

**SUBMISSION OF DOCUMENTS TO THE LOUISIANA DEPARTMENT OF EDUCATION  
TO EVALUATE THE READING COMPETENCIES**

**COVER PAGE**

<b>INSTITUTION</b>			
Name of Institution: <span style="float: right;">Grambling State University</span>			
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<b>TYPES OF PROGRAMS</b>			
Check <b>ALL</b> redesigned programs being offered at your institution.			
<input type="checkbox"/> <b>Baccalaureate Degree:</b>			
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Grades PK-3  <input checked="" type="checkbox"/> Grades 1-5  <input type="checkbox"/> Grades 4-8         </div> <div style="width: 45%;"> <input type="checkbox"/> Grades 6-12  <input type="checkbox"/> Grades K-12         </div> </div>			
<input type="checkbox"/> <b>Practitioner Teacher Program:</b>			
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Grades PK-3  <input type="checkbox"/> Grades 1-5  <input type="checkbox"/> Grades 4-8         </div> <div style="width: 45%;"> <input type="checkbox"/> Grades 6-12  <input type="checkbox"/> Grades K-12  <input type="checkbox"/> Grades 1-12 Mild/Moderate Special Education         </div> </div>			
<input type="checkbox"/> <b>Master's Degree - Alternate:</b>			
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<input type="checkbox"/> <b>Non-Master's/Certification-Only Alternate Program:</b>			
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Grades PK-3  <input type="checkbox"/> Grades 1-5  <input type="checkbox"/> Grades 4-8         </div> <div style="width: 45%;"> <input type="checkbox"/> Grades 6-12  <input type="checkbox"/> Grades K-12  <input type="checkbox"/> Grades 1-12 Mild/Moderate Special Education         </div> </div>			
<b>OFFICIAL SIGNATURE</b>			
By signing and submitting this document, the signator is certifying that all information contained within the document is accurate and reflective of the instruction that is occurring at the institution.			
Name and Title Campus Head/Authorized Campus Representative:			
Signature of Campus Head/Authorized Campus Representative:			
Date:		Telephone Number:	
E-mail Address:			

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### III. OVERVIEW OF THE PROGRAMS

#### A. Identification of Programs

Type of Program	Areas of Certification
Baccalaureate	Grades 1-5

#### B. Program Description

The Louisiana Reading and Language Competencies for Teachers are infused throughout the traditional certification program. Specifically, the 1-5 program provides specific Reading/Literacy courses that include diverse experiences that directly relate to the Reading and Language Competencies. These courses include the following:

- ED 303-Reading Introduction and Survey
- ED 304-Children’s Literature
- ED 325-Teaching Reading in the Elementary School
- ED 431-Reading Diagnosis and Correction

The competencies are reflected in the course content and activities, field experiences, and program requirements. The teacher candidates have an opportunity to read, interpret, analyze, and summarize *best practices research* relating to the five essential components of reading instruction. The teacher candidates also have increased opportunities to *apply* and *transfer* the knowledge as they complete diverse field-based experiences in actual classroom settings. These experiences provide numerous opportunities for the candidates to work directly with Grades 1-5 students and supervising teachers as they gain increased knowledge concerning assessing, planning, delivering appropriate instruction, and managing an elementary Reading/literacy program for diverse learners. These experiences (that are connected to the Reading and Language Competences) also help to promote an increased understanding of the role of the teacher in developing and enhancing Reading/literacy skills for 1-5 students, additionally, by aligning the Reading competencies with the course objectives, The alignment of the Reading competencies to the course objectives helps to insure that the course experiences are directly connected to the necessary knowledge, skills and dispositions needed for an effective Reading/literacy program.

The assessments for the courses are connected to the unit’s conceptual framework. The *legend* for the assessments that are aligned for each course objective are included at the end of the objectives for each course. A copy of the Conceptual Framework is included in the Appendix of this document.

**IV. HIGHER EDUCATION PROGRAM REVIEW MATRIX FOR LOUISIANA’S READING AND LANGUAGE COMPETENCIES FOR TEACHERS FORM**

<b>NAME OF UNIVERSITY:</b>	<i>Grambling State University</i>
<b>TYPE OF PROGRAM:</b> (e.g., Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program)	<i>Baccalaureate</i>
<b>GRADE LEVELS &amp; CERTIFICATION AREAS:</b> (e.g., PK-3, Grades 4-8 (Mathematics & Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)	<i>Grades 1-5</i>

**STRAND A: FOUNDATIONAL CONCEPTS**

**1. BESE READING COMPETENICES:**

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
1-5	C	A1. Knows the progression (stages) of reading/language development.	Develops and implements instructional activities that appropriately utilize and demonstrate the concept of the continuum of skills in reading, writing, and oral language proficiencies.	ED 303 ED 325	Given varied content, activities and materials, the teacher candidates will: <ul style="list-style-type: none"> <li>Analyze four articles that focus on the “progression of Reading Language Development as related to the effective “teacher of Reading”.</li> <li>Construct and present two instructional lessons (with appropriate resources that demonstrate the concept of the continuum of skills in reading, writing, and oral language proficiencies.</li> </ul>
1-5	C	A2. Knows the major components of reading and language instruction and the teaching activities that typically address each component.	Plans and implements instruction that demonstrates an understanding of the major components of reading, writing, and oral language instruction and address each component thoroughly and systematically with emphasis appropriate to students’ grade levels or needs.	ED 303 ED 325	<ul style="list-style-type: none"> <li>Share entries placed in the <i>Reflective Journal</i> that describe on-going observations of master teachers delivering reading</li> </ul>

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT'S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
					<p>and language arts instruction in specific elementary classrooms.</p> <ul style="list-style-type: none"> <li>• Design and present instructional lessons with appropriate materials that relate to specific Reading/Literacy skills to meet the diverse learner needs of elementary students.</li> <li>• Students will read articles that emphasize the major components of reading.</li> </ul>
1-5	C	A3. Understands at a general level the causal links between phonological skills, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing.	Designs and implements instructional activities that build on an understanding of the connections between phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing.	ED 303 ED 325 ED 431	<ul style="list-style-type: none"> <li>• Share the results of <i>best practices research</i> that presents diverse strategies for developing “Phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing”.</li> <li>• Design and implement lesson plans that focus on, “phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing”.</li> <li>• Implement the lesson plans in the elementary</li> </ul>

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT'S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
					classroom and present student work samples and feedback from the implementation process in the university classroom.
1-5	C	A4. Understands the most common intrinsic differences between proficient and poor readers (cognitive, physiological, and linguistic) and the major differences (language spoken at home, exposure to books, values, schooling itself).	Analyzes and selects instructional goals based on cognitive, physiological, cultural, environmental, and linguistic differences underlying good and poor reading.	ED 303 ED 304 ED 325 ED 431	<ul style="list-style-type: none"> <li>Review the literature and summarize the findings regarding the major characteristics between “poor readers and proficient readers” as related to planning and providing appropriate instructional strategies.</li> <li>Use the English/Language Arts Comprehensive Curriculum to identify instructional goals and design skill based lessons and select appropriate materials to meet diverse learner needs.</li> <li>Analyze exemplary Reading/Literacy lessons (designed by pre-service and in-service teachers) which have been designed to meet diverse learner needs and implemented in the elementary school setting.</li> </ul>
1-5	C	A5. Understands principles of teaching: model, lead, give guided practice, and independent practice.	Selects, develops and uses media (books, technology, non-print materials) to support instruction, based on considerations of student interests and cultural and linguistic backgrounds in reference to scientifically-based reading research.	ED 303 ED 304 ED 325 ED 431	<ul style="list-style-type: none"> <li>Observe, record, and present findings of master teachers at the on-site partnership school to determine how different</li> </ul>

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT'S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
					<p>types of media are used to support literacy learning in the elementary classrooms.</p> <ul style="list-style-type: none"> <li>• Select and present commercial and non commercial materials that may be used to develop specific Reading/Literacy skills to meet the diverse learner needs.</li> </ul>
1-5	C	A6. Knows how to question at multiple levels to assess and build comprehension at all levels from lower level factual to higher order thinking.	Asks questions at multiple levels, from lower level factual to higher order thinking, when assessing and building comprehension.	ED 303 ED 325	<ul style="list-style-type: none"> <li>• Design and present an activity that demonstrates multiple levels of questioning, from lower level factual to higher order thinking, when assessing and building comprehension.</li> </ul>

**ALA = All Level Areas K-12 (Music, Art, PE)**

**A = Awareness**

**B = Basic Understanding**

**C = Comprehensive Understanding**

**STRAND C: PHONEMIC AWARENESS AND LETTER KNOWLEDGE**

<i>NAME OF UNIVERSITY:</i>	<i>Grambling State University</i>
<i>TYPE OF PROGRAM: (e.g., Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program)</i>	<i>Baccalaureate</i>
<i>GRADE LEVELS &amp; CERTIFICATION AREAS: (e.g., PK-3, Grades 4-8 (Mathematics &amp; Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)</i>	<i>Grades 1-5</i>

**1. BESE READING COMPETENCIES:**

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
1-5	B	C1. Knows the progression of development of phonological skill (e.g., rhyme, syllable, onset-rime, phoneme segmentation, blending, and substitution).	Selects and instructs a range of activities representing a developmental progression of phonological skill (words in sentences; rhyming; oral word repetition; syllable counting; onset-rime segmentation and blending; phoneme identification, segmentation, and blending).	ED 325 ED 431	<ul style="list-style-type: none"> <li>Analyze and select a range of activities on phonological skills for elementary students from selected core reading programs.</li> <li>Design and present activities for elementary students that represent specific phonological skills.</li> </ul>
1-5	B	C2. Understands the difference between speech sounds (phonemes) and the letters/letter combinations (graphemes) that represent them.	Designs lessons that begin with auditory phonemic awareness activities, then links phonemes with letters as soon as students develop an adequate level of phonetic awareness.	ED 325	<ul style="list-style-type: none"> <li>Design and present an activity that begins with “auditory phonemic awareness activities, then links phonemes with letters as soon as students develop an adequate level of phonemic awareness”.</li> </ul>
1-5	C	C3. Knows how to identify and pronounce the speech sounds in standard English (consonant and vowel phoneme systems).	Demonstrates appropriate enunciation in oral demonstrations, especially when conducting phonemic awareness lessons.	ED 325 ED 431	<ul style="list-style-type: none"> <li>Construct and demonstrate two phonemic Awareness activities that “demonstrate appropriate enunciation in oral demonstrations.”</li> </ul>
1-5	B	C4. Understands the print concepts young children must develop (e.g., directionality, connection of print to meaning)	Explains and demonstrates through shared reading and oral reading how print is used when reading a book. (e.g., provides details that readers take for granted while reading such as sentences, paragraphs, and that the end of lines on a page does not necessarily mean the end of a unit of meaning).	ED 304 ED 325	<ul style="list-style-type: none"> <li>Prepare a video-tape that represents strategies used in the elementary classrooms to demonstrate appropriate strategies used for shared reading and oral reading.</li> </ul>



<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT'S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
1-5	C	C5. Knows how to segment and blend any single-syllable word at the onset-rime and phoneme level	Models and assists students in segmenting and blending single-syllable words at the onset-rime and phoneme level using words with two, three, and four phonemes.	<b>ED 325</b> <b>ED 431</b>	<ul style="list-style-type: none"> <li>Design activities and presents strategies (using diverse resources) through lessons that demonstrate how to blend any single-syllable word at the onset-rime and phoneme level.</li> </ul>
1-5	C	C6. Understands the role of letter name knowledge in reading and spelling.	Uses techniques for teaching fluency of letter naming, matching, and writing, including multi-sensory strategies for teaching letter identification and letter formation.	ED 325 ED 431	<ul style="list-style-type: none"> <li>Demonstrate selected techniques for teaching fluency of letter naming, matching, and writing, including multi-sensory strategies for teaching letter identification and letter formation.</li> </ul>

**A = Awareness      B = Basic Understanding      C = Comprehensive Understanding**

**STRAND D: PHONICS AND WORD RECOGNITION**

<b>NAME OF UNIVERSITY:</b>	<i>Grambling State University</i>
<b>TYPE OF PROGRAM:</b> (e.g., <i>Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program</i> )	<i>Baccalaureate</i>
<b>GRADE LEVELS &amp; CERTIFICATION AREAS:</b> (e.g., <i>PK-3, Grades 4-8 (Mathematics &amp; Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)</i> )	<i>Grades 1-5</i>

**1. BESE READING COMPETENCIES:**

<b>GRADE LEVELS</b>	<b>PROFICIENCY LEVEL</b>	<b>KNOWLEDGE</b>	<b>SKILLS/DISPOSITIONS</b>	<b>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</b>	<b>BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</b>
1-5	C	D1. Understands the various structures of language that underlie the English spelling system (e.g., phoneme-grapheme, syllable pattern, morpheme units in print, and word origin).	Identifies the kind of phonics and spelling instruction that is in an adopted comprehensive reading program (systematic, incidental, synthetic, analytic). Develops lessons that include practice in reading texts that are written for students to use their knowledge of language structure to decode and read words.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> <li>• Prepare and present a written report which summarizes findings after reviewing the Comprehensive Curriculum for English/Language Arts as related to spelling and phonics instruction at the elementary grade level.</li> <li>• Design and present lessons in the elementary classrooms that demonstrate <i>how to</i> teach strategies for effectively decoding.</li> </ul>
1-5	C	D2. Understands explicit, systematic teaching and implicit, incidental, and opportunistic teaching of phonics.	<p>Teaches all steps in a decoding lesson, resulting in reading words fluently, accurately, and with appropriate intonation and expression. Uses the following systematic progression to teach word reading so as to make public the important steps involved in reading a word:</p> <ol style="list-style-type: none"> <li>1. Students orally produce each sound in a word and sustain that sound as they progress to the next.</li> <li>2. Students must be taught to put those sounds together to make a whole word.</li> <li>3. Students sound out the letter-sound correspondences "in their head" or silently and then produce the whole word.</li> </ol>	ED 303 ED 325 ED 431	<ul style="list-style-type: none"> <li>• Analyze two articles that present strategies for developing effective phonics instruction.</li> <li>• Analyze and identify the five methods for teaching decoding.</li> <li>• Devise and present a decoding lesson that demonstrates all steps that result in reading words fluently, accurately, and with appropriate intonation and expression.</li> </ul>

1-5	C	D3. Understands the developmental progression in which orthographic knowledge is generally acquired.	Selects and delivers grade-appropriate lessons on spelling, phonics, and word identification skills.	ED 325 ED 431	<ul style="list-style-type: none"> <li>• Demonstrate the use of instructional activities and appropriate materials for developing “spelling, phonics, and word identification skills” for elementary students.</li> <li>• Devise and present one detailed grade appropriate lesson plan on each of the following: <ul style="list-style-type: none"> <li>- Spelling</li> <li>- Phonics</li> <li>- Word Identification</li> </ul> </li> </ul>
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**A = Awareness**

**B = Basic Understanding**

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**STRAND D: PHONICS AND WORD RECOGNITION (CONTINUED)**

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT'S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
1-5	C	D4. Knows how to recognize examples of sound-symbol correspondences, rules, and patterns in English and recognizes syllable types and morphemes.	Explicitly teaches phoneme-grapheme association, blending, and segmentation; in addition to syllable pattern and morpheme recognition	ED 325 ED 431	<ul style="list-style-type: none"> <li>• Analyze three articles that focus on the following: phoneme-grapheme association, blending, and segmentation.</li> <li>• Analyze current “core reading” programs and examine how they present this material (student role play a lesson).</li> <li>• Design and present a research-based activity that focuses on “phoneme-grapheme association, blending, and segmentation in addition to syllable pattern and morpheme recognition that may be used in a Diagnostic-Prescriptive model for strengthening Reading/literacy skills.</li> </ul>
1-5	A	D5. Possesses an awareness that second languages or dialects have varying phonological features that present a challenge to English pronunciation and phonics.	Explicitly teaches phoneme-grapheme association, blending, and segmentation; in addition to syllable pattern and morpheme recognition.  Identifies the phonological, morphological, and orthographic differences in English and a second language.	ED 325	<ul style="list-style-type: none"> <li>• Design and present an activity on the following:               <ul style="list-style-type: none"> <li>- Phoneme-grapheme association</li> <li>- Blending</li> <li>- Segmentation</li> <li>- Syllable Pattern</li> <li>- Morpheme Recognition</li> </ul> </li> </ul>

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**STRAND E: FLUENT, AUTOMATIC READING OF TEXT**

<b>NAME OF UNIVERSITY:</b>	<i>Grambling State University</i>
<b>TYPE OF PROGRAM:</b> (e.g., <i>Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program</i> )	<i>Baccalaureate</i>
<b>GRADE LEVELS &amp; CERTIFICATION AREAS:</b> (e.g., <i>PK-3, Grades 4-8 (Mathematics &amp; Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)</i> )	<i>Grades 1-5</i>

**1. BESE READING COMPETENCIES:**

<b>GRADE LEVELS</b>	<b>PROFICIENCY LEVEL</b>	<b>KNOWLEDGE</b>	<b>SKILLS/DISPOSITIONS</b>	<b>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</b>	<b>BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</b>
1-5	C	E1. Understands the role of fluency in word recognition, oral reading, silent reading, and comprehension of written discourse.	Provides opportunities for multiple readings of continuous text with corrective feedback to promote speed, accuracy, comprehension, and expression.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> <li>Analyze an article that describes the role of fluency in becoming a proficient reader.</li> <li>Demonstrate strategies of re-reading to enhance fluency.</li> </ul>
1-5	C	E2. Knows how to define and identify examples of text at a student’s frustration, instructional, and independent reading levels.	Determines the reading level of text and the student’s reading level; and selects appropriate text to match the student’s instructional and independent reading levels.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> <li>Conduct a readability analysis of a text.</li> <li>Construct an informal reading inventory to determine a student’s independent, instructional and frustrational level.</li> </ul>
1-5	C	E3. Understands reading fluency from multiple perspectives: stages of normal reading development, intrinsic characteristics of some reading disorders, and consequences of practice and instruction.	Implements instructional strategies targeting the unique needs of each student to foster reading fluency.	ED 303 ED 304 ED 325 ED 431	<ul style="list-style-type: none"> <li>Analyze two articles that focus on reading fluency from multiple perspectives.</li> <li>Construct three lessons that target the unique needs of students who may be struggling in reading fluency.</li> </ul>

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**STRAND F – VOCABULARY**

<i>NAME OF UNIVERSITY:</i>	<i>Grambling State University</i>
<i>TYPE OF PROGRAM: (e.g., Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program)</i>	<i>Baccalaureate</i>
<i>GRADE LEVELS &amp; CERTIFICATION AREAS: (e.g., PK-3, Grades 4-8 (Mathematics &amp; Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)</i>	<i>Grades 1-5</i>

