Course # and Title: # 15170 – Guided Reading K-6

Course Description:

This course is designed to meet the needs of literacy teachers in grades K-6. Participants will explore and practice the essential elements of guided reading, an instructional approach in which a teacher supports students' developing key reading skills. The goal of this course, and of guided reading, is for students to put into practice the reading skills they already have and expand and deepen existing skills with the teacher's guidance and support

Course Note:

Required Books: K-2 teachers will need to purchase the book Guided Reading: Good First Teaching for All Children, ISBN-13: 978-0435088637, ISBN-10: 0435088637; 3-6 teachers will need to purchase the book, Guiding Readers and Writers 3-6 ISBN-13: 978-0325003108, ISBN-10: 0325003106. (These books are older books, but this is ground-breaking work that many districts around the country are still using.)

Prerequisites: NA

Objectives:

1) Effectively implement guided reading as part of a comprehensive reading program.
2) Use guided reading as part of the gradual release to expand reading skills and strategies.
3) Use formal and informal assessments to group and regroup students and guide instruction.
4) Effectively introduce a text to provide students with support and schema necessary to comprehend.
5) Link teaching to the CCSS.
6) Manage the rest of the class while the teacher provides guided instruction.

Instructor(s):   **Location with full address:**

Credits: 2 EDMA credits

Section #: 32 clock hours

Class Times:
11/22/14 – 8:00 a.m. to 4:30 p.m.
12/06/14 – 8:00 a.m. to 4:30 p.m.
1/10/15 – 8:00 a.m. to 4:30 p.m.
1/31/15 – 8:00 a.m. to 4:30 p.m.

Scientific Research: What is the research base for this content? Required for all learning opportunities, except meetings.	Allington, R. L. (1983). The reading instruction provided readers of differing reading ability. Elementary School Journal, 83,Â 548 - 559. Barr, R, & Dreeben, R. (1991). Grouping students for reading instruction. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.) Handbook of Reading Research, Volume II. Mahway, NJ: Lawrence Erlbaum Associates. Fountas, I. C., & Pinnell, G. S. (2008). When readers struggle:Â Teaching that works. Portsmouth, NH: Heinemann. Fountas, I. C., & Pinnell, G. S. (1996). Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann. Fountas, I. C., & Pinnell, G. S. (2006). Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K - 8. Portsmouth, NH: Heinemann. Fountas, I. C., & Pinnell, G. S. (2009). Prompting guide 1: A tool for literacy teachers. Portsmouth, NH: Heinemann. Fountas, I. C., & Pinnell, G. S. (2008). The Fountas and Pinnell prompting guide: Teaching for strategies in reading and writing. Portsmouth, NH: Heinemann. Fountas, I., & Pinnell, G. S. (1999). Guiding readers and writers, grades 3 - 6: Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann. Gerla, J. P. (1996). Response-based instruction: At-risk studentsÂ engaging in literature. Reading & Writing Quarterly: Overcoming Learning Difficulties, 12(2), 149 - 169. Institute of Education Sciences. (2004). Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide. Washington, DC: U.S. Department of Education. Kaye, E. L. (2008). Second graders reading behaviors: A study of variety, complexity, and change. Literacy Teaching and Learning, 10, 2, 51 - 75. Stahl, K. A. D. (2009). The effects of three instructional methods on the reading comprehension and content acquisition of novice readers. Journal of Literacy Research, 40, 3, pp. 359 - 391.
Required Readings: What texts, readings, and materials will you require participants to read? Include publication dates. Do the required readings represent multiple perspectives? Please ensure the required readings are current, reliable & easily accessible. Required for all learning opportunities, except meetings.	Thompson, A. A., & Johnson, B. B. (2008). How to cite an online article in APA style. The Online Times (in italics), 5(3). Retrieved from http://www.theonlinetimes.com/54321/onlineartapa Fountas, I.C., & Fountas, I.C., & Pinnell, (2012) Guided Reading Program: Research Base for Guided Reading As An Instructional A pproach. Scholastic. Retrieved from http://teacher.scholastic.com/products/guidedreading/pdfs/GR_Research_Paper_2010.pdf Portions of: Fountas, I. C., & Pinnell, G. S. (2008). When readers struggle: Teaching that works. Portsmouth, NH: Heinemann. Fountas, I. C., & Pinnell, G. S. (1996). Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann. Fountas, I. C., & Pinnell, G. S. (2006). Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K - 8. Portsmouth, NH: Heinemann. Fountas, I. C., & Pinnell, G. S. (2009). Prompting guide 1: A tool for literacy teachers. Portsmouth, NH: Heinemann. Fountas, I. C., & Pinnell, G. S. (2008). The Fountas and Pinnell prompting guide: Teaching for strategies in reading and writing. Portsmouth, NH: Heinemann. Fountas, I., & Pinnell, G. S. (1999). Guiding readers and writers, grades 3 - 6: Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann.
Delivery Methods: What delivery methods will you use? Required for all learning opportunities, except meetings. • lecture • modeling • hands-on activity • small group work	lecture modelin g hands-on activity small group work

