the duration of this course. The exam will be a multiple-choice exam, for a maximum total of 60 points. **These exams will be timed** and all students will be required to finish them and submit them within the allotted time. Each exam is open book and note. During the exam you will have access to all of the modules, readings, and assessments, but you will have limited time, so make sure you plan ahead and study. Also, this is NOT a teamwork exam, there are several versions and you are to work on this exam independently, the system (WebCampus) tracks users. Any attempt to take the exams in an unethical manner (cheating) will result a zero for the exam with no, absolutely NO make-ups. This could also result in failing the course if the instructor deems fit. Take this opportunity to use YOUR individual knowledge gained from this course to show what YOU have learned!

**** Important Note Regarding Assignments and Exercises: BE SURE TO SAVE A BACK UP COPY OF ALL ASSIGNMENTS FOR THIS COURSE. Files can get lost in

cyberspace, and it is important to protect yourself and your work. The instructor cannot be responsible for technical problems resulting in lost assignments. Once you complete an assignment, please save a backup copy

PERFORMANCE ASSESSMENTS

Course assessment is based on rubrics or checklists for each learning activity. Assessment details are posted with the assignments in WebCampus.

The course learning activities/assignments and point values are listed below:

1. Introduction + responses   20
2. Graphic Organizer   20
3. Digital Dialogue (DD) (5 x 20 points each)   100
4. Assessment Experiences (AE) (3 x 25 points each) 75
5. Video analysis (3 X25 points each)   75
6. Case study & reflection   30
7. Final Exam   80

   TOTAL   **400**

GRADING POLICY
All grades will be posted online in WebCampus accounts, Grade Center. The number of points you earn during the course will determine your final grade. The grades of A and A- are reserved for students who consistently show exemplary performance in their assignments and class participation. If you have questions about the grading standard, please refer to the Academic Policies in the UNLV undergraduate catalog:
http://catalog.unlv.acalog.com/content.php?catoid=4&navoid=164

A 368 - 400	A- 360 - 367	B 328 - 351	B+ 352 - 359
B- 320 - 327	C 288 - 311	C+ 312 - 319	C- 280 - 287
D 248 - 271	D+ 272 - 279	D- 240 – 247	F < 239

The course grade is NOT based or calculated by percentages; your grade is earned and assigned by the points you earn through the completed course requirements: assignments, digital dialogues, assessments, and exam only!

Computer Issues Students with computer problems should contact the Student Computing Services Help Desk at 702-895-0777. The Help Desk can assist with passwords and access issues. The SCS website is especially helpful regarding WebCampus, computer labs, software (including virus protection and anti-spyware), and browser problems:
http://oit.unlv.edu/help/student/

Technical assistance for WebCampus is available from: http://webcampus.unlv.edu/new-webcampus-support-may-2012 Students can also contact the Student Help Desk at (702) 895-0777, in the Student Union Room 231, or send requests by e-mail: scrhelp@unlv.edu
The Help Desk does not address any content issues of WebCampus courses — those questions must be directed to the instructor.

COURSE SCHEDULE

Week	Module Topic	Readings	Assignments Due
1	**Introductions**	Let's get started – audio Learning Modules – Course Introduction	Due: Introduction Dialogue Discussion Introduction and photo
2	**What is Literacy?**	**Read:** • The Power of the Definition By: E. B. Keefe and S. R. Copeland (1999). • Chapter 1 & 2: Introduction to Reading Assessment. By McKenna & Stahl • Review syllabus and calendar AGAIN!	Due: Course Readings Preview AEs, which student (Maria or Nate) will you assess, or find a student to assess for the three AEs. Digital Dialogue (DD)#1 includes readings from Module 1: original post due by Wednesday @ 11:59 pm and peer responses due by Friday @11:59 pm. **This is for ALL DDs**
3	**Common Core Standards Formal and Informal Assessments**	• **Read:** Scripted and Narrowed Curriculum Reform in Urban Schools. (2013). Milner, R. H. • **Read**: Education Accountability and Policy Feedback. (2012). McDonnell, L. M. • **Read and check out the common core websites:** http://www.corestandards.org • **Check out all of the links:** parents/myths, read some of the standards (particularly in the area of reading, writing, and literacy), and how it was created. http://www.corestandards.org/read-the-standards/ http://www.fcrr.org/curriculum/SCA_CCSS_index..shtm • **NVACS:** http://rpdp.net/admin/images/uploads/resource_82 43.pdf • **NVACS & CCSD:** http://ccsd.net/resources/assessmentaccountability-	Due: Course Readings Graphic organizer due by Wednesday @ 11:59 pm and peer responses due by Friday @11:59 pm.

		research-school-improvementdivision/backpack-stuffer.pdf • **NVACS state level:** http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Content_Standards/	
4	**Stages of Reading, Development, Phonics, & Alphabetic Sound/Symbol Relationships**	**Read:** • **Read:** Tompkins text, chapters 2 & 4 • **Read** the Module 3 ppt. "What is Reading • **Read** over the Module 3 handout for ppt • **Video Viewing (Required):** Watch the assessment protocol videos: Kinder and 2nd grade. Select your student Video Analysis: Emergent readers https://www.youtube.com/watch?v=dC4tY3hj4NQ	Due: Course Readings DD #2, original on Wednesday and a minimum of 2 peers responses by Friday, 11:59 pm Video Analysis #1 due by Friday @ 11:59 pm

5	**Phonemic Awareness**	**Read:**
		 • Yopp, H. K. (1995). A test for assessing phonemic awareness in young children.
		 • Read: Tompkins text, chapter 5.
		 • Read the Module 4 ppt Phonemic Awareness
		 • Read over the Module 4 handout for ppt
		 • Video Viewing/Reading: Watch the following videos:
		   - Open House Video #1 - Phonemic Awareness @ https://www.youtube.com/watch?v=ACS5BY_bMK4
		   - Yopp-Singer test of phoneme segmentation @ https://www.youtube.com/watch?v=LmfrDpfBOBg
		   (exmple) not one of the students for the assessments.
			Due: Course Readings
			