**1. BESE READING COMPETENCIES:**

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
1-5	C	F1. Understands the role of vocabulary development and vocabulary knowledge in comprehension. Understands the concept of building word consciousness.	Structures lessons and selects appropriate words to develop students’ vocabulary using strategies and materials.	ED 303 ED 304 ED 325 ED 431	<ul style="list-style-type: none"> <li>Examine core reading materials, and select vocabulary words that should be taught. Structure a lesson to explicitly teach these words.</li> </ul>
1-5	C	F2. Understands the role and characteristics of both direct and contextual methods of vocabulary instruction.	Develops and teaches lessons to provide both direct and contextual vocabulary instruction that is robust and engages the student.	ED 304 ED 325 ED 431	<ul style="list-style-type: none"> <li>Structure and teach two vocabulary lessons: One that is based on direct instruction, and the other based on the context of the text.</li> </ul>
1-5	C	F3. Knows varied techniques for rich vocabulary instruction before, during, and after reading/language instruction.	Identifies and applies varied techniques for vocabulary instruction before, during, and after reading, writing, and oral language.	ED 325 ED 431	<ul style="list-style-type: none"> <li>Present three lessons that reflect vocabulary instruction before, during, and after reading, writing, and oral language.</li> </ul>
1-5	C	F4. Understands principles of word selection for rich vocabulary instruction (e.g., words with broad utility, specialty words).	Identifies and directly teaches words necessary for understanding text that should be taught before the passage is read, and differentiates specialty words from words with broad utility.	ED 325 ED 431	<ul style="list-style-type: none"> <li>Identify words from text that should be directly taught, and structure a lesson that differentiates specialty words from words with broad utility.</li> </ul>
1-5	C	F5. Knows reasonable goals and expectations for learners at various stages of literacy development (e.g., Biemiller’s list); knows how to recognize the wide differences in students’ vocabularies.	Plans and adjusts vocabulary instruction based on the needs of students.	ED 303 ED 304 ED 325 ED 431	<ul style="list-style-type: none"> <li>Plan and implement vocabulary activities to address the diverse needs of elementary students and present findings in the university classroom (including student artifacts).</li> </ul>

**ALA = All Level Areas K-12 (Music, Art, PE)**

**A = Awareness**

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**STRAND G: TEXT COMPREHENSION**

<i>NAME OF UNIVERSITY:</i>	<i>Grambling State University</i>
<i>TYPE OF PROGRAM: (e.g., Baccalaureate, Practitioner Teacher, Master’s Degree - Alternate, Non-Master’s/Certification-Only Alternate Program)</i>	<i>Baccalaureate</i>
<i>GRADE LEVELS &amp; CERTIFICATION AREAS: (e.g., PK-3, Grades 4-8 (Mathematics &amp; Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)</i>	<i>Grades 1-5</i>

**1. BESE READING COMPETENCIES:**

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT’S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
1-5	C	G1. Understands comprehension monitoring strategies used by good readers.	Organizes and provides instruction that models comprehension monitoring strategies and has students use them (e.g., asking questions, summarizing, predicting, making connections).	ED 303 ED 325 ED 431	<ul style="list-style-type: none"> <li>Synthesize and identify 5 comprehension monitoring strategies.</li> <li>Develop a technology related presentation that presents “comprehension monitoring strategies”.</li> <li>Present some comprehension monitoring strategies in the elementary classrooms.</li> </ul>
1-5	C	G2. Differentiates among strategies that are appropriate before, during, and after reading.		ED 303 ED 325 ED 431	<ul style="list-style-type: none"> <li>Identify comprehension strategies that are appropriate for before, during and after reading.</li> <li>Develop and structure a lesson that uses comprehension monitoring strategies before, during and after reading.</li> </ul>
1-5	B	G3. Knows the differences between characteristics of major text genres, including narration, exposition, and argumentation.	Utilizes instructional strategies that teach students differences between major text genres, including narration, exposition, and argumentation.	ED 304 ED 325	<ul style="list-style-type: none"> <li>Differentiate among text genres, and to develop comprehension strategies that are targeted to each genre.</li> <li>Present the results of the lesson implementation using student work samples.</li> </ul>

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT'S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
1-5	C	G4. Knows how to recognize text structure and syntax (phrases, clauses, sentences, paragraphs and “academic language”) that could be a source of miscomprehension.	Models strategies to identify text structures and syntax and has students use the strategies to improve their comprehension.	ED 325	<ul style="list-style-type: none"> <li>Develop instructional strategies that are related to text structures and syntax and have students use the strategies to improve comprehension skills.</li> </ul>
1-5	B	G5. Understands the similarities and differences between written composition and text comprehension and the usefulness of writing in building comprehension.	Employs comprehension strategies across the content areas that emphasize the relationships among reading, writing and oral language.	ED 303 ED 325	<ul style="list-style-type: none"> <li>Prepare a video-taped presentation that includes elementary students involved in comprehension skill-based activities that focus on the <i>Reading-Writing Connection</i> across the curriculum.</li> <li>Design and present a lesson that employs comprehension strategies across the content areas that emphasize the relationships among reading, writing, and oral language.</li> </ul>

**A = Awareness      B = Basic Understanding      C = Comprehensive Understanding**



**H: SPELLING AND WRITING**

<i>NAME OF UNIVERSITY:</i>	<i>Grambling State University</i>
<i>TYPE OF PROGRAM: (e.g., Baccalaureate, Practitioner Teacher, Master's Degree - Alternate, Non-Master's/Certification-Only Alternate Program)</i>	<i>Baccalaureate</i>
<i>GRADE LEVELS &amp; CERTIFICATION AREAS: (e.g., PK-3, Grades 4-8 (Mathematics &amp; Science) Grades 1-5, Grades 6-12 (Mathematics, Biology, Chemistry), Grades K-12 (Art Education), Grades 1-12 (Mild/Moderate Special Education)</i>	<i>Grades 1-5</i>

**1. BESE READING COMPETENCIES:**

<i>GRADE LEVELS</i>	<i>PROFICIENCY LEVEL</i>	<i>KNOWLEDGE</i>	<i>SKILLS/DISPOSITIONS</i>	<i>LIST ALL COURSES IN WHICH THE COMPETENCY AND/OR SKILL IS ADDRESSED</i>	<i>BRIEFLY EXPLAIN THE STUDENT'S END PRODUCT AS IT RELATES TO THE SKILLS ACQUIRED</i>
1-5	C	<b>H1.</b> Understands the organizing principles of the English spelling system at the sound, syllable, and morpheme levels.	Plans and teaches a sequence of lessons that incorporate spelling and word study activities appropriate for students at each developmental level.	ED 325 ED 431	<ul style="list-style-type: none"> <li>Reviews articles and research on the organizing principles of the English language.</li> <li>Develops a lesson for a particular grade level that demonstrates the sequence that incorporates spelling and word study activities that are appropriate for students at each developmental level.</li> </ul>
1-5	C	<b>H2.</b> Knows how to identify students' levels of spelling achievement and orthographic knowledge.	Analyzes students' spelling, identifies their levels of development, and provides appropriate instruction to improve their spelling achievement.	ED 325 ED 431	<ul style="list-style-type: none"> <li>Analyze a sample of student's work in a particular grade level.</li> <li>Identify their developmental level, and design a sequence of lessons to improve their spelling achievement.</li> </ul>

**A = Awareness      B = Basic Understanding      C = Comprehensive Understanding**

**CAPP Implementation  
Standard Curriculum Format**

College: \_\_\_\_\_ Education \_\_\_\_\_

Department: \_\_\_\_\_ Teacher Education \_\_\_\_\_

Major: \_\_\_\_\_ Grades 1-5 \_\_\_\_\_

Academic Year (one year only): \_\_\_\_\_ 2004 \_\_\_\_\_

Min. GPA Requirement to Graduate: \_\_\_\_\_ 2.5 \_\_\_\_\_

Total No. of Cr. Hrs. Required: \_\_\_\_\_ 128 \_\_\_\_\_ (no ranges)

COURSES	Cr. Hrs.	Min. Grade Required	COURSES	Cr. Hrs.	Min. Grade Required
<b>GSU REQUIREMENTS</b>			<b>FREE ELECTIVES</b>		
BSS 101 or HON 110 or [FYE 101 and 102]	2	D			
HED 100 – First Aid	1	D			
P.E. Activity or AS 101, or AS 102, or MS 101L, or MS 102L	1	D			
Required Examination – GET 300	0	P	<b>HUMANITIES</b>		
			HIST 201 – Amer Nat’l Multicul Hist to 1877	3	D
			[ST 208 or ST 212]-Speech Arts/Int to Pub Sp	3	D
<b>COMPUTER LITERACY</b>			Other Humanities		
<b>ENGLISH</b>			<b>ART</b>		
ENG 101 – Freshman Composition	3	C	ART 105, or ART 210, or MUS 219	3	D
ENG 102 – Freshman Composition	3	C			
ENG 213 – Advanced Composition	3	C			
ENG 310-Adv Traditional Grammar & Tutor	3	C	<b>SOCIAL SCIENCES</b>		
			ECON 201 – Principles of Economics	3	D
			History 101 – History of Civilization	3	D
			GEOG 201 – Cultural Geography	3	D
<b>MATHEMATICS</b>					
MATH 131 – College Algebra	3	C			
MATH 132 - Trigonometry	3	C			
MATH 137 – Elementary Geometry	3	C			
MATH 313-Modern Math for Elem Teachers	3	C	<b>FOREIGN LANGUAGES</b>		
<b>NATURAL SCIENCES</b>					
BIOL 103 – Principles of Biology I	3	C			
BIOL 105 – Principles of Biology I Lab	1	C			
BIOL 104 – Principles of Biology II	3	C			
SCI 101 – Physical Science Survey I	3	C	<b>OTHERS [ _____ ]</b>		
SCI 103 – Physical Science Survey I Lab	1	C			
SCI 102 – Physical Science Survey II	3	C			
SCI 104 – Physical Science Survey II Lab	1	C			
<b>MAJOR REQUIREMENTS</b>			<b>MAJOR REQUIREMENTS</b>		
ART 402-Teach Young Child Thro the Arts	3	C	ED 162 – Introduction to Teaching	3	C
KNES 301-Meth and Mat in Elementary PE	2	C	ED 200/202-Human Growth & Dev/Child Psy	3	C
HIST 322 – Louisiana History	3	C	ED 300 – Educational Psychology	3	C
STAT 273 – Probability and Statistics	3	C	ED 302-Meth and Mat in Elementary Math	3	C
			ED 303 – Reading Intro and Survey	3	C
			ED 304 – Children’s Literature	3	C
			ED 305 –Strategies for Teaching Elem Math	3	C
			ED 312- Intro to ED of Exceptional Children	3	C
			ED 317 – Multicultural Education	3	C
			ED 325 – Reading in the Elementary School	3	C
ED 452 – Advanced Teaching Methods	6	C	ED 328 – Diagnosis and Evaluation	3	C
ED 427 – Classroom Management	3	C	ED 402 –Instructional Technology Integration	3	C
ED 455 – Student Teaching	9	C	ED 431- Reading Diagnosis and Correction	3	C

## V. COURSE SYLLABI

**Course Number:** ED 303  
**Course Title:** Reading Introduction and Survey  
**Credit Hours:** 3

**Course Description:** This course surveys the reading process focusing on practices and principles used in developing reading skills across instructional levels. Observations in public schools provide students with the opportunity to relate theory to practice. ( Required course for all Early Childhood and Elementary education majors.)

**Form and Hour:** The course requirements include field experiences, lecture/ discussions, oral presentations, supplementary web-based activities, and cooperative/collaborative group activities. Emphasis will be placed on the *five essential components of effective reading instruction* as related to selecting, designing and implementing appropriate instructional strategies to meet diverse learner needs. Teacher candidates will also be involved in diverse learning experiences that include technology infusion activities. This is a three-hour (3) course.

### Course Objectives and Assessment:

Given varied content, activities, and materials, the *candidate* will:

1. Critically analyze principles of *Reading* as related to planning and delivering appropriate instruction to meet diverse learner needs. (LR&LC-A1,A2,A4,) Assessment A,R,G,
2. Design and implement instructional approaches (e.g. Basal Reader Approach, Technology-Based Instruction, for developing and enhancing Reading/literacy skills for diverse learners. (LR&LC-A4,A5,C4, D5,, D2,E1,F1,F5,G3,H1) Assessment C,D,EG,O,,N)
3. Select, create, and present diverse instructional strategies for developing *emergent literacy skills* for diverse learners. (LR&LC-A1,A2,A3,A4,A5,A6,C1,C2,C3,C4, C5,C6,D1) Assessment C,D,F,O, R)
4. Demonstrate the use of diverse forms of assessment (e.g. formal assessment, informal assessment, portfolio assessment) that may be used to assess the Reading/literacy needs in the elementary Reading/literacy program. (LR&LC- A1,A2,A4,A6,E2,E3,F5,H2) Assessment (A,F,G,H,J,L,R)
5. Create and present instructional lessons and related materials for each of the *five essential components of reading instruction* ( *Phonemic awareness, Phonics, Fluency, Vocabulary, Comprehension*). LR&LC-A1,A2,A3,A4,A5,A6,C1,D1,D2,E1,F1,G1,G2,G3,H1) Assessment O,N,P,A,C,D,E)
6. Describe strategies for meeting literacy needs of diverse learners. (LR&LC-A4,A6,D5, E2,E3,F5) Assessment (A,B,C,D,R,N);
7. Demonstrate techniques for designing an effective environment for managing and organizing a classroom (e.g. technology based instruction, individualized instruction, cooperative/ collaborative learning) to promote enhanced literacy learning. (LR&LC-A1,A2, A3,C1,C4, E2,E3,F2,G4H1) Assessment R,Q,N,L,D)
8. Identify and present activities and related materials that focus on the *Reading-Writing Connection, Basal Reader Instruction, and Content-Area Instruction* for diverse learners. (LR&LC-A1,A2,A4,C1,C4,D1,D2,E1,F1,F4,G3,G1,G5) Assessment-O,P,K,E,D,R)

**Multiple Measures of Performance-Based Assessments:** A=Reflective Journals, B=Follow-Up Surveys on Graduates, C=Evaluation Rubric, D=Teacher Candidate Work Samples, E=Student Work Samples, F=State Licensure Feedback, G= Oral Presentation, H=Technology-Related Presentations, I=Video-Taped Data Summaries, J=Case Studies, K=Faculty & Administrative Evaluations, L=Criterion-Referenced Tests, M=Norm-Referenced Tests, N=Micro Teaching, O=Lesson Plan & Delivery of Instruction, P=Supervising Teacher Observation, Q=Teacher Candidate Portfolio, R=Article Critiques

### **Activities/Assessment Strategies**

The candidate will:

- A. Complete a lecture/discussion on the “progression of Reading Language development” based on the textbook and related research.
- B. Design and complete (two lessons each) on instructional strategies for developing Reading, Writing, and oral language instruction.
- C. Present an instructional activity on each of the following skills: phonological skill, phonic decoding, and spelling.
- D. Create and present a detailed lesson plan on each of the following skills: word recognition, reading fluency, vocabulary, reading comprehension and writing.
- E. Complete an article critique on “Differences of Good and Poor Readers: Cognitive, Physiological and Linguistic Differences” as related to meeting instructional needs.
- F. Complete one instructional activity that relates to the linguistic and cognitive needs of proficient readers.
- G. Participate in a lecture/discussion on “Multi-media Resources for Supporting Instruction as Related to Cultural and Linguistic Backgrounds”. (This is the New G, the old G was Deleted)
- H. Design and demonstrate an exercise that demonstrates the use of multimedia resources to meet diverse learner needs.
- I. Design and demonstrate an instructional activity for using multiple levels of questioning to assess and build comprehension skills.
- J. In a group presentation, demonstrate an activity for each of the following: “words in sentences, rhyming, oral word Repetition, syllable counting, onset-rime segmentation and blending, phoneme identification, segmentation, and blending”.
- K. Participate in cooperative/collaborative groups to discuss article critiques that present strategies for developing Phonemic Awareness.
- L. Design and present a Phonemic Awareness activity that demonstrates linking phonemes with specific letters (using appropriate enunciation and resources).
- M. Design and present a shared reading lesson that demonstrates “how print is used when reading a book”, based on the video-taped strategy previously discussed in the university classroom.
- N. In a group presentation, present instructional strategies (with appropriate resources) that demonstrate the “Steps in a Decoding Lesson”.
- O. Complete an article critique on instructional strategies for developing Reading Fluency to meet diverse learner needs.
- P. Design and present an instructional activity for developing and enhancing Reading Fluency.
- Q. Construct an activity for enhancing vocabulary skills that demonstrate “before reading strategies and strategies for understanding the use of “Specialty Words”.
- R. Design an instructional lesson that demonstrates strategies for developing comprehension skills across the curriculum.

- S. Present one spelling and one word study activity which is designed to connect spelling analysis.
- T. Demonstrate the application of the *Five Essential Components of Effective Reading Instruction* in various assignments as measured by *The Praxis Series (Principles of Learning and Teaching)*.
- U. Complete examinations that include discrete multiple-choice items, constructed response or short answer items (based on the style of *The Praxis Series-Principles of Learning and Teaching*), as related to the course content with at least 80% proficiency.
- V. Participate in field-based seminars/conferences and staff development activities that focus on best practices research as related to developing and enhancing the *Five Essential Components of Effective Teaching*.

