

Syllabus for Reading Recovery I & II, 15:250:503

Instructor : Janet Entwisle

1. **Course Information**

Semester: Fall and Spring

Course number and title: **Reading Recovery I & II, 15:250:503**

Number of credits: 6

Day of week, time, and place: **Wed., 3:00-6:00 PM**

Slackwood El. School, 2060 Princeton Pike, Lawrenceville, NJ 08648

Instructor and contact information: **Janet Entwisle 609-671-5580 x4317**

2. **Purpose**

This course prepares teachers to deliver effective individualized instruction to students who are struggling with early literacy learning in order to accelerate early literacy acquisition .

3. **Description**

Teachers learn how to administer and interpret early literacy assessments and design individual lessons based on theoretically grounded, research-based teaching procedures. Attention is given to perceptual and cognitive processing, comprehension and vocabulary development, composing and spelling, fluency, letter learning, phonics, and phonemic awareness. During classes teachers observe two live lessons taught by class members behind a one-way viewing screen. They discuss the strengths and needs of children and explore teaching decisions based on close observation and theoretical understanding.

4. **Objectives**

Teachers will:

- On a daily basis, teach four children individually. (For Literacy Lessons credits, teachers work individually with two grade one students each day).
- Become skilled at using a range of systematic observation techniques to assess and guide children's reading and writing progress.
- Design individual instruction that assists children to produce effective strategic activities for reading and writing text.
- Become competent at using the Reading Recovery teaching procedures as set out in *Literacy Lessons Designed for Individuals* (Clay, 2005).
- Bring at-risk students to average reading levels in their classrooms. Develop understanding of the reading and writing processes.
- Be able to articulate rationales for instructional decisions.
- Reflect on and critically discuss their work and that of their peers.

5. **Course Materials**

Required texts and materials include:

- *Literacy Lessons Designed for Individuals: Part I & Part II*, (Clay, 2005)
- *An Observation Survey*, (Clay, 2002)
- *Becoming Literate*, (Clay, reprint 2007)
- Set of approx 300 children's trade books from several different publishers
- Two sets of upper and lower case magnetic letters

- Magnetic chalkboard/whiteboard
- Unlined writing books and markers
- Sentence strips
- Timer

Additional readings as assigned/recommended by the instructor.

6. Format

A combination of instructor led, peer observation, live lessons with students behind a two-way mirror, group discussion, teacher presentation and workshop approaches are used throughout the course.

7. Course Requirements

- Complete the Observation Survey Training Workshop.
- Write and submit Observation Summaries and Predictions of Progress on all children selected for services before beginning to work with them.
- Teach four children per day individually Reading Recovery for 30-minute daily sessions in a school setting.
- Teach a child behind the one-way glass two times each semester
- Demonstrate effective teaching of Reading Recovery.
- Keep accurate daily records and observation notes in order to inform instruction (Observation Survey and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).
- Communicate regularly with parents, classroom teachers, and administrators
- Submit data to teacher leader as required.
- Participate actively in class discussions to demonstrate knowledge of course content.
- Complete all assignments/projects on time.
- Read and respond orally, or in writing, to readings as assigned.
- Participate in teacher leader support visits.
- Comply with the university/course attendance requirements. Students are required to attend all sessions.

8. Grading

Students will be issued a pass/fail grade based on the course requirements which reflect the Standards and Guidelines of Reading Recovery in the United States (RRCNA, 2008)

Note:

The requirements for the second semester course are much the same but the syllabus may be modified to reflect changes in emphasis and expectations as the instructor responds to the needs of both the teachers and the needs of the student population the teachers are serving in their district.