- role playing - demonstration - technology	demonstration technology
Assignments: Specifically, what assignments will you require of participants? List them. Required for all learning opportunities, except meetings.	Pre and Post Guided Reading Self-Assessment (90 min.) Reflection of self-reflection assessment (2 hours) Video recording of a guided reading session for self-assessment (1 hour) Reflection of video recording (2 hours) Second video-recording of guided reading session for team assessment (1 hour) Self-reflection based on team feedback (2 hours) Observing and providing feedback for two team members (3 hours) Third video-recording for instructor feedback (1 hour) Responding to instructor feedback (2 hours) Final reflection paper (3 hours) Outside reading with reading guides (40 hours) Lesson Plans (90 minutes)
Grading/Methods of Evaluation: How will grades be determined? Which assessment/evaluation tools will be utilized, i.e. rubrics, learning logs, portfolios, teacher generated checklist, etc. What will you evaluate? What is your grading scale? Required for all learning opportunities, except meetings.	A = 21-24 points B = 19-20 points C = 17-18 points D = 14-16 points F = 0-13 points Pass = 17 points and higher Fail = 16 points and lower

Rubrics:
All learning opportunities must include a rubric used to determine the quality of the work produced. Learning opportunities will not be reviewed or approved until a rubric is received. Quality of the given assignments must be clearly described. Required for all learning opportunities, except meetings.

Criteria	4 Points	3 Points	2 Points	1 Points
Mechanics	Less than 2 errors in mechanics of writing.	Less than 4 errors in mechanics of writing.	Less than 6 errors in mechanics of writing.	Less than 8 errors in mechanics of writing.
Coaching Session	Teacher engages in a full cycle of coaching (pre-conferencing, observation, post-conferencing), writes reflection paper, submits on time.	Teacher engages in a full cycle of coaching (pre-conferencing, observation, post-conferencing), writes reflection paper, but is submitted late.	Teacher engages in pre-conferencing and observation. Post-conference engagement is limited. Teacher writes reflection paper and submits.	Teacher resisted engagement in a full cycle of coaching, cancelling and postponing sessions for pre-conferencing, observation, and post-conferencing. Reflection paper is in response to less than a full observatio
Text Selection	Based on new learning from the course, teacher reflects and	Teacher reflects and clearly articulates some ways	Teacher reflects and articulates few ways that are effective	Teacher articulates few ways that were effective in helping

		clearly articulates various ways that are effective in helping children construct and extend the meaning of text, monitor and correct their own learning, maintain and support fluency and phrasing, and solve words while reading continuous text. Teacher clearly identifies practices for text selection which s/he would continue, change, or modify based on student responses to the instruction.	that are effective in helping children construct and extend the meaning of text, monitor and correct their own learning, maintain and support fluency and phrasing, and solve words while reading continuous text. There is limited reflection regarding new learning. Teacher clearly identifies practices for text selection which s/he would continue, change, or modify based on student responses to the instruction.	in helping children construct and extend the meaning of text, monitor and correct their own learning, maintain and support fluency and phrasing, and solve words while reading continuous text. There is limited reflection regarding new learning. Teacher identification of practices for text selection s/he would continue, change, or modify is unclear, limited, or not based on student responses to instruction.	children construct and extend the meaning of text, monitor and correct their own learning, maintain and support fluency and phrasing, and solve words while reading continuous text. Little reflection regarding new learning is evidenced. Teacher does not identify practices for text selection s/he would continue, change, or modify based on student responses to the instruction.
Before Reading	Based on new course learning regarding instruction that occurs before reading the text, teacher reflects and clearly articulates various ways that are effective in helping children construct and extend the meaning of text, monitor and correct their own learning, maintain and support fluency and phrasing, and solve words	Teacher reflects and clearly articulates some ways that are effective in helping children construct and extend the meaning of text, monitor and correct their own learning, maintain and support fluency and phrasing, and solve words while reading continuous text. There is limited reflection regarding new course learning	Teacher reflects and articulates few ways that are effective in helping children construct and extend the meaning of text, monitor and correct their own learning, maintain and support fluency and phrasing, and solve words while reading continuous text. There is limited reflection regarding new learning around instruction that occurs	Teacher articulates few ways that were effective in helping children construct and extend the meaning of text, monitor and correct their own learning, maintain and support fluency and phrasing, and solve words while reading continuous text. Little reflection regarding new learning is evidenced around instruction that occurs before