## Topical Outline

### Week I - *Foundational Concepts-Part I*

- Progression of Reading/Language Development (Lecture/Discussion)
- Lesson Implementation (Reading, Writing, and Oral Language Instruction)-
- Read Chapters 1,2,3,4 in text

### Week II- *Foundational Concepts-Part II*

- Instructional Activities-Part I (phonological skill, phonic decoding, spelling)
- Word recognition, reading fluency, vocabulary, reading comprehension, and writing)-Part II
- Read chapters 6,7,8,9 in text

### Week III- *Foundational Concepts-Part III*

- 1 Article Critique on “Differences of Good and Poor Readers: Cognitive, Physiological and Linguistic Differences”
- Instructional Activities that relate to Proficient Readers-Part I
- Instructional Activities that relate to Poor Readers-Part II
- Read Chapter 10 in text

### Week IV- *Foundational Concepts-Part IV*

- Lecture/Discussion-“Multimedia Resources for Supporting Instruction As Related to Cultural and Linguistic Backgrounds”
- Demonstrates the Use of Multimedia Resources to Meet Diverse Learner Needs
- Read Chapters 12 and 13 in text

### Week V- *Foundational Concepts-Part V*

- Assessing and Building Comprehension: Questioning at Multiple Levels-Part I
- Demonstrate Instructional Activities-Part II
- Read Chapter 9 in text
- TEST #1

### Week VI- *Phonemic Awareness and Letter Knowledge Part I*

- Article Critique-Phonemic Awareness-DUE Week VII

- Progression of the Development of Phonological Skill-Part I
- Lecture/discussion/demonstration for each of the following-Words in Sentences, Rhyming, Oral Word Repetition, Syllable counting, Onset-Rime Segmentation and Blending, Phoneme Identification, Segmentation, and Blending-Part II

Week VII- *Phonemic Awareness and Letter Knowledge Part II*

- Phonemic Awareness(Lecture/Discussion)-Part I
- Demonstrate Phonemic Awareness Activities (Linking Phonemes with Letters)-Part II

Week VIII- *Phonemic Awareness and Letter Knowledge- Part III*

- Phonemic Awareness-Part III
- Examples and Illustrations Appropriate Enunciation, Segment and Blend Single Syllable Words(Onset-Rime and Phoneme Level, Role of Letter Name Knowledge

Week IX- *Phonemic Awareness and Letter Knowledge- Part IV*

- Design and Implement a Shared Reading and Oral Reading Activity
- Read Chapter 12 in text

Week X- *Phonics and Word Recognition-*

- Present Steps in a Decoding Lesson using systematic progression to teach word reading
- Read Chapter 6 in text

Week XI- *Fluent, Automatic Reading of Text*

- Role of Fluency: Providing Speed, Accuracy, Comprehension and Expression
- Implementing Instructional Strategies for Developing Fluency
- Read Chapters 5 and 7 in text

Week XII- *Vocabulary*

- Vocabulary Development: Strategies and Resources to Meet Diverse Learner Needs
- Read Chapters 8

Week XIII- *Text Comprehension*

- Comprehension Monitoring Strategies
- Comprehension Strategies Across the Curriculum (including similarities and differences among written composition and text comprehension, and the role of writing in enhancing comprehension skills)
- Read Chapters 9 and 14 in text

Week XIV- *Spelling and Writing*

- Incorporating Spelling and Word Study Activities
- Read Chapters 6 and 11 in text
- Final Examination

**Empirical Base:** The content is based on standards for Reading Professionals developed by the Professional Standards and Ethics Committee of the International Reading Association, the

Louisiana Reading and Language Competencies for Teachers, the National Reading Panel Report on the Most Effective Way to Teach. INTASC (Interstate New Teacher Assessment Support Consortium, NAEYC (National Association for Education of Young Children) for the PK-3 teacher candidates, ACEI (Association of Childhood International) CEC(Council for Exceptional Children) for the elementary teacher candidates and the Louisiana Components of Effective Teaching. Braunger, Janet, and Jan Lewis (1997. Building a Knowledge Base in Reading. Portland, OR: Northwest Regional Educational Laboratory. Leftwich, S. (2002, September) Learning to use diverse children’s literature in the classroom: A model for preservice teacher education. Reading Online, 6(2). Texas Reading Initiative (1998. Beginning Reading Instruction: Components and Features of a Research-based Reading Program. Texas Education Agency.

### **Proposed Resources and Materials for the Course:**

#### Required Textbook:

Vacca, Jo Anne L., Vacca, Richard T., Gove, Mary K., Burkey, Linda C., Lenhart, Lisa A, McKeon, Christine (2006), Reading and Learning to Read (6<sup>th</sup> ed.). Boston: Pearson/ Allyn and Bacon.

#### Supplemental Materials:

Journal of Reading

International Reading Association Website ()

Louisiana K-12 Content Standards of English Language Arts

Cooper, J. David, Kiger, Nancy D. (2006). *Literacy: Helping Children Construct Meaning* (6<sup>th</sup> ed.), Boston: Houghton Mifflin Company.

Dickinson, David, K.(editor), Neuman, Susan B.(editor) (2007). *Handbook of Early Literacy Research*. Guilford Publications, Inc.

Orlich, Donald, Harder, Robert J., Callahan, Richard C., Trevisan, Michael S., Brown, Abbie H. (2007). *Teaching Strategies – A Guide to Effective Instruction* (8<sup>th</sup> ed.). Boston, MA. Houghton Mifflin Company.

The Reading Teacher

National Reading Panel Report on the most Effective way to Teach Reading:

([www.nationreadingpanel.org/press/press\\_re1-4-13-00-1.html](http://www.nationreadingpanel.org/press/press_re1-4-13-00-1.html))

### **Assessment Strategies**

- A. Examinations, that include multiple-choice, essay, short answer, true/false, and computer-based assessment related to the course with 80% proficiency.
- B. Plan and implement a Reading tutorial program, which focuses on creating a partnership with the home, school and community. Scored with rubrics
- C. Electronic portfolio of individual’s course work, self-evaluation and course expectations. Rubric and Checklist
- D. Critique articles, which relate to reading across the curriculum. Scored with rubrics
- E. Critique lesson plans. (Scored with rubrics)

**Field Experiences**

The teacher candidate is required to perform observation and participation in laboratory and area schools, as well as community-based agencies and resource centers. These experiences are structured to reflect the new certification structure: pre-kindergarten to grade 3, 1-5.

Level I: Observing and participation

Level II: Peer teaching and other group activities

Level III: Planning and teaching a lesson in designated classroom

The teacher candidate is expected to perform 10 hours in the field experiences to provide them with opportunities to observe best practices in culturally diverse PK-3 school settings.

**Available Faculty to Teach the Course:**

Dr. Loretta Jagers

Dr. Vicki Brown



**Rubric for Assessing Electronic Portfolios**

Skill	1 - Poor	2 – Need Improvement	3 - Good	4 - Satisfactory	5 – Excellent
Mechanics Score ____	most links do not work, many dead ends, numerous spelling errors	5-10 links don't work, many dead ends, links not clear, all linear, numerous spelling errors	3-4 links don't work, some links go to dead ends, numerous spelling errors	most links work, links are clearly labeled, easy to navigate stack, few spelling errors	multi-linked pages, all links work, links clearly labeled, no spelling errors
Structure Score ____	one stack or each card saved as a stack, named incorrectly	one stack or each card saved as a stack, some named correctly	one stack, named correctly, no table of contents	4-6 stacks, named correctly, table of contents	multi-stacks, named, table of contents, easy navigation
Graphics Score ____	no graphics	only clip art, no scanned pictures little use of drawing tools	clip art , scanned pictures -not clear, little use of drawing tools	clip art, clear scanned pictures, some use of drawing tools	clip art, clear scanned pictures, varied use of drawing tools
Use of Tools Score ____	no special tools used	built in sound used but irrelevant to card	good use of sound and one special effect	original relevant sound and at least one New Button Action (NBA)	original relevant sound, (video), animation, and at least one NBA
*Content Relevancy Score ____	only personal information	mostly personal information, no coursework or resume	few examples of coursework, field experience, hobbies and interests, no resume	examples of coursework, lessons, related field experience, hobbies and interests and resume	good examples of coursework, lessons related field experience, hobbies and interests and resume
Captions/ Reflections Score ____	no captions or reflective pieces	few captions - mostly descriptive- not telling why pieces were included	adequate captions but descriptive only	good use of captions but greater depth of reflection needed	excellent captions provide links between experiences and learning theory, thoughtful reflections explain why pieces included

### Rubric for Evaluating Articles Critiques-

<i>Exemplary-5</i>	<i>Above Average- 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	<b>Score</b>
<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	
The critique shows excellent evidence of the directions given by the instructor. The format is very consistent with the assigned guidelines. The summary provides a discussion of the main ideas and supporting details. The reaction provides an excellent discussion of connections made to class discussions, experiences at the on site school and related research.	The critique shows very good evidence of directions given by the instructor. The text is easy to follow and the summary provides a very good discussion of the main ideas with supporting details. The reaction provides a discussion of how the article can be applied to the school curriculum, class discussions, and field-based experiences.	The critique shows good evidence of the directions given by the instructor. The content lacks clearly constructed beginning, middle and ending. Connections are somewhat unclear.	The critique is not directly related to the assigned topic. It is difficult to follow because it lacks a logical organizational scheme. There is little connection between ideas presented from the article and practical application of the secondary classroom.	There is no evidence of acceptable organization. The candidate lacks proper preparation and construction.	
<i>Exemplary-5</i>	<i>Above Average – 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	
The article content provides an excellent relationship to the topic assigned. The reaction demonstrates the application and transfer of knowledge through the use of higher order thinking skills .	The article content represents a very good relationship to the topic assigned. The “reaction” demonstrates the use of some higher order of thinking skills. The summary outlines very good connections to related research and classroom settings.	The critique covers several aspects of the topic. The “reaction” could have included more illustrations and examples that relate to the actual classroom setting and classroom discussions.	The critique does not clearly present the focus of the topic. The reaction lacks an in dept connection of the school setting.	There no evidence of the focus topic presented. There is no reaction to the main focus of the article as related to the school.	
<i>Exemplary5</i>	<i>Above Average– 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
<b>MECHANICS</b>	<b>MECHANICS</b>	<b>MECHANICS</b>	<b>MECHANICS</b>	<b>MECHANICS</b>	
Excellent use of grammar, punctuation, spelling, capitalization, and sentence structure.	Correct grammar punctuation, spelling, capitalization, and sentence structure is used.	The critique indicates general observance of correct usage. Minor errors exist in punctuation and spelling.	The critique shows little awareness of writing conventions. Neatness and legibility are minimal.	The critique shows no evidence of writing conventions. The critique shows numerous errors in punctuation and spelling.	

TOTAL \_\_\_\_\_

<b>Rubric for Oral Presentations</b>						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
<b>Professional Presentation</b>	Excellent organization; consistent with directives of assignment; Definite evidence of outstanding planning and preparation	Very good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Lacks basic organization; Lacks some assignment directives; Lacks sufficient planning and preparation	Fails to demonstrate organization; No evidence of consistency with assignment directives; No evidence of planning and preparation	
<b>Audience Involvement</b>	Superbly involves the audience in the presentation; appropriately promotes interest and interaction	Provides a very good engagement of the audience in related activities; Maintains interest through the presentation	Engages the audience in some of the related activities; Maintains interest through most of the presentation	Lacks sufficient audience engagement; Involvement does not directly relate to the topic of the presentation	No involvement of the audience; No effort made to promote interest among the audience	
<b>Research/Literature</b>	Excellent connection between the best practices research and the presentation content; Outstanding relationship between theory and practice	Very good connection between related research and topics presented; Very good explanations between theory and practice	Good connection between related research and topics presented; Good explanations between theory and practice	Lacks clarity of the connection between theory and practices of the topic presented; Explanations are unclear	No relationship between best practices research and the topic presented; No explanations between theory and practice	
<b>Content Knowledge</b>	Excellent demonstration of knowledge; Outstanding demonstration of application-transfer of skills and concepts	Very good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Lacks effective demonstration of knowledge; Provides limited demonstration of application-transfer of knowledge	Shows no evidence of understanding of the topic; No indication of application-transfer of knowledge	
<b>Media Use</b>	Excellent construction of resources; Resources are effectively used to enhance the presentation of concepts and	Very good construction of resources; very good use of resources to enhance the presentation of concepts and skills	Good construction of resources; very good use of resources to enhance the presentation of concepts	Shows minimal construction of resources; Resources show little evidence of enhancing the presentation	No resources or very poorly constructed resources; The poorly constructed resources have no relationship to topic	

	skills		and skills			
<b>Oral Language Skills</b>	Excellent enunciation, strong projection, pronunciation; Outstanding voice tone and eye contact; Appropriate presentation and posture and use of positive non-verbal cues	Very good enunciation, projection, eye contact, and non verbal cues; adequate posture	Good enunciation, projection, eye contact, and non verbal cues; adequate posture	Inconsistent enunciation, projection, and eye contact; Lacks appropriate presentation posture	Voice tone is low and difficult to understand; no eye contact; Demonstrates poor presentation posture	

TOTAL \_\_\_\_\_

<b>Written Lesson Plan Rubric</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>TOTAL</b>
<b>Title/Topic</b>	The title is interesting and provides an excellent representation of the lesson content standard, and grade level.	The title is interesting and provides a very good description of the lesson content standard, and grade level	The is title interesting and provides a good description of the lesson content standard, and grade level	The title lacks a clear connection between the content standard and the grade level lesson.	The title fails to relate to the lesson content and grade level.	.
<b>Subject Matter Content</b>	Excellent demonstration of the specific subject with various connections made to other disciplines when applicable through various engaged tasks	Very good demonstration of the specific content area with some connections to other disciplines through some engaged tasks	Good demonstration of the specific content area with few connections to other disciplines through few engaged tasks	Lacks focus on specific content and lacks connections among other disciplines	The lesson does not provide connections to other content areas or the connection with the subject area is not clearly expressed through engaging tasks and proposed activities.	
<b>Real World Relevance</b>	Excellent demonstration of the use of various authentic learning experiences by connecting real world experiences to content areas	Very good demonstration of the use of some authentic learning experiences by connecting some real world experiences to content areas	Good demonstration of the use of a few authentic learning experiences that connect to a few real world experiences to content areas	Lacks the engagement of students in authentic learning experiences that relate to real world experiences	The lesson does not provide opportunities for the students to connect real world experiences to course content. Students are not actively engaged in the course activities.	
<b>Performance Objectives/ Content Standard</b>	Excellent statement of performance based objectives that are related to the content standards	Very good statement of performance based objectives that are related to the content standards	Good statement of performance based objectives that relate to the content standards	Lacks measurable objectives that are related to the content standards for that subject matter area	The objective is measurable and related to what the student is expected to know or do. Components of the objective are omitted and do not clearly relate content standards	
<b>Technology Infusion</b>	Excellent infusion of technology in four or more activities	Very good infusion in at least three activity	Good infusion of technology in two activities	At least one activity includes the integration of technology.	There is no evidence of technology integration.	
<b>Lesson Procedures</b>	Excellent sequence of diverse procedures described and activities that include motivation, concept development, application-transfer exercises, and addresses a variety of learning styles	Very good sequence of activities that focus on most learning styles and provide some opportunities to apply and transfer knowledge	Good presentation of procedures but are not clearly described in detail and do not thoroughly present the sequential procedures for developing the lesson objectives	Lesson procedures are specified but are not clearly described or in enough detail. Lesson procedures address a limited number of learning styles.	Lesson procedures are vague or confusing. It is not certain why some tasks or activities are to be performed nor how they related to the lesson objective. Lesson procedures address only one learning style.	

<b>Written Lesson Plan Rubric</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>TOTAL</b>
<b>Materials/ Resources</b>	Diverse resources are relevant to the lesson, reinforce the lesson content, and provide a scaffold for students to reach higher learning levels through critical thinking tasks.	Diverse resources are helpful to student learning but are not necessary for students to reach the lesson objective. Tasks address higher order thinking in a limited manner.	Limited resources that enhance student learning and promote higher order thinking skills	There are limited resources that are included.. They are only knowledge based recall or recognition and require students to complete tasks which are not likely to engage them in critical thinking processes.	Only includes the textbook for the course	
<b>Assessment</b>	Multiple methods of assessment are used to assess students' learning. Assessments are related to the learning tasks and require students to demonstrate understanding rather than recall only.	Authentic and traditional measures of student learning are used. Assessments are based on recall or recognition of information presented by the teacher.	Some Authentic and Traditional measures of assessment are used.	Assessments are comprised of traditional recall and recognition questions or activities. Only one assessment procedure is provided or described.	Fails to demonstrate the use of multiple measures of assessment.	
<b>Modifications / Individual Differences</b>	Four or more appropriate instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least three instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least two instructional modifications, strategies or materials to accommodate special needs learners are provided	One instructional modifications, strategies or materials to accommodate special needs learners are provided	Did not provide any instructional modifications, strategies, or materials to accommodate special needs learners	
<b>Lesson Closure</b>	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson. The lesson closure includes appropriate questions and activities that reexamine the important objectives of the lesson.	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson includes some appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson closure includes limited questions and activities that re-examine the important objectives of the lesson.	Did not include the lesson closure.	
<b>Lesson Components</b>	All specified components of the Madeline Hunter Model are clearly stated	Major components of the Madeline Hunter Model are provided and	One component of the Madeline Hunter Model which is needed to present	Lacks major presentation of components of the Madeline Hunter Model	Fails to identify the major Madeline Hunter Model Components	.

<b>Written Lesson Plan Rubric</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>TOTAL</b>
	and effectively developed.	developed	the lesson is omitted			
<b>Mechanics</b>	Excellent use of grammar, punctuation, spelling capitalization. And sentence structure used; Product is neat and well organized	Correct grammar, punctuation, spelling capitalization, and sentence structure is used; Product is neat and well organized	General observance of correct usage; Minor errors exist in punctuation and spelling	Lacks awareness of writing conventions; Neatness and legibility are minimal	No evidence of appropriate writing conventions; Numerous errors in punctuation and spelling	

Rubric for On Site Lesson Plan Delivery

Teacher Candidate \_\_\_\_\_ Presentation Time \_\_\_\_\_ Date \_\_\_\_\_

Major \_\_\_\_\_ Placement \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
Presentation Sequence	Excellent sequential presentation of activities	Very good sequential presentation of activities	Good sequential presentation of activities	Lacks the sequential presentation of some components	There is no sequential presentation of activities	
Activities and Objectives	Excellent connections between activities/ procedures and behavioral objectives	Very good connections between activities/ procedures and behavioral objectives	Good connections between activities/ procedures and behavioral objectives	Demonstrates some connections between activities/ procedures and behavioral objectives	There is no connection between activities/ procedures and behavioral objectives	
Motivation	Excellent promotion of motivation, engagement and higher order thinking skills	Very good promotion of motivation, engagement and higher order thinking skills	Good promotion of motivation, engagement and higher order thinking skills	Presents some strategies for promoting motivation, engagement and higher order thinking skills	There is no evidence of motivation, engagement and higher order thinking skills	
Teacher Made Device	Excellent construction of Teacher-made device and connections made to lesson delivery	Very good construction of Teacher-made device and connections made to lesson delivery	Good construction of Teacher-made device and connections made to lesson delivery	Teacher-made device lacks proper construction and little connections to lesson delivery	There is no teacher made Device made to enhance instruction	
Communication Skills	Excellent oral and written communication skills	Very good oral and written communication skills	Good oral and written Communication skills	Oral and written communicative skills have some errors	Oral and written communicative skills are consistently incorrect and have serious errors	
					TOTAL	

Rater's Comments \_\_\_\_\_

Rater's Name \_\_\_\_\_ Rater's Signature \_\_\_\_\_



**Course Number:** ED 304  
**Course Title:** Children's Literature  
**Credit Hours:** 3

**Course Description:** This course is designed to assist teacher candidates in the selection, presentation, interpretation, and evaluation of literature appropriate to the ages and developmental stages of learners that can be used in classroom, clinical, and field settings  
3 Credit Hours

**The Form and Hour:** This course will follow an interactive lecture format combined with cooperative grouping activities, presentations, and discussions delivered via technology and multimedia. The course content will focus on various genres of literature appropriate to diverse students in the elementary grade levels. Emphasis will be placed on creative strategies for presenting children's books, literacy based activities, and materials that can be used in the instructional and assessment process across the curriculum.

Candidates will engage in field-based activities at the Grambling State University laboratory and partnership schools to observe the integration of trade books into the balanced approach to teaching reading skills.