			 Assessment Experience (AE) #1 by Friday 11:59 pm

6	**Phonics, Stages of Spelling Development**	**Read:** • Reading Rockets, Alphabetics Code: Phonics and Decoding or at http://www.readingrockets.org/article/teachingalphabetic-code-phonics-and-decoding • Joshi et al. (2008). How words cast their spell. • Tompkins: Chapter 5: Cracking the Alphabetic Code • Words Their Way: Chapters 4 & 5	Due: Course Readings DD #3 original on Wednesday and a minimum of 2 peers responses by Friday, 11:59 pm
7	**Word Recognition and Word Study**	**Read:** • Invernizzi, M., Abouzeid, M., & Thomas, G. J. (1994). Using Students' Invented Spellings as a Guide for Spelling Instruction That Emphasizes Word Study' • Tips for Teaching: Word Recognition @ https://www.readingtutors.com/tips/TH_Tips_WordRecog.pdf • Words Their Way, Chapter 1 & 6.	Due: Course Readings Video Analysis #2 due by Friday @ 11:59 pm

		Video Analysis: Open & closed syllables https://youtu.be/eVVJSx24zNA	
8	**The Reading Process**	**Read/Revisit:** • Tompkins text, Chapter 4 (pp. 109-114): Concepts about Print. • Concepts of Print from Reading and Writing Project @ http://readingandwritingproject.com/public/resources/assessments/reading/concepts_about_print/concepts_about_print_directions.pdf • Reading Rockets, Concepts of Print Assessment @ http://www.readingrockets.org/article/conceptsprint-assessment • Look over this website: http://legitliteracy.weebly.com/conceptsof-print.html	Due: Course Readings DD #4, original on Wednesday and a minimum of 2 peers responses by Friday, 11:59 pm AE #2 Due Friday by 11:59 pm
9	**Introduction Running Records, Informal Reading Inventories**	**Read:** • Informal Reading Inventories/Miscue Analysis ppt. • Paris, S. G., & Carpenter, R. D. (2003). Center for the improvement of early reading achievement: FAQs about IRIs • Video Viewing: To support this topic there are several videos you will need to watch: some cover content and others provide you with examples. • https://www.youtube.com/watch?v=EUldCNMosqs Diagnostic Reading Assessment: Informal Reading Inventory • https://www.youtube.com/watch?v=1BPReMoYC_c Informal Reading Inventory video	Due: Course Readings Start watching the IRI videos, this is time consuming.
10	**Review of Running Records, Comprehension**	**Read:** • Tompkins text, Running Records p. 472. • Tompkins text, Chapter 8: Promoting Reading Comprehension • **Read:** http://www.readingrockets.org/article/critical-analysis-eight-informal-reading-inventories • Applegate, M. D., Quinn, K. B., Applegate, A. J. (2002). Levels of thinking required by comprehension questions in informal reading inventories. • **Video Viewing:** Scoring an Informal Reading Inventory (IRI) @ https://www.youtube.com/watch?v=MMxOsyG0CJI	Due: Course Readings DD#5 original on Wednesday and a minimum of 2 peers responses by Friday, 11:59 pm Continue to watch videos
11	**The Writing Process**	**Read:** • Tompkins text, Chapter 2: The Writing Process (pp. 48-66) & Chapter 4: The Youngest Readers and Writers	Due: Course Readings

		(Focus on writing) • Video Analysis: (First grade guided reading) https://www.youtube.com/watch?v=rTuhCc6V8Os&feature=youtu.be	Video analysis #3 due by Friday @ 11:59 pm
12	**Writing Traits, Writing Workshop**	**Read:** • Tompkins text, Chapter 10: Organizing for Instruction-Writing Workshop (pp. 324-327). • Tompkins text, RAFT (pp. 462-463). • Read Write and Think: http://www.readwritethink.org/professionaldevelopment/strategy-guides/using-raft-writingstrategy-30625.html • Reading Rockets: http://www.readingrockets.org/strategies/raft • Video Viewing: Teacher Video: https://www.youtube.com/watch?v=OLJ_32y6lR0 • Lucy Calkins Writer's Workshop: https://www.youtube.com/watch?v=FBiOv-66IEE	Due: Course Readings AE #3 Due Friday by 11:59 pm

13	**Book Leveling, Guided Reading, Nonfiction Text Features**	**Read:**
		• Tompkins text, Chapter 3: Readability Formulas, Leveled Books etc., (pp. 80-84).
		• Read Tompkins text, Guided Reading (pp. 441-442).
		• Read Tompkins text, Text Factors of Nonfiction Books (pp. 305-310).
		• Video Viewing:
		  - Guided Reading: How to Organize a Guided Reading Classroom https://youtu.be/9c8EI1e5rl4
		  - First Grade Guided Reading Lesson https://youtu.be/rTuhCc6V8Os	

14	**Response to Intervention**	**Read:** • Read: What is RTI? @ http://www.rtinetwork.org/learn/what/whatisrti • Video Viewing: Response to Intervention: A Tiered Framework @ https://www.youtube.com/watch?v=nkK1bT8ls0M	Due: Course Readings Case Study & Reflection Due by Friday @ 11:59 pm
15	**Study Week**	No New Course Readings Study for Final Exam	
16		**FINAL EXAM**	EXAM Will be open ON WebCampus

SPECIAL NOTE
Academic Misconduct
Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright
The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy
Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching
The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Incomplete Grades
The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail
By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Library Resource

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Any other class specific information

(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)