		while reading continuous text. Teacher clearly identifies practices that occur before reading text which s/he would continue, change, or modify based on student responses to the instruction.Â	around instruction that occurs before reading the text. Teacher clearly identifies practices that occur before reading text which s/he would continue, change, or modify based on student responses to the instruction.	before reading the text. Teacher identification of practices that occur before reading text s/he would continue, change, or modify is unclear, limited, or not based on student responses to instruction.	reading the text. Teacher does not identify practices that occur before reading text s/he would continue, change, or modify based on student responses to the instruction.
During Reading	**Based on new course learning regarding instruction** that occurs **during** reading **the** text, teacher reflects **and clearly articulates** various **ways** that **are** effective **in helping children** construct and extend the **meaning of** text, monitor **and correct** their **own learning,** maintain **and support** fluency **and** phrasing, and solve **words** while reading **continuous text.** Teacher **clearly identifies** practices that occur **during** reading **of** text **which** s/he **would continue, change, or** modify based **on student**	**Teacher** reflects **and clearly articulates** some **ways** that are effective **in helping children** construct and extend the meaning **of** text, monitor and correct their **own** learning, maintain **and support** fluency and phrasing, and solve **words** while reading **continuous** text. There **is limited** reflection regarding new **course learning around** instruction that occurs **during** reading **of the text.** **Teacher clearly identifies** practices that occur **during** reading **of** text **which** s/he **would continue,**	**Teacher** reflects and articulates few ways that are effective in **helping** children construct and extend **the** meaning of text, monitor and correct their **own learning,** maintain and support fluency **and** phrasing, and solve words while reading **continuous** text. There **is limited** reflection regarding new **learning around** instruction that occurs **during** reading **of the** text. **Teacher** identificatio n **of** practices **that** occur **during** reading **of** text s/he **would** continue, change, **or** modify **is**	**Teacher** articulates few ways that were effective **in helping** children construct and **extend the** meaning of text, **monitor** and correct their **own learning,** maintain **and support** fluency and phrasing, **and** solve words while **reading continuous** text. **Little reflection** regarding new learning **is evidenced around** instruction **that occurs during** reading **of the** text. **Teacher does** not **identify** practices **that** occur **during** reading **of** text s/he **would continue, change, or** modify based **on student** responses **to the**

		responses to the instruction.	change, or modify based on student responses to the instruction.	limited, or not based on student responses to instruction.	instruction.
	After Reading	Based on new **course learning regarding instruction** that occurs after reading the **text, teacher** reflects **and clearly articulates various ways that are** effective **in helping children** construct **and extend the** meaning **of** text, monitor **and correct** their **own learning,** maintain **and support** fluency **and** phrasing, **and** solve **words** while reading **continuous text.** **Teacher clearly identifies practices that occur after reading text which s/he would continue, change, or modify based on student responses to the instruction.**	**Teacher** reflects **and clearly articulates some ways that are** effective **in helping children** construct and extend **the** meaning **of** text, monitor **and correct** their **own learning,** maintain and **support** fluency **and** phrasing, and solve **words** while reading **continuous** text. There **is limited reflection** regarding new **course learning around instruction** that **occurs** after reading the **text.** **Teacher clearly identifies practices that** occur **after** reading text **which s/he would continue, change, or** modify based **on student responses to the instruction.**	**Teacher** reflects and articulates few ways that are effective **in helping children** construct and extend the meaning of text, monitor and correct their **own learning,** maintain and **support** fluency **and** phrasing, and solve **words** while reading **continuous** text. There **is limited reflection** regarding new **learning around instruction** that **occurs** after reading the **text.** **Teacher identification of practices that** occur **after reading** text s/he **would continue, change, or** modify **is unclear,** limited, or not based **on student** responses to instruction.	**Teacher articulates** few ways that were effective **in helping children construct and** extend the meaning of text, **monitor** and correct their **own learning,** maintain and **support** fluency **and** phrasing, and solve **words** while reading **continuous** text. **Little reflection** regarding new learning **is evidenced around instruction** that occurs after reading the **text.** **Teacher does** not **identify** practices that occur after reading text s/he would **continue, change, or** modify based **on student** responses to **the instruction.**
Implementation: What evidence will participants submit to demonstrate implementation? Required for all learning opportunities, except meetings.	1. Submit one video tape for one-to-one coaching with the instructor. 2. Submit three reflections from lessons based on self-viewing, team viewing, and instructor viewing. 3. Submit reflections/artifacts based on homework.				
Instructor Information: I am an AEA 267 employee and will be teaching off my regular	On file				