#### **Course Objectives and Assessment:**

Given varied content, activities, and materials, the *candidate* will:

1. provide a rationale for the academic value of children's literature. (LR&LC) A4, A5, C4, D1, E1, E2, E3, F1, F2, F5, G3 Assessment – A
2. identify the literary elements and discuss their function in narratives. (LR&LC) A5, C4, G3 Assessment – A
3. explain how trade books can be used to foster the development of language, cognitive, and social skills. (LR&LC) A1, A2, C1, C2, C4, D4, D5, E2, F1, F2, G1, G2, G3, G4, G5 Assessment – A, E, F
4. select and evaluate trade books appropriate to students in grades 1-5. (LR&LC), A5C4, G1, G2, G3, G4, G5 Assessment – A, G, H
5. demonstrate the utilization of puppetry as a media form for storytelling.
6. create and present a unit plan appropriate for students in the elementary grades. (LR&LC) A3, A5, A6, C2, C5, C6, D1, D2, E1, E3, F1, F2, F3, F5G1, G3, G5, H1 Assessment – A, E, F
7. use multimedia technology to present forms of literary genres. (LR&LC) A5 Assessment – A, H
8. develop an electronic story box compilation of Caldecott, Newbery, and Coretta Scott King award winning books. (LR&LC) E1, G1, G2, G3, G5) Assessment – A, G
9. critique and analyze current literature that focuses on best practices that integrate children's literature into content based lessons and activities. (LR&LC) A1, A2, A3, A4, C1, C2, C4, C6, D1, D5, E3, F1, F2, F3, F4, F5,G1, G3, G4, H1 Assessment – A, B (Key - LR&LC = Louisiana Reading and Language Competencies)

**Multiple Measures of Performance-Based Assessments:** A=Reflective Journals, B=Follow-Up Surveys on Graduates, C=Evaluation Rubric, D=Teacher Candidate Work Samples, E=Student Work Samples, F=State Licensure Feedback, G= Oral Presentation, H=Technology-Related Presentations, I=Video-Taped Data Summaries, J=Case Studies, K=Faculty &

Administrative Evaluations, L=Criterion-Referenced Tests, M=Norm-Referenced Tests, N=Micro Teaching, O=Lesson Plan & Delivery of Instruction, P=Supervising Teacher Observation, Q=Teacher Candidate Portfolio, R=Article Critiques

**Activities/Assessment Measures:** (Performance – based)

- A. Oral presentations that incorporate the use of multimedia/ technology (oral presentation rubric)
- B. Article critiques (evaluation rubrics)
- C. Storytelling presentation (evaluation rubric)
- D. Story puppetry project (evaluation rubric)
- E. Thematic unit (unit plan rubric)
- F. Unit presentation (presentation rubric)
- G. Book box (evaluation rubric)
- H. Story box presentation (evaluation rubric)
- I. Story box project (evaluation rubric)
- J. Lesson plan (written lesson plan rubric)
- K. Lesson presentation
- L. Book box (evaluation rubric)
- M. Literature circle (evaluation rubric)

**Topical Outline**

Course Outline and Assignment Due Dates:

Week 1 - Foundational Concepts, Text Comprehension, Vocabulary

- Course Syllabus
- First Day Packet
- Discussion: Chapter 1: Introduction to the World of Children’s Literature
- Define Children’s Literature
- Discuss Literary Genres
  - ✓ Early Childhood Books
  - ✓ Traditional Literature
  - ✓ Fiction
  - ✓ Biography and Autobiography
  - ✓ Instructional Books
  - ✓ Poetry and Verse
- Dewey Decimal System
  - ✓ 000-099 General Works
  - ✓ 100-199 Philosophy and Psychology
  - ✓ 200-299 Religion and Mythology
  - ✓ 300-399 Social Sciences
  - ✓ 400-499 Language
  - ✓ 500-599 Natural Sciences and Mathematics
  - ✓ 600-699 Applied Science, Useful Art, and Technology
  - ✓ 700-799 Fine Arts, Sports, and Recreations
  - ✓ 800-899 Literature
  - ✓ 900-999 History, Geography, Biography, and Travel
- Discuss : The Value of Literature for Children
  - ✓ Stimulating cognitive development
  - ✓ Gaining new vocabulary and syntax

- ✓ Stimulating and expanding imagination
- ✓ Learning ways to cope with feelings and problems
- ✓ Understanding the heritage of their own and other cultures
- ✓ Schema building
- Discuss: Integrating literature and technology (e-readers)
- Technology Project (children’s book review, lesson plan based on a children’s book, children’s lit. website)
- Discussion: Promoting Child Development Through Literature (supplementary information)
  - ✓ Language development
  - ✓ Cognitive development
  - ✓ Scientific imagination (curiosity)
  - ✓ Personality development (Ego, Super-ego, Id)
  - ✓ Social development (beliefs, values, behaviors)
- Shared Reading: “The Giving Tree” written by Shel Silverstein and “Where the Wild Things Are” written by Maurice Sendak
- Literary Genre Activity
- Book Formats
  - ✓ Picture Books
  - ✓ Easy-to-Read Books
  - ✓ Illustrated Books
  - ✓ Chapter Books
  - ✓ Hardcover Books
  - ✓ Paperback Books
  - ✓ Grocery Store Books
  - ✓ Series Books
- Discussion: The basic operations associated with thinking (observing, comparing, classifying, hypothesizing, organizing, summarizing, applying), criticizing)
- Article critique 1 assigned
- Chapter 1 Self –Assessment (web-based activity)

Week 2 - Foundational Concepts, Text Comprehension

- Discussion: Elements of Quality Children’s Literature
- Book Awards
  - ✓ Caldecott and Newbery Awards
  - ✓ Laura Ingalls Wilder Medal
  - ✓ Hans Christain Anderson Award
  - ✓ Children’s Choices and Teacher’s Choices
- Literary Elements
  - ✓ Character
  - ✓ Setting
  - ✓ Plot
  - ✓ Point of view
  - ✓ Theme
  - ✓ Style
  - ✓ Tone

- Literature circles (handout)
- Responding to literature (reader response theory)
- Developing a classroom library
- Illustrate a plot diagram for a children's book
- Create a Venn diagram to compare and contrast the characters, setting, plot and theme from "Cinderella" written by Charles Perrault and "Cinderella" written by Anne Sexton
- Library assignment (Caldecott and Newbery book lists)
- Internet project (Use the ALA website to identify ten books that are on the banned book list)
- Quiz 1 (chapters 1 and 2)
- Self Assessment 2 (web-based activity)

### Week 3 - Foundational Concepts

- Discussion Chapter 3: The Art of Illustration
- Visual Elements
  - ✓ Space
  - ✓ Line
  - ✓ Shape
  - ✓ Texture
  - ✓ Color
  - ✓ Scale and Dimension
  - ✓ Composition
- Artistic Styles
  - ✓ Impressionist
  - ✓ Expressionist
- Artistic Media
  - ✓ Painting
  - ✓ Drawing
  - ✓ Woodcut
  - ✓ Airbrush
  - ✓ Collage
- Research project: (select an outstanding children's book illustrator and research his/her works, background, and awards)
- Examine and evaluate the visual elements in children's books
- Internet project (find the current Children's Choice list)
- Activity: What do I see? What do I think? What do I wonder? S-T-W Chart (illustrations)
- Using Book Cover Art to Make Predictions and Looking for Plot Clues in illustrations
- Literacy Bulletin Board Assignment
- Self-Assessment 4 (web-based activity)
- Resource Person: Dr. Tommie Sue Straughter, GSU Art Professor
- Visit GSU Art Gallery to identify the visual elements prevalent in selected paintings

### Week 4 - Foundational Concepts, Phonemic Awareness and Letter Knowledge

- Discussion Chapter 4: Early Childhood Books
  - ✓ Concept books

- ✓ Alphabet books
- ✓ Counting books
- ✓ Pattern books
- ✓ Picture books
- Book Presentation (concept books)
- Character Analysis: What he did? What it means? What he is?
- Motivating Children to Become Lifelong Readers
- Chapters 4 Self -Assessment (web-based activity)
- Article Critique 1 is due
- Quiz 2 (chapters 3 and 4)
- Resource Person: Children’s book author (Mrs. Cindy Gist Foust) “Austin Alligator, I’ll See You Guys Later” (collaborative project with GSU Nursery School and Alma J. Brown Elementary
- Discussion: Lesson and Unit Planning
- Thematic unit plan assigned (develop a thematic unit based on an award winning fiction book for children)

#### Week 5 - Foundational Concepts, Text Comprehension

- Discussion Chapter 5: Traditional Literature
  - ✓ Evaluating traditional literature
  - ✓ History
  - ✓ Characteristics
  - ✓ Themes of traditional literature
  - ✓ The sub-genres of traditional literature
    - ❖ Myths
    - ❖ Fables
    - ❖ Ballads and Folk Songs
    - ❖ Legends
    - ❖ Tall Tales
    - ❖ Fairy Tales
    - ❖ Cinderella Stories
    - ❖ Traditional Rhymes
- Suggestions for Telling Stories (puppets)
- Storytelling project assigned (puppetry)
- Activity: Use Venn diagrams to compare folktales from different countries
- Library activity: Investigate folktales from a single country (Asian, African, North American, French, Native American, British, Hispanic, Jewish, Norwegian)
- Activity: Develop and present a semantic web for a traditional story via power point
- Book presentation at Alma J. Brown Elementary (Mardi Gras)
- Web-based Activity: Locating Cultural Artifacts in Illustrations
- Issues in Traditional Literature: Is Folk Literature Too Violent?
- Select and evaluate a traditional literature story
- Self-Assessment 5 (web-based activity)

### Week 6 - Foundational Concepts, Text Comprehension

- Discussion: Chapter 6: Modern Fantasy
- Origin
- Types of Modern Fantasy

#### Animal fantasy

- ✓ Literary fairy tales
- ✓ Animated object fantasy
- ✓ Human with fantasy character
- ✓ Extraordinary person
- ✓ Enchanted journey
- ✓ High fantasy
- ✓ Supernatural fantasy
- ✓ Science fiction
- ✓ Unlikely situation
- Evaluating Modern Fantasy
- Library assignment: Select modern fantasy books appropriate for grades 4-5
- Discuss the use of art to help children to understand modern fantasy
- Create a mosaic for a science fiction book appropriate for grades 4-5
- Responding to Literature: Book Boxes and Dialogue Response Journals
- Literacy Bulletin Boards due
- Literature Circle (“The Gold Cadillac” by Mildred D. Taylor)
- Self -Assessment 6

### Week 7 - Foundational Concepts

- Mid-semester Exam
- Discussion Chapter 7: Animal Fantasy
- Milestones in Animal Fantasy
- Types of animal fantasy
  - ✓ Type I: Anthropomorphic Animals in an All Animal World
  - ✓ Type II: Anthropomorphic Animals Co-existing with Humans
  - ✓ Type III: Talking Animals in Natural habitats
  - ✓ Type IV: Realistic Animals with Human Thinking Ability
- Activity: Comparison of Animal fantasy types
- Self Assessment 7 (web-based activity)
- Literature Circle Wrap-up (“The Gold Cadillac”)
- Puppet//Story presentations

### Week 8 - Foundational Concepts, Text Comprehension

- Discussion Chapter 8: Multicultural Literature
- What is multicultural literature?
- Values of multicultural literature
- Evaluating multicultural books
- Categories of multicultural books
  - ✓ Culturally neutral books
  - ✓ Culturally specific books

- ✓ Culturally generic books
- Common themes (oppression, hardship)
- Misrepresentation of culture
- Issues in Multicultural Literature: Who should write books about minorities?
- African American Literature
- Asian American Literature
- Native American Literature
- Literature of Religious Cultures
- International Literature
- Integrating Literature and Technology
- Internet assignment: Find a current list of the Corretta Scott King Award Books
- Library assignment: Select a multicultural story and develop a series of questions that would allow children to gain insight into the culture portrayed in the book.
- Create a multicultural book display based on a specific theme
- Self assessments

#### Week 9 - Foundational Concepts, Text Comprehension

- Discussion Chapter 9: Contemporary Realistic Fiction
- Evaluating Realistic Fiction
- Characteristics of Realistic Fiction
- Censorship and Guidelines for selecting controversial fiction
- Themes
- Bibliotherapy (purpose and guidelines for use)
- Families
  - ✓ Traditional families
  - ✓ Nontraditional families
  - ✓ Dysfunctional families
- Issues:
  - ✓ Abandoned children
  - ✓ Friendship
  - ✓ Humor
  - ✓ Adventure
  - ✓ Mystery
  - ✓ Social Reality (war, poverty, homelessness, gangs and crime, racism)
- Personal Issues: (adoption, death, determination, dilemma, disability and illness,)
- Animals
- Responding to Literature
- Quiz 4
- Internet assignment: find a list of books that focus on controversial themes
- Library assignment: find a book that shows boys and girls in nontraditional gender roles
- Review realistic fiction stories in basal readers and evaluate their content
- Self assessment 9

#### Week 10 - Foundational Concepts, Text Comprehension

- Discussion Chapter 10: Historical Fiction

- Values of Historical Fiction
- Evaluating historical fiction
- Characteristics of historical fiction
- Comparison of historical and contemporary fiction
- Periods depicted in historical fiction
  - ✓ Ancient times
  - ✓ Medieval times
  - ✓ Colonial times
  - ✓ Revolutionary Era
  - ✓ Early frontier Era (Native Americans and Slavery)
  - ✓ Civil War Era
  - ✓ Post Civil; War Frontier Era
  - ✓ World War I Era
  - ✓ World War II Era
  - ✓ Great Depression Era
  - ✓ Post World War II Era
  - ✓ Civil Rights Movement
- Enhancing the curriculum with Historical Fiction
- Story mapping
- Visual book report
- Activity: Separating fact and fiction
- Issues in Historical fiction
- Self-Assessment 10
- Article Critique 2 assigned

#### Week 11 - Foundational Concepts, Text Comprehension

- Discussion Chapter 11: Biography and Autobiography
- Evaluating Biographies
- Types of Biographies
  - ✓ Authentic Biographies
  - ✓ Fictionalized Autobiographies
- Forms of biographies
  - ✓ Complete
  - ✓ Partial
  - ✓ Picture book
  - ✓ Collective
- Enhancing the curriculum with Biographies
- Integrating technology into literature: Biography Newspaper
- Discussion Chapter 12: Informational books
  - ✓ Evaluating informational books
  - ✓ Responding to literature
  - ✓ Characteristics of informational books
- Content area reading
- Graphic organizers



- Field Experience: Dixie Theater Presentation, “If You Give a Mouse a Cookie” by Laura Numeroff
- Self assessment 11 and 12 (web-based activity)

#### Week 13 - Foundational Concepts, Text Comprehension

- Discussion: Chapter 13: Poetry and Verse
- Evaluating poetry
- Characteristics of poetry and verse
- Elements of poetry
- Forms of poetry
- Poems and poets
- Poetry in our culture
- Developing love or hate for poetry
- The value of poetry in the classroom
- Activity: Select a poem written by Shel Silverstein and demonstrate ways to involve children in the poetry (dramatizing, moving, listening, choral speaking, writing poetry)
- Self assessment 13
- Article critique 2 due
- Poetry Presentations

#### Week 14 - Foundational Concepts, Fluent Automatic Reading of Text, Phonics and Word Recognition, Vocabulary

- Discussion Chapter 14: Teaching Reading Through Literature
- Reading Aloud to Children
- Listening prediction activities
- Sustained silent reading
- Oral reading
- Guided reading
- Organizing reading instruction by genres
- Organizing reading instruction thematically
- Reading instruction with trade books
- Thematic Unit Plan/Presentations due
- Course Wrap-up
- Final Exam

#### **Class Format, Reflection, Process and Teaching Strategies Used in the Class**

- ✓ Whole group standards- based instruction
- ✓ Interactive lecture
- ✓ Cooperative grouping
- ✓ Library assignments
- ✓ Web-based activities
- ✓ Resource speakers

## **Technology Infused into this Course**

- ✓ Power point
- ✓ Multimedia station
- ✓ Overhead projector
- ✓ Internet
- ✓ **Websites:**
- ✓ The American Library Association ([www.ala.org](http://www.ala.org))
- ✓ The Children's Literature Web Guide (<http://www.acs.ucalgary/~dkbrown/>)
- ✓ Swapping Stories (<http://www.lpb.org/programs/swappingstories/>)
- ✓ Internet ([www.ablongman.com](http://www.ablongman.com))

**Empirical Base:** The empirical bases for this course are from: Louisiana Components of Effective Teaching, No Child Left Behind, National Council for the Accreditation of Teacher Education standards, Association of Childhood Education International, International Reading Association, Louisiana Reading and Language Competencies for Teachers, Journal of Children's Literature, The Reading Teacher, Technology Connection

## **Proposed Resources and Materials for the Course:**

### Textbook and Resources:

Anderson, N. A. (2000). *Elementary children's literature: The basics for teachers and parents*. Bodton, MA: Allyn & Bacon.

### Supplement to the textbook:

Lynch-Brown, C. L. & Tomlinson, C. M. (1999). *Essentials of children's literature (3<sup>rd</sup> ed.)*. Needham Heights, MA: Allyn and Bacon.

Cooper, J. David, Kiger, Nancy D. (2006). *Literacy: Helping Children Construct Meaning (6<sup>th</sup> ed.)*, Boston: Houghton Mifflin Company.

Daniels, H. & Bizar, M. (2005). *Teaching the best practice way: Methods that matter*. Portland, ME: Steinhouse Publishers.

Dell'Olio, J. M. & Donk, T. (2007). *Models of teaching: Connecting student learning with standards*. Thousand Oaks, CA: Sage Publications.

Dickinson, David, K.(editor), Neuman, Susan B.(editor) (2007). *Handbook of Early Literacy Research*. Guilford Publications, Inc.

Glazer, J. I. & Giorgis, C. (2005). *Literature for young children (5<sup>th</sup> ed.)*, Upper Saddle River, NJ: Merrill Prentice Hall

Huck, C. (2007).. *Children's literature (9<sup>th</sup> ed.)*. Boston, MA: McGraw Hill Publishers.

Norton, D. E. (2006). *Through the eyes of a child: An introduction to children's literature (9<sup>th</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.

Orlich, Donald, Harder, Robert J., Callahan, Richard C., Trevisan, Michael S., Brown, Abbie H. (2007). *Teaching Strategies – A Guide to Effective Instruction (8<sup>th</sup> ed.)*. Boston, MA. Houghton Mifflin Company.

### Websites:

The American Library Association ([www.ala.org](http://www.ala.org))

The Children's Literature Web Guide (<http://www.acs.ucalgary/~dkbrown/>)

Swapping Stories (<http://www.lpb.org/programs/swappingstories/>)  
Internet ([www.ablongman.com](http://www.ablongman.com))

**Field-based Experiences:**

Field Experiences consist of a total of one clock hour per week for an eight week period in a grade level appropriate to the candidates' area of certification. The teacher candidates will present various literacy activities at the GSU elementary laboratory and nursery schools. The candidates will demonstrate literacy activities such as book talks, puppetry storytelling, and literature circles to laboratory classroom teachers and students. The candidates will work with small groups of students to enhance reading skills and acquaint students with quality children's trade books. The candidates will record level two reflections (describe settings in which knowledge and skills are acquired, provide relevant data related to teaching competencies and standards, connect research to observations, interpret and analyze data and facts to create learning opportunities) in a journal following each field experience.

**Available Faculty to Teach the Course:**

Elaine Foster  
Loretta Jagers

### Rubric for Evaluating Articles Critiques-

<i>Exemplary-5</i>	<i>Above Average- 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	<b>Score</b>
<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	
The critique shows excellent evidence of the directions given by the instructor. The format is very consistent with the assigned guidelines. The summary provides a discussion of the main ideas and supporting details. The reaction provides an excellent discussion of connections made to class discussions, experiences at the on site school and related research.	The critique shows very good evidence of directions given by the instructor. The text is easy to follow and the summary provides a very good discussion of the main ideas with supporting details. The reaction provides a discussion of how the article can be applied to the school curriculum, class discussions, and field-based experiences.	The critique shows good evidence of the directions given by the instructor. The content lacks clearly constructed beginning, middle and ending. Connections are somewhat unclear.	The critique is not directly related to the assigned topic. It is difficult to follow because it lacks a logical organizational scheme. There is little connection between ideas presented from the article and practical application of the secondary classroom.	There is no evidence of acceptable organization. The candidate lacks proper preparation and construction.	
<i>Exemplary-5</i>	<i>Above Average – 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	
The article content provides an excellent relationship to the topic assigned. The reaction demonstrates the application and transfer of knowledge through the use of higher order thinking skills.	The article content represents a very good relationship to the topic assigned. The “reaction” demonstrates the use of some higher order of thinking skills. The summary outlines very good connections to related research and classroom settings.	The critique covers several aspects of the topic. The “reaction” could have included more illustrations and examples that relate to the actual classroom setting and classroom discussions.	The critique does not clearly present the focus of the topic. The reaction lacks an in dept connection of the school setting.	There no evidence of the focus topic presented. There is no reaction to the main focus of the article as related to the school.	
<i>Exemplary5</i>	<i>Above Average– 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
<b>MECHANICS</b>	<b>MECHANICS</b>	<b>MECHANICS</b>	<b>MECHANICS</b>	<b>MECHANICS</b>	
Excellent use of grammar, punctuation, spelling, capitalization, and sentence structure.	Correct grammar punctuation, spelling, capitalization, and sentence structure is used.	The critique indicates general observance of correct usage. Minor errors exist in punctuation and spelling.	The critique shows little awareness of writing conventions. Neatness and legibility are minimal.	The critique shows no evidence of writing conventions. The critique shows numerous errors in punctuation and spelling.	

TOTAL \_\_\_\_\_

<b>Rubric for Oral Presentations</b>						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
<b>Professional Presentation</b>	Excellent organization; consistent with directives of assignment; Definite evidence of outstanding planning and preparation	Very good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Lacks basic organization; Lacks some assignment directives; Lacks sufficient planning and preparation	Fails to demonstrate organization; No evidence of consistency with assignment directives; No evidence of planning and preparation	
<b>Audience Involvement</b>	Superbly involves the audience in the presentation; appropriately promotes interest and interaction	Provides a very good engagement of the audience in related activities; Maintains interest through the presentation	Engages the audience in some of the related activities; Maintains interest through most of the presentation	Lacks sufficient audience engagement; Involvement does not directly relate to the topic of the presentation	No involvement of the audience; No effort made to promote interest among the audience	
<b>Research/Literature</b>	Excellent connection between the best practices research and the presentation content; Outstanding relationship between theory and practice	Very good connection between related research and topics presented; Very good explanations between theory and practice	Good connection between related research and topics presented; Good explanations between theory and practice	Lacks clarity of the connection between theory and practices of the topic presented; Explanations are unclear	No relationship between best practices research and the topic presented; No explanations between theory and practice	
<b>Content Knowledge</b>	Excellent demonstration of knowledge; Outstanding demonstration of application-transfer of skills and concepts	Very good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Lacks effective demonstration of knowledge; Provides limited demonstration of application-transfer of knowledge	Shows no evidence of understanding of the topic; No indication of application-transfer of knowledge	
<b>Media Use</b>	Excellent construction of resources; Resources are effectively used to enhance the	Very good construction of resources; very good use of resources to enhance the presentation of	Good construction of resources; very good use of resources to enhance the	Shows minimal construction of resources; Resources show little evidence of enhancing the presentation	No resources or very poorly constructed resources; The poorly constructed resources have	

	presentation of concepts and skills	concepts and skills	presentation of concepts and skills		no relationship to topic	
<b>Oral Language Skills</b>	Excellent enunciation, strong projection, pronunciation; Outstanding voice tone and eye contact; Appropriate presentation and posture and use of positive non-verbal cues	Very good enunciation, projection, eye contact, and non verbal cues; adequate posture	Good enunciation, projection, eye contact, and non verbal cues; adequate posture	Inconsistent enunciation, projection, and eye contact; Lacks appropriate presentation posture	Voice tone is low and difficult to understand; no eye contact; Demonstrates poor presentation posture	

TOTAL \_\_\_\_\_

<b>Written Lesson Plan Rubric</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>TOTAL</b>
<b>Title/Topic</b>	The title is interesting and provides an excellent representation of the lesson content standard, and grade level.	The title is interesting and provides a very good description of the lesson content standard, and grade level	The is title interesting and provides a good description of the lesson content standard, and grade level	The title lacks a clear connection between the content standard and the grade level lesson.	The title fails to relate to the lesson content and grade level.	.
<b>Subject Matter Content</b>	Excellent demonstration of the specific subject with various connections made to other disciplines when applicable through various engaged tasks	Very good demonstration of the specific content area with some connections to other disciplines through some engaged tasks	Good demonstration of the specific content area with few connections to other disciplines through few engaged tasks	Lacks focus on specific content and lacks connections among other disciplines	The lesson does not provide connections to other content areas or the connection with the subject area is not clearly expressed through engaging tasks and proposed activities.	
<b>Real World Relevance</b>	Excellent demonstration of the use of various authentic learning experiences by connecting real world experiences to content areas	Very good demonstration of the use of some authentic learning experiences by connecting some real world experiences to content areas	Good demonstration of the use of a few authentic learning experiences that connect to a few real world experiences to content areas	Lacks the engagement of students in authentic learning experiences that relate to real world experiences	The lesson does not provide opportunities for the students to connect real world experiences to course content. Students are not actively engaged in the course activities.	
<b>Performance Objectives/ Content Standard</b>	Excellent statement of performance based objectives that are related to the content standards	Very good statement of performance based objectives that are related to the content standards	Good statement of performance based objectives that relate to the content standards	Lacks measurable objectives that are related to the content standards for that subject matter area	The objective is measurable and related to what the student is expected to know or do. Components of the objective are omitted and do not clearly relate content standards	
<b>Technology Infusion</b>	Excellent infusion of technology in four or more activities	Very good infusion in at least three activity	Good infusion of technology in two activities	At least one activity includes the integration of technology.	There is no evidence of technology integration.	
<b>Lesson Procedures</b>	Excellent sequence of diverse procedures described and activities that include motivation, concept development, application-transfer exercises, and addresses a variety of learning styles	Very good sequence of activities that focus on most learning styles and provide some opportunities to apply and transfer knowledge	Good presentation of procedures but are not clearly described in detail and do not thoroughly present the sequential procedures for developing the lesson objectives	Lesson procedures are specified but are not clearly described or in enough detail. Lesson procedures address a limited number of learning styles.	Lesson procedures are vague or confusing. It is not certain why some tasks or activities are to be performed nor how they related to the lesson objective. Lesson procedures address only one learning style.	

<b>Written Lesson Plan Rubric</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>TOTAL</b>
<b>Materials/ Resources</b>	Diverse resources are relevant to the lesson, reinforce the lesson content, and provide a scaffold for students to reach higher learning levels through critical thinking tasks.	Diverse resources are helpful to student learning but are not necessary for students to reach the lesson objective. Tasks address higher order thinking in a limited manner.	Limited resources that enhance student learning and promote higher order thinking skills	There are limited resources that are included.. They are only knowledge based recall or recognition and require students to complete tasks which are not likely to engage them in critical thinking processes.	Only includes the textbook for the course	
<b>Assessment</b>	Multiple methods of assessment are used to assess students' learning. Assessments are related to the learning tasks and require students to demonstrate understanding rather than recall only.	Authentic and traditional measures of student learning are used. Assessments are based on recall or recognition of information presented by the teacher.	Some Authentic and Traditional measures of assessment are used.	Assessments are comprised of traditional recall and recognition questions or activities. Only one assessment procedure is provided or described.	Fails to demonstrate the use of multiple measures of assessment.	
<b>Modifications / Individual Differences</b>	Four or more appropriate instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least three instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least two instructional modifications, strategies or materials to accommodate special needs learners are provided	One instructional modifications, strategies or materials to accommodate special needs learners are provided	Did not provide any instructional modifications, strategies, or materials to accommodate special needs learners	
<b>Lesson Closure</b>	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson. The lesson closure includes appropriate questions and activities that reexamine the important objectives of the lesson.	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson includes some appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson closure includes limited questions and activities that re-examine the important objectives of the lesson.	Did not include the lesson closure.	
<b>Lesson Components</b>	All specified components of the Madeline Hunter Model are clearly stated	Major components of the Madeline Hunter Model are provided and	One component of the Madeline Hunter Model which is needed to present	Lacks major presentation of components of the Madeline Hunter Model	Fails to identify the major Madeline Hunter Model Components	.



<b>Written Lesson Plan Rubric</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>TOTAL</b>
	and effectively developed.	developed	the lesson is omitted			
<b>Mechanics</b>	Excellent use of grammar, punctuation, spelling capitalization. And sentence structure used; Product is neat and well organized	Correct grammar, punctuation, spelling capitalization, and sentence structure is used; Product is neat and well organized	General observance of correct usage; Minor errors exist in punctuation and spelling	Lacks awareness of writing conventions; Neatness and legibility are minimal	No evidence of appropriate writing conventions; Numerous errors in punctuation and spelling	

Rubric for On Site Lesson Plan Delivery

Teacher Candidate \_\_\_\_\_ Presentation Time \_\_\_\_\_ Date \_\_\_\_\_

Major \_\_\_\_\_ Placement \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
Presentation Sequence	Excellent sequential presentation of activities	Very good sequential presentation of activities	Good sequential presentation of activities	Lacks the sequential presentation of some components	There is no sequential presentation of activities	
Activities and Objectives	Excellent connections between activities/ procedures and behavioral objectives	Very good connections between activities/ procedures and behavioral objectives	Good connections between activities/ procedures and behavioral objectives	Demonstrates some connections between activities/ procedures and behavioral objectives	There is no connection between activities/ procedures and behavioral objectives	
Motivation	Excellent promotion of motivation, engagement and higher order thinking skills	Very good promotion of motivation, engagement and higher order thinking skills	Good promotion of motivation, engagement and higher order thinking skills	Presents some strategies for promoting motivation, engagement and higher order thinking skills	There is no evidence of motivation, engagement and higher order thinking skills	
Teacher Made Device	Excellent construction of Teacher-made device and connections made to lesson delivery	Very good construction of Teacher-made device and connections made to lesson delivery	Good construction of Teacher-made device and connections made to lesson delivery	Teacher-made device lacks proper construction and little connections to lesson delivery	There is no teacher made Device made to enhance instruction	
Communication Skills	Excellent oral and written communication skills	Very good oral and written communication skills	Good oral and written Communication skills	Oral and written communicative skills have some errors	Oral and written communicative skills are consistently incorrect and have serious errors	
					TOTAL	

Rater's Comments \_\_\_\_\_

Rater's Name \_\_\_\_\_ Rater's Signature \_\_\_\_\_

**Course Number:** ED 325  
**Course Title:** Teaching Reading in the Elementary School  
**Credit Hours:** 3

**Course Description:** Focuses on techniques and materials basic to the development of skills in teaching the elementary school. (Grades PK-6) Candidates will review theory and principles in teaching reading and engage in the demonstration of appropriate methods in both simulated and actual teaching settings under the supervision of a classroom teacher and the course instructor. Required of all elementary, early childhood and special majors as the second course in the required sequence. (Prerequisite ED 303 Reading Instruction and Survey with a grade of “C” or better. This course requires hands-on experiences with classroom students in PK-3 and 1-5. The instructional strategies include lecture/discussions, field-based activities, classroom discussions, and presentations. Candidates will earn 3 credit hours.

**Form and Hour:** This course is a three hour course that meets three times a week for one hour. This course is designed to focus on strategies and resources for developing Reading/literacy skills in the elementary school. Specifically, the *five essential components of reading instruction* will be emphasized (Phonemic awareness, Phonics, Fluency, Vocabulary, and Comprehension). The diverse learning experiences include technology infusion activities and problem-based learning research projects. The course includes the use of multiple modes of delivery such as lecture/discussions, cooperative/collaborative group activities, field-based experiences at the on-site school and in the community, professional development activities, and supplementary web-based activities. The candidates must complete 15 hours of field-based activities.

**Course Objectives and Assessment:**

Given varied content, activities, and materials, the *candidate* will:

- A. describe the role of the “teacher of Reading/literacy” as related to the *reading act (Reading product and Reading process)*. (LR&LC-A1,A2,A3,A4,A5,A6) (\*G,H,F,N)
- B. demonstrate the use of strategies for developing each of the Reading Skills (Emergent Literacy, Phonemic Awareness, Word Recognition/Phonics Instruction, Fluency, Vocabulary, and Comprehension). (C1,C2,D1,D2, E1,E3,F1,F2,G1,G2,H1) (\*C,D,F,F,O,R,P)
- C. select resources and present strategies that demonstrate how literacy may be used to develop and enhance Reading/literacy skills to meet diverse learner needs. (A1,A2,A5,C4,D1,E1,E2,E3,G1,G2,G3,G4,G5) (\*C,D,E,F,O,P)
- D. design ten strategies for teaching Reading/Study techniques and content-area reading skills for students with diverse needs and reading levels. (LR&LC-A6, F1,F2,F3,F4,F5,G1,G2,G4,G5) (\*A,C,D,E,F,OK,P,Q)
- E. develop and present skills in using technology-based instructional strategies that may be used to promote enhanced *Literacy Learning* in the elementary reading program. (LR&LC-A5,) (\*H,I,Q)
- F. identify and demonstrate the use of multiple measures of assessing students in the reading program in the elementary school. (LR&LC-A6,E2,E3,F5) (\*D,Q,R,A,C)
- G. create and present strategies for organizing and managing the reading program in the elementary school to promote enhanced literacy learning for students with language

differences and/or with special needs. (LR&LC A1,A4,A6,C1,D1, E1,F1,F5,G1,G2,H1, H2) \*(K,P,O,B,R)

**Multiple Measures of Performance-Based Assessments:** A=Reflective Journals, B=Follow-Up Surveys on Graduates, C=Evaluation Rubric, D=Teacher Candidate Work Samples, E=Student Work Samples, F=State Licensure Feedback, G= Oral Presentation, H=Technology-Related Presentations, I=Video-Taped Data Summaries, J=Case Studies, K=Faculty & Administrative Evaluations, L=Criterion-Referenced Tests, M=Norm-Referenced Tests, N=Micro Teaching, O=Lesson Plan & Delivery of Instruction, P=Supervising Teacher Observation, Q=Teacher Candidate Portfolio, R=Article Critiques

### **Activities/Assessment Strategies**

The candidate will:

- A. Analyze an article on one of the Five Essential Components of the Effective Teaching of Reading.
- B. Form cooperative/collaborative groups to discuss the multi-media presentation, “Progression of Reading/Language Development”.
- C. Present group projects on, “Strategies and Resources for Implementing Reading, Writing, and Oral Language”, with emphasis appropriate to students’ grade levels or needs.
- D. Create and deliver an activity on each of the following skills: phonological skill, phonic decoding, and spelling.
- E. Design and present instructional activities at the partnership school that connect phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension and writing.
- F. Discuss a video-taped presentation of instructional strategies used to provide appropriate instruction for “good and poor readers” as related to their “cognitive, physiological and linguistic differences”.
- G. Design and implement a detailed skill-based lesson “based on cognitive, physiological, cultural, environmental, and linguistic differences underlying good and poor readers.”
- H. Design and present an instructional activity that focuses on “Multi-Media Resources for Supporting Instruction as Related to Cultural and Linguistic Backgrounds” of diverse learners according to scientifically-based reading research.
- I. Construct and present an instructional activity for using multiple levels of questioning to assess and build comprehension skills for diverse learners.
- J. Complete an article critique on Phonemic Awareness activities for the diverse learners.
- K. Design and present an activity for each of the following: “words in sentences, rhyming, oral word Repetition, syllable counting, onset-rime segmentation and blending, phoneme identification, segmentation, and blending”.
- L. Participate in cooperative/collaborative groups to discuss article critiques that present strategies for developing Phonemic Awareness.
- M. Demonstrate 2 Phonemic Awareness activities (emphasis on appropriate enunciation, segmentation and blending of single syllable word at the onset-rime and phoneme level, role of letter name knowledge).
- N. Present a Shared Reading and Oral Reading Activity which demonstrates “how print is used when reading a book” (using all of the components/steps discussed in class.
- O. Design and present an activity on the following: phoneme-grapheme association, blending, segmentation; syllable pattern and morpheme recognition.
- P. Discuss some techniques for teaching fluency of letter naming, matching and writing, and one activity for teaching letter identification and letter formation”, as outlined in the videotaped production of a master teacher’s demonstration.

- Q. Create and demonstrate 2 strategies for developing and enhancing Reading Fluency.
- R. View and discuss a video production that demonstrates strategies and resources for vocabulary instruction (before reading strategies and strategies for understanding the use of specialty words).
- S. Design and present one lesson that demonstrates strategies for teaching major text genres (narrative, expository, and persuasive).
- T. In a group presentation, present instructional strategies that include multi-media resources to demonstrate text structures and syntax to improve comprehension skills.
- U. Demonstrate “how to” analyze the spelling needs of students and can identify their levels of spelling achievement as related to providing appropriate instruction.
- V. Complete examinations that include discrete multiple-choice items, constructed response or short answer items (based on the style of The Praxis Series-Principles of Learning and Teaching), as related to the course content with at least 80% proficiency.
- W. Participate in field-based seminars/conferences and staff development activities that focus on best practices research as related to developing and enhancing the Five Essential Components of Effective Teaching.

## **Topical Outline**

### *Week I - Foundational Concepts-Part I*

- The Definition and Importance of Reading
- The Five Essential Components of Effective Reading Instruction
- The Twelve Principles of Teaching Reading

### *Week II - Foundational Concepts-Part II*

- The Role of the Teacher and the Classroom Environment (Chapter 13)
- Multi-media presentation/discussion, “Progression of Reading/Language Development”
- Article Critique-(Each teacher candidate will be assigned to a team that will focus their individual article critique on one of the *Five Essential Components of Effective Reading Instruction*)
- Cooperative Group Discussions on Article Critiques(Each group will discuss one of the five Essential Components of Effective Reading Instruction based on their articles it relates to strategies and resources)

### *Week III - Foundational Concepts -Part III*

- Group Presentations-“Strategies for Implementing Reading, Writing, and Oral Language Instruction”
- Part I-Introduction-(Lecture/Discussion) (phonological skill, phonic decoding, spelling)
- Part II-“Connecting Phonological Skills, Phonic Decoding, Spelling, Word Recognition, Reading Fluency, Vocabulary, Reading Comprehension, and Writing” (Reader-Response Activity-Chapters 3-6)

### *Week IV - Foundational Concepts-Part IV*

- Lesson presentations-Part I, “Connections Between Phonological Skills, Phonic Decoding, Spelling, Word Recognition, Reading Fluency, Vocabulary, Comprehension, and Writing”
- Part II-Lesson Presentations

Week V - *Foundational Concepts-Part V*

- Cognitive, Physiological and Linguistic Differences” of Students
  - ✓ Proficient Readers
  - ✓ Poor Readers(Video taped presentation/Discussion)
- Design and present a detailed Skill-Based Lesson reflecting the Needs of “proficient and poor readers”
- Lecture Discussion- “Multimedia Resources to Meet Diverse Learner Needs (Cultural and Linguistic Differences)
- 1 Article Critique-Strategies and Resources for Meeting the Cultural and Linguistic Needs of Students
- Language and Literature: Instructional Activities (Reader-Response activity-Chapters 7 and 8)

Week VI - *Foundational Concepts-Part VI*

- Comprehension: Literal comprehension, Higher-Order Comprehension, Effective Questions(Reader-Response Activity-Chapter 5 and 6)
- Comprehension: The Reader, The Reading Situation, The Text
- Design and present (at the partnership schools for Grades 1-5) a comprehension lesson that focuses on literal comprehension and higher order comprehension skills.

Week VII- *Phonemic Awareness and Letter Knowledge- Part I*

- Phonemic Awareness: An Introduction (Article Critique-Cooperative Group Activity)
- Video presentation-Instructional Strategies focusing on: the progression of the development of Phonological Skills
- Design and present an activity on the following (with an appropriate resources):
  - ✓ Words in Sentences
  - ✓ Rhyming
  - ✓ Oral Word Repetition
  - ✓ Syllable counting
  - ✓ Onset-Rime Segmentation
  - ✓ Blending
  - ✓ Phoneme Identification
  - ✓ Segmentation
  - ✓ Blending

Week VIII - *Phonemic Awareness and Letter Knowledge-Part II*

- Linking Phonemes and Letters-(Lecture/Demonstration)
- Part I-Demonstrate 2 Phonemic Awareness Activities (Emphasis on appropriate Enunciation, Segmentation and Blending of Single Syllable Words at the Onset-Rime and Phoneme Level, Role of Letter Name Knowledge)

Week IX - *Phonemic Awareness and Letter Knowledge Part III*

- Part II -Phonemic Awareness Activities
- Shared Reading: An Introduction

- Present a Shared Reading and Oral Reading Activity(Using all of the components/steps discussed in class)

#### Week X - *Phonics and Word Recognition-Part I*

- Phonics and Word Recognition: An Introduction (Chapter 3)
- Types of Word Recognition Skills
- Part I-Design and present a Phonics activity(Next Week)

#### Week XI - *Phonics and Word Recognition-Part II*

- Each group will present one lesson for each of the following:
  - ✓ Spelling
  - ✓ Phonics
  - ✓ Steps in a Decoding Lesson
  - ✓ Word Identification
- Each student will design and prepare to teach a detailed lesson (at the elementary school) which includes the following: (Phoneme-Grapheme Association, Blending, and Segmentation; Syllable Pattern and Morpheme Recognition)-DUE
- TEST-Monday

#### Week XII - *Fluent, Automatic Reading of Text*

- TEST
- Role of Fluency: Providing Speed, Accuracy, Comprehension and Expression-Video Presentation
- Lecture-Discussion
  - ✓ Instructional Strategies and Diverse Resources
  - ✓ -Selecting Text to Match Student's
- Instructional and Independent
- Reading Levels(Chapter 12)
  - ✓ Demonstrate the use of some diverse Strategies for Developing Reading Fluency

#### Week XIII – *Vocabulary*

- The Vocabulary Skills: The Role of the Teacher(Reader-response Activity-Chapter 4)
- Direct and Contextual Vocabulary Instruction to Meet Diverse Learner Needs(Article Critique)
- Strategies and Resources for Vocabulary Instruction: Before Reading, Specialty Words (Lecture-Discussion)-Chapter 11

#### Week XIV - *Text Comprehension*

- The Comprehension Skills-Reader Response-Chapters 5 and 6
- Comprehension Monitoring Strategies
- Differences Between Major Text Genres
- Present strategies to Identify “Text Structures and Syntax”
- Comprehension Strategies Across the Curriculum (Chapters 9, 10,11)-(including similarities and differences among written composition and text comprehension, and the role of writing in enhancing comprehension skills)-Special Guest Consultant Presentation

## Week XV - *Spelling and Writing*

- Incorporating Spelling and Word Study Activities-1 Article Critique
- Connecting Spelling Analysis and Appropriate Instruction
- Identification of levels of spelling achievement as related to providing “appropriate instruction”-Preview the Comprehensive Curriculum and discuss activities
- Final Examination

**Empirical Base:** This course is designed to provide opportunities for the teacher candidates to exam and demonstrate current trends and strategies for enhancing and developing reading/literacy skills in the PK-3 and 1-5 grades. Specifically, the course content is based on the standards for Reading Professionals developed by the Professional Standards and Ethics Committee of the International Reading Association, the National Reading Panel Report on the Most Effective Way to Teach, INTASC (Interstate New Teacher Assessment Support Consortium), NAEYC (National Association for the Education of Young Children) for the PK-3 teacher candidate, ACEI (Association for Childhood International) for the 1-5 teacher candidate and the Louisiana Components of Effective Teaching. The course content and activities are also based on Louisiana’s Reading and Language Competencies for Teachers. Additionally, the course content is based on the Louisiana Content Standards, The Grade Level Expectations, National Board Certification Standards, and the Blue Ribbon Commission expectations. Articles from the International Reading Association. Evidence-Based Reading Instruction: Putting the National Reading Panel Report Into Practice (April 2004), Council for Exceptional Children (CEC).

### **Proposed Resources and Materials for the Course:**

*Note: Resources listed will be used to devise instructional activities and detail lesson plans that will be presented in the university classrooms and at the partnership schools. The listed resources will also be used to make connections to the articles critiques discussions and the textbook discussions.*

#### Textbook:

Roe, Betty D., Smith, Sandy H., Burns, Paul, C. Burns (2005). *Teaching Reading in Today’s Elementary School* (9<sup>th</sup> ed). New York: Houghton Mifflin Co.

#### Supplementary Texts and Resources:

Beaty, J.J. (2004). *Skills for preschool teachers* (7<sup>th</sup> ed.) Upper Saddle River, N,J: Merrill/Prentice Hall.

Bernhardt, J. L. (2000). A primary caregiving system for infants and toddlers: Best for everyone involved. *Young Children*, 55, 74-80.

Cooper, J. David, Kiger, Nancy D. (2006). *Literacy: Helping Children Construct Meaning* (6<sup>th</sup> ed.), Boston: Houghton Mifflin Company.

Cowee, M. (2004), Winter). Brain development research makes the case for partnering with families. *Stronger Together, The Parent Services Project*, 4.

Dickinson, David, K.(editor), Neuman, Susan B.(editor) (2007). *Handbook of Early Literacy Research*. Guilford Publications, Inc.



- Orlich, Donald, Harder, Robert J., Callahan, Richard C., Trevisan, Michael S., Brown, Abbie H. (2007). *Teaching Strategies – A Guide to Effective Instruction* (8<sup>th</sup> ed.). Boston, MA. Houghton Mifflin Company.
- Snow, C. E., Burns, M. S. & Griffin, P. (Eds). (1998). Preventing reading difficulties in young children. Washington, D.C. National Academy Press.

### Selected Literacy Resources

- Cooper, J., Kiger, N., (2002). *Literacy: helping children construct meaning*. Wilmington: Houghton Mifflin.
- Ellery, V. (2005). *Creating strategic readers: techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Newark, DE: International Reading Association.
- Evidence-based reading instruction: Putting the National Reading Panel Report Into Practice*. (2002). Newark: International Reading Association.
- Farstrup, A., Samuels, S. (2002). *What research has to say about reading instruction*. (3<sup>rd</sup> ed.). Newark, DE: International Reading Association.
- Graves, M. (2006). *The Vocabulary book: Learning & instruction*. Newark, DE: International Reading Association.
- Griffith, L., Rasinski, T. (2004). A focus on fluency: how one teacher incorporated fluency with her reading curriculum. *The Reading Teacher*, Volume 58 No.2; pp. 126-137.
- Hammond, B., Hoover, M. E. R., & McPhall, I. P. (2005). *Teaching African American learners to read: perspectives and practices*. Newark, DE: International Reading Association.
- Heilman, A., Blair, T., & Rupley, W. (2002). *Principles and practices of teaching reading* (10<sup>th</sup> ed.). Columbus: Merrill Prentice Hall.
- Hudson, R., Lane, H., Pullen, P. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, Volume 58 No. 8; pp. 702-713.
- Indrisano, R., Paratore, J. (2005). *Learning to write, writing to learn: Theory and research in practice*. Newark, DE: International Reading Association.
- Jaggers, L., McJamerson, N., Duhon, G. (2001). *Developing literacy skills across the curriculum: Practical approaches, creative strategies and resources*. Lewiston, NY: Edwin Mellen Press.
- Kipper, K., Duggan, T. (2006). Writing to learn across the curriculum: Tools for comprehension in content area classes. *The Reading Teacher*, Volume 59 No.5; pp. 462-470.
- Learning to read and write: Developmentally appropriate practices for young children (1998). Joint position of the International Reading Association (IRA) and the National association for the Education of Young Children (NAEYC). *The Reading Teacher*, 52,193-216.
- Livingston, N., Kurkjan, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher*, Volume 58 No.7; pp. 696-703.
- National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication N0. 00-4769). Washington, DD: US Government Printing Office.
- Oczkus, L. (2003). *Reciprocal teaching at work: Strategies for improving reading comprehension*. Newark, DE: International Reading Association.

- Tompkins, G. (2006). *Literacy for the 21<sup>st</sup> century: A balanced approach*. Columbus: Pearson Merrill Prentice Hall.
- Vacca, R., & Vacca, J. (2002). *Content area reading: Literacy and learning across the curriculum* (7<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Wood, J. (1998). *Adapting instruction to accommodate students in inclusive settings* (3<sup>rd</sup> ed.). New Jersey: Prentice Hall.

Websites: (used for critiquing articles and securing background information for projects and discussions):

- ([www.nationalacademics.org/ncr/](http://www.nationalacademics.org/ncr/))  
([www.doe.state.la.us/DOE/assessments/standards](http://www.doe.state.la.us/DOE/assessments/standards))  
([www.eric.com](http://www.eric.com))  
([www.ets.org](http://www.ets.org))  
([www.lessonpage.com](http://www.lessonpage.com))  
([www.nbpts.org](http://www.nbpts.org))  
([www.idea practices.org](http://www.idea practices.org))  
([www.abilitymagazine.com](http://www.abilitymagazine.com))  
([www.nationreadingpanel.org/ncr/](http://www.nationreadingpanel.org/ncr/))  
(<http://www.ira.org>)

Journals Used for Critiquing Articles:

- Early Childhood Research Quarterly  
Childhood Education  
The Reading Teacher  
The Reading Research Quarterly  
The Journal of Adolescent and Adult Literacy  
Educational Leadership  
ACEI Focus on Infants and Toddlers  
Childcare Information Exchange

### **Field Experiences**

The advanced candidates enrolled in the course are required to engage in 15 clock hours of field experiences. The following activities are required:

1. Observe the physical facilities, equipment/materials, organizational structure, curricular activities, teacher and staff roles, and parental involvement techniques of an elementary reading program. Then write a reflection summation about the appearance, maintenance and ethos of the school.
2. Interview a *teacher of reading* at the PK-3 and the 1-5 grade levels to determine the management system, the resources, and the curricular activities that have been effectively utilized in his/her classroom.
3. Design and implement a *thematic unit* for a given student in the PK-3 and/or the 1-5 level at the partnership school. Present the results of the project in class and submit a critical analysis of the implementation process. Share samples of the student's work in class.
4. Maintain a *Reflective Journal* of all observation/participation activities and submit a critical analysis of O/P experiences and activities to the course instructor for verbal performance feedback.

5. Design and implement activities for a professional development conference and assess individual performance on a *Self-Perception Inventory*.

**Available Faculty to Teach the Course:**

Dr. Loretta Jagers

Dr. Vicki Brown

<b>Rubric for Assessing Electronic Portfolios</b>					
<b>Skill</b>	<b>1 - Poor</b>	<b>2 – Need Improvement</b>	<b>3 - Good</b>	<b>4 - Satisfactory</b>	<b>5 – Excellent</b>
Mechanics Score ____	most links do not work, many dead ends, numerous spelling errors	5-10 links don't work, many dead ends, links not clear, all linear, numerous spelling errors	3-4 links don't work, some links go to dead ends, numerous spelling errors	most links work, links are clearly labeled, easy to navigate stack, few spelling errors	multi-linked pages, all links work, links clearly labeled, no spelling errors
Structure Score ____	one stack or each card saved as a stack, named incorrectly	one stack or each card saved as a stack, some named correctly	one stack, named correctly, no table of contents	4-6 stacks, named correctly, table of contents	multi-stacks, named, table of contents, easy navigation
Graphics Score ____	no graphics	only clip art, no scanned pictures little use of drawing tools	clip art , scanned pictures -not clear, little use of drawing tools	clip art, clear scanned pictures, some use of drawing tools	clip art, clear scanned pictures, varied use of drawing tools
Use of Tools Score ____	no special tools used	built in sound used but irrelevant to card	good use of sound and one special effect	original relevant sound and at least one New Button Action (NBA)	original relevant sound, (video), animation, and at least one NBA
*Content Relevancy Score ____	only personal information	mostly personal information, no coursework or resume	few examples of coursework, field experience, hobbies and interests, no resume	examples of coursework, lessons, related field experience, hobbies and interests and resume	good examples of coursework, lessons related field experience, hobbies and interests and resume
Captions/ Reflections Score ____	no captions or reflective pieces	few captions - mostly descriptive- not telling why pieces were included	adequate captions but descriptive only	good use of captions but greater depth of reflection needed	excellent captions provide links between experiences and learning theory, thoughtful reflections explain why pieces included

### Rubric for Evaluating Articles Critiques-

<i>Exemplary-5</i>	<i>Above Average- 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	<b>Score</b>
<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	
The critique shows excellent evidence of the directions given by the instructor. The format is very consistent with the assigned guidelines. The summary provides a discussion of the main ideas and supporting details. The reaction provides an excellent discussion of connections made to class discussions, experiences at the on site school and related research.	The critique shows very good evidence of directions given by the instructor. The text is easy to follow and the summary provides a very good discussion of the main ideas with supporting details. The reaction provides a discussion of how the article can be applied to the school curriculum, class discussions, and field-based experiences.	The critique shows good evidence of the directions given by the instructor. The content lacks clearly constructed beginning, middle and ending. Connections are somewhat unclear.	The critique is not directly related to the assigned topic. It is difficult to follow because it lacks a logical organizational scheme. There is little connection between ideas presented from the article and practical application of the secondary classroom.	There is no evidence of acceptable organization. The candidate lacks proper preparation and construction.	
<i>Exemplary-5</i>	<i>Above Average – 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	
The article content provides an excellent relationship to the topic assigned. The reaction demonstrates the application and transfer of knowledge through the use of higher order thinking skills.	The article content represents a very good relationship to the topic assigned. The “reaction” demonstrates the use of some higher order of thinking skills. The summary outlines very good connections to related research and classroom settings.	The critique covers several aspects of the topic. The “reaction” could have included more illustrations and examples that relate to the actual classroom setting and classroom discussions.	The critique does not clearly present the focus of the topic. The reaction lacks an in dept connection of the school setting.	There no evidence of the focus topic presented. There is no reaction to the main focus of the article as related to the school.	
<i>Exemplary5</i>	<i>Above Average– 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
<b>MECHANICS</b>	<b>MECHANICS</b>	<b>MECHANICS</b>	<b>MECHANICS</b>	<b>MECHANICS</b>	
Excellent use of grammar, punctuation, spelling, capitalization, and sentence structure.	Correct grammar punctuation, spelling, capitalization, and sentence structure is used.	The critique indicates general observance of correct usage. Minor errors exist in punctuation and spelling.	The critique shows little awareness of writing conventions. Neatness and legibility are minimal.	The critique shows no evidence of writing conventions. The critique shows numerous errors in punctuation and spelling.	

TOTAL \_\_\_\_\_

<b>Rubric for Oral Presentations</b>						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
<b>Professional Presentation</b>	Excellent organization; consistent with directives of assignment; Definite evidence of outstanding planning and preparation	Very good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Lacks basic organization; Lacks some assignment directives; Lacks sufficient planning and preparation	Fails to demonstrate organization; No evidence of consistency with assignment directives; No evidence of planning and preparation	
<b>Audience Involvement</b>	Superbly involves the audience in the presentation; appropriately promotes interest and interaction	Provides a very good engagement of the audience in related activities; Maintains interest through the presentation	Engages the audience in some of the related activities; Maintains interest through most of the presentation	Lacks sufficient audience engagement; Involvement does not directly relate to the topic of the presentation	No involvement of the audience; No effort made to promote interest among the audience	
<b>Research/Literature</b>	Excellent connection between the best practices research and the presentation content; Outstanding relationship between theory and practice	Very good connection between related research and topics presented; Very good explanations between theory and practice	Good connection between related research and topics presented; Good explanations between theory and practice	Lacks clarity of the connection between theory and practices of the topic presented; Explanations are unclear	No relationship between best practices research and the topic presented; No explanations between theory and practice	
<b>Content Knowledge</b>	Excellent demonstration of knowledge; Outstanding demonstration of application-transfer of skills and concepts	Very good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Lacks effective demonstration of knowledge; Provides limited demonstration of application-transfer of knowledge	Shows no evidence of understanding of the topic; No indication of application-transfer of knowledge	
<b>Media Use</b>	Excellent construction of resources; Resources are effectively used to enhance the	Very good construction of resources; very good use of resources to enhance the presentation of	Good construction of resources; very good use of resources to enhance the	Shows minimal construction of resources; Resources show little evidence of enhancing the presentation	No resources or very poorly constructed resources; The poorly constructed resources have	

	presentation of concepts and skills	concepts and skills	presentation of concepts and skills		no relationship to topic	
<b>Oral Language Skills</b>	Excellent enunciation, strong projection, pronunciation; Outstanding voice tone and eye contact; Appropriate presentation and posture and use of positive non-verbal cues	Very good enunciation, projection, eye contact, and non verbal cues; adequate posture	Good enunciation, projection, eye contact, and non verbal cues; adequate posture	Inconsistent enunciation, projection, and eye contact; Lacks appropriate presentation posture	Voice tone is low and difficult to understand; no eye contact; Demonstrates poor presentation posture	

TOTAL \_\_\_\_\_

<b>Written Lesson Plan Rubric</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>TOTAL</b>
<b>Title/Topic</b>	The title is interesting and provides an excellent representation of the lesson content standard, and grade level.	The title is interesting and provides a very good description of the lesson content standard, and grade level	The is title interesting and provides a good description of the lesson content standard, and grade level	The title lacks a clear connection between the content standard and the grade level lesson.	The title fails to relate to the lesson content and grade level.	.
<b>Subject Matter Content</b>	Excellent demonstration of the specific subject with various connections made to other disciplines when applicable through various engaged tasks	Very good demonstration of the specific content area with some connections to other disciplines through some engaged tasks	Good demonstration of the specific content area with few connections to other disciplines through few engaged tasks	Lacks focus on specific content and lacks connections among other disciplines	The lesson does not provide connections to other content areas or the connection with the subject area is not clearly expressed through engaging tasks and proposed activities.	
<b>Real World Relevance</b>	Excellent demonstration of the use of various authentic learning experiences by connecting real world experiences to content areas	Very good demonstration of the use of some authentic learning experiences by connecting some real world experiences to content areas	Good demonstration of the use of a few authentic learning experiences that connect to a few real world experiences to content areas	Lacks the engagement of students in authentic learning experiences that relate to real world experiences	The lesson does not provide opportunities for the students to connect real world experiences to course content. Students are not actively engaged in the course activities.	
<b>Performance Objectives/ Content Standard</b>	Excellent statement of performance based objectives that are related to the content standards	Very good statement of performance based objectives that are related to the content standards	Good statement of performance based objectives that relate to the content standards	Lacks measurable objectives that are related to the content standards for that subject matter area	The objective is measurable and related to what the student is expected to know or do. Components of the objective are omitted and do not clearly relate content standards	
<b>Technology Infusion</b>	Excellent infusion of technology in four or more activities	Very good infusion in at least three activity	Good infusion of technology in two activities	At least one activity includes the integration of technology.	There is no evidence of technology integration.	
<b>Lesson Procedures</b>	Excellent sequence of diverse procedures described and activities that include motivation, concept development, application-transfer exercises, and addresses a variety of learning styles	Very good sequence of activities that focus on most learning styles and provide some opportunities to apply and transfer knowledge	Good presentation of procedures but are not clearly described in detail and do not thoroughly present the sequential procedures for developing the lesson objectives	Lesson procedures are specified but are not clearly described or in enough detail. Lesson procedures address a limited number of learning styles.	Lesson procedures are vague or confusing. It is not certain why some tasks or activities are to be performed nor how they related to the lesson objective. Lesson procedures address only one learning style.	



<b>Written Lesson Plan Rubric</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>TOTAL</b>
<b>Materials/ Resources</b>	Diverse resources are relevant to the lesson, reinforce the lesson content, and provide a scaffold for students to reach higher learning levels through critical thinking tasks.	Diverse resources are helpful to student learning but are not necessary for students to reach the lesson objective. Tasks address higher order thinking in a limited manner.	Limited resources that enhance student learning and promote higher order thinking skills	There are limited resources that are included.. They are only knowledge based recall or recognition and require students to complete tasks which are not likely to engage them in critical thinking processes.	Only includes the textbook for the course	
<b>Assessment</b>	Multiple methods of assessment are used to assess students' learning. Assessments are related to the learning tasks and require students to demonstrate understanding rather than recall only.	Authentic and traditional measures of student learning are used. Assessments are based on recall or recognition of information presented by the teacher.	Some Authentic and Traditional measures of assessment are used.	Assessments are comprised of traditional recall and recognition questions or activities. Only one assessment procedure is provided or described.	Fails to demonstrate the use of multiple measures of assessment.	
<b>Modifications / Individual Differences</b>	Four or more appropriate instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least three instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least two instructional modifications, strategies or materials to accommodate special needs learners are provided	One instructional modifications, strategies or materials to accommodate special needs learners are provided	Did not provide any instructional modifications, strategies, or materials to accommodate special needs learners	
<b>Lesson Closure</b>	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson. The lesson closure includes appropriate questions and activities that reexamine the important objectives of the lesson.	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson includes some appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson closure includes limited questions and activities that re-examine the important objectives of the lesson.	Did not include the lesson closure.	
<b>Lesson Components</b>	All specified components of the Madeline Hunter Model are clearly stated	Major components of the Madeline Hunter Model are provided and	One component of the Madeline Hunter Model which is needed to present	Lacks major presentation of components of the Madeline Hunter Model	Fails to identify the major Madeline Hunter Model Components	.

<b>Written Lesson Plan Rubric</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>TOTAL</b>
	and effectively developed.	developed	the lesson is omitted			
<b>Mechanics</b>	Excellent use of grammar, punctuation, spelling capitalization. And sentence structure used; Product is neat and well organized	Correct grammar, punctuation, spelling capitalization, and sentence structure is used; Product is neat and well organized	General observance of correct usage; Minor errors exist in punctuation and spelling	Lacks awareness of writing conventions; Neatness and legibility are minimal	No evidence of appropriate writing conventions; Numerous errors in punctuation and spelling	

Rubric for On Site Lesson Plan Delivery

Teacher Candidate \_\_\_\_\_ Presentation Time \_\_\_\_\_ Date \_\_\_\_\_

Major \_\_\_\_\_ Placement \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
Presentation Sequence	Excellent sequential presentation of activities	Very good sequential presentation of activities	Good sequential presentation of activities	Lacks the sequential presentation of some components	There is no sequential presentation of activities	
Activities and Objectives	Excellent connections between activities/ procedures and behavioral objectives	Very good connections between activities/ procedures and behavioral objectives	Good connections between activities/ procedures and behavioral objectives	Demonstrates some connections between activities/ procedures and behavioral objectives	There is no connection between activities/ procedures and behavioral objectives	
Motivation	Excellent promotion of motivation, engagement and higher order thinking skills	Very good promotion of motivation, engagement and higher order thinking skills	Good promotion of motivation, engagement and higher order thinking skills	Presents some strategies for promoting motivation, engagement and higher order thinking skills	There is no evidence of motivation, engagement and higher order thinking skills	
Teacher Made Device	Excellent construction of Teacher-made device and connections made to lesson delivery	Very good construction of Teacher-made device and connections made to lesson delivery	Good construction of Teacher-made device and connections made to lesson delivery	Teacher-made device lacks proper construction and little connections to lesson delivery	There is no teacher made Device made to enhance instruction	
Communication Skills	Excellent oral and written communication skills	Very good oral and written communication skills	Good oral and written Communication skills	Oral and written communicative skills have some errors	Oral and written communicative skills are consistently incorrect and have serious errors	
					TOTAL	

Rater's Comments \_\_\_\_\_

Rater's Name \_\_\_\_\_ Rater's Signature \_\_\_\_\_

**Course Number:** ED 431  
**Course Title:** Reading Diagnosis and Correction  
**Credit Hours:** 3

**Course Description:** Course emphasis is placed on the types of reading difficulties and techniques in teaching remedial readers; laboratory practice in examining, administering and interpreting standardized and informal reading tests; and planning remedial reading programs on the basis of findings of tests and other sources of information. Students use modules and actually teach a student in keeping with a program planned according to needs determined by assessments. Prerequisite: ED 303, ED 217, ED 322 or ED 325.

**Forms and Hour:** This is a three hour course. The course includes the use of technology and a variety of resources and materials such as the internet, standardized assessments, textbooks and core reading programs. The course also includes the use of diverse instructional strategies such as lecture/discussion, cooperative/collaborative group activities and field-based experiences. The teacher candidates are required to design a *Diagnostic-Remediation Packet* as part of their culminating project.

The Diagnostic-Remediation Packet includes both formal and informal procedures for assessment for the **PK-3** teacher candidate. The formal assessments will include the DRA (Directed Reading Activity), the BEAR (Basic Early Assessment Reading) Initial Skills Analysis, the Brigance Screen, and some phonemic awareness assessments (i.e. PALS) and some phonics assessments. Additional assessments will include DIBELS, and TPRI. Some informal assessments include administering the IRI (Informal Reading Inventories), student-teacher conferences, teacher-made check-list and/or observation inventories.

The Diagnostic - Remediation Packet for elementary **grades 1-5** teacher candidates will include both formal and informal procedures for assessment. These include norm-referenced tests (i.e. Iowa Tests of Basic Skills), criterion referenced tests (LEAP for the 21st Century), teacher-made tests, portfolio based assessments, student self-evaluations, journals, and other indicators of student progress to help identify instructional needs. Various assessments will be used to include fluency and comprehension measures.

The teacher candidates then use the diagnostic/assessment procedures in their packets with a given student at the on-site school. Based on the results of the diagnosis, they design and implement remediation strategies for their individual student. Opportunities are provided for the teacher candidates to share the results of their *Diagnostic-Remediation Packets* with the entire class. The teacher candidates are also required to critique various articles for Reading/Literacy journals, to reinforce and expand on information presented in the textbook. Teacher candidates use the five essential components of reading for remediation activities.

**Course Objectives and Assessment:**

Given varied content, activities, and materials, the *candidate* will:

- A. Define Reading and explain the process of Reading and Reading skill development (Emergent Literacy, Phonemic Awareness, Phonics Instruction, Word Recognition,

- Fluency, Vocabulary, Comprehension, Study Skills). (LR&LC A1,A2,A3,C1,C2,D1, E1,F1,G1) (\*G,R)
- B. Demonstrate knowledge of specific terminology related to diagnosis and remediation/correction of reading difficulties for students in grades PK-3 and 1-5. (LR&LC-A2,A4,A6,D3,E2,F5) (\*D,G,H)
  - C. Describe the role of the teacher in the Diagnostic-Reading and Correction program. (LR&LC-A2,A4,A5,C1,C4, C2, C6,D2,E1, E2, E3,,G1,G2,F1,F3, H1) (\*P,A,N,O)
  - D. Outline and cite examples of factors that impact reading performance.(LR&LC-A4,A6, D5,E2,E3,F5) (\*A,J)
  - E. Compare and contrast *formal* and *informal* diagnostic procedures (including DIBELS) that involve multiple indicators of reading performance. (LR & LC- A6,E3,E2,F5,H2) (\*C,L,MJ)
  - F. Design and present diverse resources and skill-based instructional strategies for remediating/correcting reading difficulties. (LR&LC A2,A3,A4,A5,C1,C2,D2, D3,E1,F2,F4,G2,G3,H2) (\*F,O,C,D,F)
  - G. Demonstrate (in the field experiences) the use of diagnostic procedures and remediation strategies for the special needs learner.( LR&LC-A4, A5, A6,C1,C4,D2, D3, D4,D5,E1,E2 ) (\*F,J,D,F)
  - H. Analyze the role of parents in the Diagnostic-Reading and Remediation/Correction program. (LR&LC-A4,C4) (\*A,FH)
  - I. Demonstrate skills in the application of technology infusion and *education that is multicultural* in the diagnostic-remediation process. (R&LC-A4,A5, D5) (\*A, H,C)
  - J. Demonstrate the use of diverse diagnostic procedures and implement the remediation activities that are located in the Diagnostic-Remediation Packet ( LR&LC-A3,A5,A6, C2,D3,E2,E3,F2,G1,H2) (\*A,C,D,E,H,L,M)
  - K. Participate in professional development experiences (e.g. the Annual Spring Reading Conference, Literacy seminars) which relate to the improvement of reading /literacy skills appropriate for PK-3 and 1-6 students (LR&LC- A1,A2,A3,A4,A5,A6) (\*A,B,F,K)
  - L. Read, interpret, analyze, and summarize eight articles pertaining to current research on diagnosis and remediation of reading difficulties. (LR&LC-A5) (\*R,F,H,Q)

**Multiple Measures of Performance-Based Assessments:** A=Reflective Journals, B=Follow-Up Surveys on Graduates, C=Evaluation Rubric, D=Teacher Candidate Work Samples, E=Student Work Samples, F=State Licensure Feedback, G= Oral Presentation, H=Technology-Related Presentations, I=Video-Taped Data Summaries, J=Case Studies, K=Faculty & Administrative Evaluations, L=Criterion-Referenced Tests, M=Norm-Referenced Tests, N=Micro Teaching, O=Lesson Plan & Delivery of Instruction, P=Supervising Teacher Observation, Q=Teacher Candidate Portfolio, R=Article Critiques

### **Activities/Assessment Strategies:**

#### Part I-General Strategies

The candidate will:

- A. Complete and discuss article critiques on the following:
  - o Reading and Reading Skill Development
  - o The Diagnostic-Remediation Connection
  - o Diagnostic and Remediation Procedures for the Special Needs Learner
  - o Technology and Multicultural Education in the Diagnostic-Remediation Process
 (An Article Critique Rubric will be used to assess the critiques.)

- B. Administer informal and formal measures of assessment/diagnosis (see Forms and Hours Section) with individual students at the partnership school site.( see Diagnostic-Remediation Packet Overview)
- C. Design and present specific skill-based remediation activities for students in grades PK-3 and grades 1-5 through activities. Use a “three-tier model of reading” to develop activities and select appropriate resources for remediation. (A Rubric for Lesson Plan and Delivery will be used).
- D. Participate in the planning and implementation of a Reading/Literacy Seminar which demonstrates strategies for partnering with the home, school, and community in an effort to enhance reading/literacy skills. (Teacher candidates will complete a Self-Assessment Performance Inventory).
- E. Form specific cooperative/collaborative groups to research, discuss, and present specific concepts related to the Diagnostic-Remediation Process. (A Rubric for Oral Presentation will be used to assess this activity.)
- F. Utilize Portfolio Assessment by maintaining a portfolio of individual course work, course expectations, and self evaluations.
- G. Complete teacher-made examinations that require candidates to describe strategies and resources for effectively diagnosing and remediating reading difficulties with 80% proficiency.
- H. Design a Diagnostic-Remediation Packet for an individual student in grades PK3 and 1-5. (A Diagnostic-Remediation Rubric will be used to assess this project.)
- I. Complete at least 15 hours of field-based experiences and professional development experiences that relate to the improvement of reading/literacy skills appropriate for PK-3 and 1-5 students. (see Field-Experiences Overview)

## Part II- Specific Strategies Related to Strands

The candidate will:

- A. Discuss and cite examples of the following topics as related to the diagnostic -remediation process:
  - ✓ Validity and Reliability in Assessment
  - ✓ Quality assessment tools
  - ✓ Progress-monitoring
  - ✓ Adjusting instruction to meet the needs of struggling readers
  - ✓ Effective instructional strategies for struggling readers
  - ✓ How to effectively use core reading programs and supplemental text
  - ✓ The role of the specialist
- B. Design and demonstrate the “three-tier model of reading” using diverse strategies and appropriate materials for students in grades 1-5.
- C. Discuss and demonstrate how the five essential components of effective teaching of reading can be incorporated into diagnostic remediation process.
- D. Design and present six instructional activities that “build on an understanding of the connections between phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing”.
- E. Analyze three articles that relate to “selecting instructional goals based on cognitive, physiological, cultural, environmental and linguistic differences underlying good and poor readers”.

- F. Present multi-media materials (books, technology, non-print materials) that may be used to support Reading improvement as related to student interests, cultural and linguistic backgrounds and *best practices research*.
- G. Design three activities that demonstrate strategies for “improving reading instruction that represent the developmental progression of phonological skills.”
- H. Design and present a detailed phonemic awareness lesson that demonstrate appropriate enunciation in oral demonstrations.
- I. Present a lesson that demonstrates modeling and assisting students in segmenting and blending single-syllable words at the onset-rime and phoneme level using words with two, three, and four phonemes.
- J. Present three techniques “for teaching fluency of letter naming, matching, and writing, including multi-sensory strategies for teaching letter identification and letter formation” at the partnership school.
- K. View and discuss the Louisiana Comprehensive Curriculum in English/Language Arts (grades 1-5) to determine the “kind of phonics and spelling objectives and related activities that are included”.
- L. Design and present a “lesson that includes practice in reading texts that are written for students to use their knowledge of language structure to decode and read words”.
- M. Present the steps in a Decoding Lesson at the partnership school.
- N. Present one lesson for each of the following:
  - ✓ Spelling
  - ✓ Phonics
  - ✓ Word Identification
- O. Develop and present an instructional lesson that includes the following: (Phoneme-Grapheme Association, Blending, and Segmentation; Syllable Pattern and Morpheme Recognition)
- P. Analyze an article that focuses on “Reading Fluency: Strategies for Providing Speed, Accuracy, Comprehension and Expression.
- Q. Administer an Informal Reading Inventory to help “determine the reading level of text and the student’s reading level in order to match the student’s instructional and independent reading levels”.
- R. Demonstrate two strategies for developing Reading Fluency
- S. Present a detailed instructional lesson (with appropriate materials) that demonstrates, “direct and contextual vocabulary instruction that engages the student.”
- T. Design and present (at the partnership school) four strategies and appropriate resources for developing vocabulary skills “before reading, and differentiates specialty words from broad utility words”.
- U. Design and present a detailed lesson (at the partnership school) that demonstrates comprehension monitoring strategies and strategies that are appropriate before, during and after reading.
- V. Present four activities that connect spelling analysis to appropriate instruction.

## Topical Outline

### Week I- *Foundational Concepts-Part I*

- Overview of Terminology as Related to a Diagnostic- Prescriptive Model
  - ✓ Definition of Reading

- ✓ The Reading Skills
- ✓ The Five Essential Components of Effective Reading Instruction
- ✓ The Diagnosis and Improvement in Reading Program
- ✓ Teachers and Parents as Partners (Chapter 14)
- ✓ The Role of the Teacher (Chapters 1 ,2,3)
- Lecture-Discussion: “Using the Diagnostic-Prescriptive Model to design instructional activities that build on connections between phonological skill, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension, and writing”(Video-taped presentation)

#### Week II - *Foundational Concepts-Part II*

- Article Critique that focuses on: “Selecting instructional goals based on cognitive, physiological, cultural, environmental and linguistic differences underlying good and poor readers”.
- Share articles in a cooperative/collaborative group activity
- Chapter 4

#### Week III-*Foundational Concepts -Part III*

- Present multi-media materials (books, technology, non-print materials) that may be used to support Reading improvement as related to student interests, cultural and linguistic backgrounds and *best practices research*.
- Discuss the connections between the materials selected and one of the *Five Essential Components of Effective Reading Instruction*.
- Chapter 9

#### Week IV- *Phonemic Awareness and Letter Knowledge- Part I*

- Topic: “Selecting Activities for Improving Reading Instruction that Represent the Developmental Progression of Phonological Skills”
- Chapter 10
- Present 3 activities for that demonstrate the progression of phonological skill

#### Week V- *Phonemic Awareness and Letter Knowledge- Part II*

- Design and present a detailed phonemic awareness lesson that “demonstrates appropriate enunciation in oral demonstrations”.
- Reader-Response Activity-Chapter 10

#### Week VI- *Phonemic Awareness and Letter Knowledge- Part III*

- Present a lesson that demonstrates “modeling and assisting students in segmenting and blending single-syllable words at the onset-rime and phoneme level using words with two, three, and four phonemes”
- TEST #1

#### Week VII- *Phonemic Awareness and Letter Knowledge- Part IV*

- Present techniques “for teaching fluency of letter naming, matching, and writing, including multi-sensory strategies for teaching letter identification and letter formation” at the partnership school.



Week VIII- *Phonics and Word Recognition-Part I*

- View and discuss the Louisiana Comprehensive Curriculum in English/Language Arts (grades 1-5) to determine the “kind of phonics and spelling objectives and related activities that are included”.
- Design and present a “lesson that includes practice in reading texts that are written for student to use their knowledge of language structure to decode and read words”.

Week X- *Phonics and Word Recognition-Part II*

- Present the steps in a Decoding Lesson at the partnership school.
- TEST #2

Week XI- *Phonics and Word Recognition-Part II*

- As a result of the result of using multi-measures to diagnose Reading needs, each candidate will present one lesson for each of the following:
  - ✓ Spelling
  - ✓ Phonics
  - ✓ Word Identification
- Each student will present an instructional lesson that includes the following: (Phoneme-Grapheme Association, Blending, and Segmentation; Syllable Pattern and Morpheme Recognition)

Week XII- *Fluent, Automatic Reading of Text*

- Article Critique: Reading Fluency: Strategies for Providing Speed, Accuracy, Comprehension and Expression
- Reader-Response Activity(Chapters 6,7,8)
  - ✓ Selecting Text to Match Student’s Instructional and Independent Reading Level
- Demonstrate 2 strategies for developing Reading Fluency

Week XIII- *Vocabulary*

- Reader-Response Activity-Chapter 11)
- Present “Direct and Contextual Vocabulary Instruction to Meet Diverse Learner Needs”
- Design and present (at the partnership school) 4 strategies and appropriate resources for developing vocabulary skills before Reading, and differentiates specialty words from broad utility words”.

Week XIV -*Text Comprehension and Spelling and Writing*

- The Comprehension Skills-Reader Response-Chapter 12
- Demonstrate 3 strategies that are appropriate before, during and after reading
- Present and activity that connects spelling analysis to appropriate instruction

Week XV- Final Evaluations

- Present Diagnostic-Remediation Project
- Final Exam

### **Empirical Base:**

This course is based on information that is needed for teacher candidates to effectively diagnose and remediate reading difficulties. The specific content is based on the standards for Reading professionals developed by the Professional Standards and Ethics Committee of the International Reading Association, the National Reading Panel Report on The Most Effective Way to Teach, Louisiana Reading and Language Competencies for Teachers, INTASC (Interstate New Teacher Assessment Support Consortium), NAEYC (National Association for the Education of Young Children) for the PK-3 teacher candidates, ACEI (Association for Childhood International) for the elementary teacher candidates and the Louisiana Components of Effective Teaching.

### **Proposed Resources and Materials for the Course:**

*Note: These resources will be used to assist with the following activities:*

- ✓ *research projects*
- ✓ *oral presentations*
- ✓ *design activities for remediation*
- ✓ *interactive group activities that relate to the articles critiques.*

### Textbook:

Rubin, Dorothy, Opitz, Michael. (2006). *Diagnosis and Improvement in Reading Instruction*. 5<sup>th</sup> Ed. Needham Heights, Massachusetts: Allyn and Bacon.

### **Supplementary Texts and Resources:**

- Allington, R. (Ed.). (1998). *Teaching struggling readers: articles from The Reading Teacher*. Newark, DE: International Reading Association.
- Bond, G., Tinker, M. Wasson, J. 2004. *Reading Difficulties: Their Diagnosis and Correction*. New York: Allyn and Bacon (Pearson Education).
- Cooper, J. David, Kiger, Nancy D. (2008). *Literacy Assessment: Helping Teachers Plan Instruction* (3<sup>rd</sup> ed.), Boston, MA: Houghton Mifflin Company
- Cooper, J. David, Kiger, Nancy D. (2006). *Literacy: Helping Children Construct Meaning* (6<sup>th</sup> ed.), Boston: Houghton Mifflin Company.
- Dickinson, David, K.(editor), Neuman, Susan B.(editor) (2007). *Handbook of Early Literacy Research*. Guilford Publications, Inc.
- Ellery, V. (2005). *Creating strategic readers: techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Newark, DE: International Reading Association.
- Evidence-based reading instruction: Putting the National Reading Panel Report Into Practice*.(2002). Newark: International Reading Association.
- Fink, R. (2006). *Why Jane and John couldn't read—and how they learned: A new look at striving readers*. Newark, DE: International Reading Association
- Orlich, Donald, Harder, Robert J., Callahan, Richard C., Trevisan, Michael S., Brown, Abbie H. (2007). *Teaching Strategies – A Guide to Effective Instruction* (8<sup>th</sup> ed.). Boston, MA. Houghton Mifflin Company.
- Roe, Betty D., Burns, Paul C., (2007). *Informal Reading Inventory – Preprimer to Twelfth Grade* (7<sup>th</sup> ed.). Boston, MA. Houghton Mifflin Company.
- Ryan, Kevin, Cooper, James (2007). *Kaleidoscope: Readings in Education* (11<sup>th</sup> ed.). Boston, MA. Houghton Mifflin Company.

### Journals (used for critiquing articles)

- The Reading Teacher
- The Journal of Adolescent and Adult Literacy
- Reading Research Quarter

### Websites (used for critiquing articles and securing background information for projects and discussions)

- International Reading Association website(<http://www.ira.org>)
- National Research Council ([www.nationalacademics.org/nrc](http://www.nationalacademics.org/nrc))
- National Reading Panel Report on the Most Effective Way to Teach Reading; ([www.nationalreadingpanel.org/press/press\\_rel\\_4\\_13\\_001.html](http://www.nationalreadingpanel.org/press/press_rel_4_13_001.html))

### **Field Experiences**

The PK-3 teacher candidates and the elementary (grades 1-5) teacher candidates will complete 15 hours of Level III field-based experiences at their appropriate levels. Specifically, the PK-3 teacher candidates will be involved in diverse field experiences at the GSU Nursery - Kindergarten School and other PK-3 school settings in the surrounding locations. The elementary teacher candidates will complete their field-based experiences in grades 1-5 school settings.

Both the PK-3 and the elementary teacher candidates will select a student at their designated school site for their diagnostic-remediation project. Specifically, the teacher candidates will use *formal* and *informal* measures of diagnosis to determine the needs of the student. Afterwards, the candidate will design remediation activities that include diverse resources, strategies, and activities that will be individually presented to their on-site student. Periodically, the candidates will present in class the results of the one-on-one instruction with their student at the field site. They will also share products of the students' work to demonstrate the extent of progress. As a culminating project, the candidates will design a *Diagnostic-Remediation Packet* which will include all of their students diagnostic results, and artifacts which resulted from the of the remediation activities which their students completed.

#### *Diagnostic-Remediation Packet Overview*

The Diagnostic-Remediation Packet will include both formal and informal procedures for assessing the PK-3 students. The formal assessments will include DIBELS, the (Directed Reading Activity) and the BRAR (Basic Early Assessment Reading) Initial Skills Analysis, and the Briggance Screen. Some informal assessments include administering the IRI (Informal Reading Inventories), parent inventories, Attitude Inventory, Interest Inventory, teacher-made check-lists and/or observation inventories.

The Diagnostic-Remediation Packet for the students in grades 1-5 will also include both formal and informal procedures assessment procedures. These include norm-referenced test (i.e. Iowa Tests of Basic Skills), criterion referenced tests (LEAP for the 21<sup>st</sup> Century), teacher-made tests, portfolio based assessments, student self-evaluations, journals, and other indicators of student progress to help identify instructional needs.

**Available Faculty to Teach the Course:**

Dr. Loretta Walton Jagers

Dr. Vicki Brown

<b>Rubric for Assessing Electronic Portfolios</b>					
<b>Skill</b>	<b>1 - Poor</b>	<b>2 – Need Improvement</b>	<b>3 - Good</b>	<b>4 - Satisfactory</b>	<b>5 – Excellent</b>
Mechanics Score ____	most links do not work, many dead ends, numerous spelling errors	5-10 links don't work, many dead ends, links not clear, all linear, numerous spelling errors	3-4 links don't work, some links go to dead ends, numerous spelling errors	most links work, links are clearly labeled, easy to navigate stack, few spelling errors	multi-linked pages, all links work, links clearly labeled, no spelling errors
Structure Score ____	one stack or each card saved as a stack, named incorrectly	one stack or each card saved as a stack, some named correctly	one stack, named correctly, no table of contents	4-6 stacks, named correctly, table of contents	multi-stacks, named, table of contents, easy navigation
Graphics Score ____	no graphics	only clip art, no scanned pictures little use of drawing tools	clip art , scanned pictures -not clear, little use of drawing tools	clip art, clear scanned pictures, some use of drawing tools	clip art, clear scanned pictures, varied use of drawing tools
Use of Tools Score ____	no special tools used	built in sound used but irrelevant to card	good use of sound and one special effect	original relevant sound and at least one New Button Action (NBA)	original relevant sound, (video), animation, and at least one NBA
*Content Relevancy Score ____	only personal information	mostly personal information, no coursework or resume	few examples of coursework, field experience, hobbies and interests, no resume	examples of coursework, lessons, related field experience, hobbies and interests and resume	good examples of coursework, lessons related field experience, hobbies and interests and resume
Captions/ Reflections Score ____	no captions or reflective pieces	few captions - mostly descriptive- not telling why pieces were included	adequate captions but descriptive only	good use of captions but greater depth of reflection needed	excellent captions provide links between experiences and learning theory, thoughtful reflections explain why pieces included

### Rubric for Evaluating Articles Critiques-

<i>Exemplary-5</i>	<i>Above Average- 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	<b>Score</b>
<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	<b>ORGANIZATION</b>	
The critique shows excellent evidence of the directions given by the instructor. The format is very consistent with the assigned guidelines. The summary provides a discussion of the main ideas and supporting details. The reaction provides an excellent discussion of connections made to class discussions, experiences at the on site school and related research.	The critique shows very good evidence of directions given by the instructor. The text is easy to follow and the summary provides a very good discussion of the main ideas with supporting details. The reaction provides a discussion of how the article can be applied to the school curriculum, class discussions, and field-based experiences.	The critique shows good evidence of the directions given by the instructor. The content lacks clearly constructed beginning, middle and ending. Connections are somewhat unclear.	The critique is not directly related to the assigned topic. It is difficult to follow because it lacks a logical organizational scheme. There is little connection between ideas presented from the article and practical application of the secondary classroom.	There is no evidence of acceptable organization. The candidate lacks proper preparation and construction.	
<i>Exemplary-5</i>	<i>Above Average – 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	<b>CONTENT</b>	
The article content provides an excellent relationship to the topic assigned. The reaction demonstrates the application and transfer of knowledge through the use of higher order thinking skills .	The article content represents a very good relationship to the topic assigned. The “reaction” demonstrates the use of some higher order of thinking skills. The summary outlines very good connections to related research and classroom settings.	The critique covers several aspects of the topic. The “reaction” could have included more illustrations and examples that relate to the actual classroom setting and classroom discussions.	The critique does not clearly present the focus of the topic. The reaction lacks an in dept connection of the school setting.	There no evidence of the focus topic presented. There is no reaction to the main focus of the article as related to the school.	
<i>Exemplary5</i>	<i>Above Average– 4</i>	<i>Satisfactory – 3</i>	<i>Marginal – 2</i>	<i>Unacceptable - 1</i>	
<b>MECHANICS</b>	<b>MECHANICS</b>	<b>MECHANICS</b>	<b>MECHANICS</b>	<b>MECHANICS</b>	
Excellent use of grammar, punctuation, spelling, capitalization, and sentence structure.	Correct grammar punctuation, spelling, capitalization, and sentence structure is used.	The critique indicates general observance of correct usage. Minor errors exist in punctuation and spelling.	The critique shows little awareness of writing conventions. Neatness and legibility are minimal.	The critique shows no evidence of writing conventions. The critique shows numerous errors in punctuation and spelling.	

TOTAL \_\_\_\_\_

<b>Rubric for Oral Presentations</b>						
	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
<b>Professional Presentation</b>	Excellent organization; consistent with directives of assignment; Definite evidence of outstanding planning and preparation	Very good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Good organization; Consistent with directives of assignment; Very good evidence of planning and preparation	Lacks basic organization; Lacks some assignment directives; Lacks sufficient planning and preparation	Fails to demonstrate organization; No evidence of consistency with assignment directives; No evidence of planning and preparation	
<b>Audience Involvement</b>	Superbly involves the audience in the presentation; appropriately promotes interest and interaction	Provides a very good engagement of the audience in related activities; Maintains interest through the presentation	Engages the audience in some of the related activities; Maintains interest through most of the presentation	Lacks sufficient audience engagement; Involvement does not directly relate to the topic of the presentation	No involvement of the audience; No effort made to promote interest among the audience	
<b>Research/Literature</b>	Excellent connection between the best practices research and the presentation content; Outstanding relationship between theory and practice	Very good connection between related research and topics presented; Very good explanations between theory and practice	Good connection between related research and topics presented; Good explanations between theory and practice	Lacks clarity of the connection between theory and practices of the topic presented; Explanations are unclear	No relationship between best practices research and the topic presented; No explanations between theory and practice	
<b>Content Knowledge</b>	Excellent demonstration of knowledge; Outstanding demonstration of application-transfer of skills and concepts	Very good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Good demonstration of knowledge; Good demonstration of application-transfer of knowledge	Lacks effective demonstration of knowledge; Provides limited demonstration of application-transfer of knowledge	Shows no evidence of understanding of the topic; No indication of application-transfer of knowledge	
<b>Media Use</b>	Excellent construction of resources; Resources are effectively used to enhance the presentation of concepts and	Very good construction of resources; very good use of resources to enhance the presentation of concepts and skills	Good construction of resources; very good use of resources to enhance the presentation of concepts	Shows minimal construction of resources; Resources show little evidence of enhancing the presentation	No resources or very poorly constructed resources; The poorly constructed resources have no relationship to topic	

	skills		and skills			
<b>Oral Language Skills</b>	Excellent enunciation, strong projection, pronunciation; Outstanding voice tone and eye contact; Appropriate presentation and posture and use of positive non-verbal cues	Very good enunciation, projection, eye contact, and non verbal cues; adequate posture	Good enunciation, projection, eye contact, and non verbal cues; adequate posture	Inconsistent enunciation, projection, and eye contact; Lacks appropriate presentation posture	Voice tone is low and difficult to understand; no eye contact; Demonstrates poor presentation posture	

TOTAL \_\_\_\_\_



<b>Rubric for the Diagnostic-Remediation Packet</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>Points</b>
Utilization of multiple measures for diagnosing reading difficulties	Provides excellent evidence of the use of both formal and informal diagnostic measures	Provides very good evidence of the use of both formal and informal diagnostic measures	Provides good evidence of the use of both formal and informal diagnostic measures	Lacks sufficient evidence of the use of multiple diagnostic measures	Fails to provide any evidence of the use of multiple diagnostic measures	
Analysis and summary of student data (reflects consistent and persistent patterns of problems with specific reading skills)	Excellent data summary and analysis as related to the reading skill needs of the student assessed	Very good data summary and analysis as related to the reading skill needs of the student assessed	Good data summary and analysis as related to the reading skill needs of the student assessed	Lacks sufficient data summary and analysis as related to the reading skill needs of the student assessed	No evidence of data summary and analysis	
Remediation recommendations based on the results of the data analysis; incorporates multi-media resources	Excellent presentation of five creative remediation strategies and resources	Very good presentation of five creative remediation strategies and resources	Good presentation of five creative remediation strategies and resources	Lacks the presentation of strategies and resources for remediation; lacks creativity and use of multimedia resources.	No evidence of remediation activities or multimedia resources	
Organization	Excellent evidence that the format is consistent with the directions provided by the instructor; Summary provides a thorough discussion of each component; Presents excellent details and illustrations	Very good evidence that the format is consistent with the directions provided by the instructor; Summary provides a thorough discussion of each component; Presents excellent details and illustrations	Good evidence that the format is consistent with the instructor's directions; Summary provides a very good discussion of the components; Presents very good details and illustrations	Lacks evidence that the format is consistent with the directions presented by the instructor; Summary is lacking in the presentation of the main idea and supporting details and illustrations	No evidence that the format is consistent with the directions; No evidence of the summary points presented	
Mechanics	Excellent use of grammar, punctuation, spelling, capitalization, and sentence structure used; Product is neat and well organized.	Correct grammar, punctuation, spelling, capitalization, and sentence structure is used. Product is neat and well organized	General observance of correct usage; Minor errors exist in punctuation and spelling	Lacks awareness of writing conventions Neatness and legibility are minimal	No evidence of writing conventions; Numerous errors in punctuation and spelling	

<b>Written Lesson Plan Rubric</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>TOTAL</b>
<b>Title/Topic</b>	The title is interesting and provides an excellent representation of the lesson content standard, and grade level.	The title is interesting and provides a very good description of the lesson content standard, and grade level	The is title interesting and provides a good description of the lesson content standard, and grade level	The title lacks a clear connection between the content standard and the grade level lesson.	The title fails to relate to the lesson content and grade level.	.
<b>Subject Matter Content</b>	Excellent demonstration of the specific subject with various connections made to other disciplines when applicable through various engaged tasks	Very good demonstration of the specific content area with some connections to other disciplines through some engaged tasks	Good demonstration of the specific content area with few connections to other disciplines through few engaged tasks	Lacks focus on specific content and lacks connections among other disciplines	The lesson does not provide connections to other content areas or the connection with the subject area is not clearly expressed through engaging tasks and proposed activities.	
<b>Real World Relevance</b>	Excellent demonstration of the use of various authentic learning experiences by connecting real world experiences to content areas	Very good demonstration of the use of some authentic learning experiences by connecting some real world experiences to content areas	Good demonstration of the use of a few authentic learning experiences that connect to a few real world experiences to content areas	Lacks the engagement of students in authentic learning experiences that relate to real world experiences	The lesson does not provide opportunities for the students to connect real world experiences to course content. Students are not actively engaged in the course activities.	
<b>Performance Objectives/ Content Standard</b>	Excellent statement of performance based objectives that are related to the content standards	Very good statement of performance based objectives that are related to the content standards	Good statement of performance based objectives that relate to the content standards	Lacks measurable objectives that are related to the content standards for that subject matter area	The objective is measurable and related to what the student is expected to know or do. Components of the objective are omitted and do not clearly relate content standards	
<b>Technology Infusion</b>	Excellent infusion of technology in four or more activities	Very good infusion in at least three activity	Good infusion of technology in two activities	At least one activity includes the integration of technology.	There is no evidence of technology integration.	
<b>Lesson Procedures</b>	Excellent sequence of diverse procedures described and activities that include motivation, concept development, application-transfer exercises, and addresses a variety of learning styles	Very good sequence of activities that focus on most learning styles and provide some opportunities to apply and transfer knowledge	Good presentation of procedures but are not clearly described in detail and do not thoroughly present the sequential procedures for developing the lesson objectives	Lesson procedures are specified but are not clearly described or in enough detail. Lesson procedures address a limited number of learning styles.	Lesson procedures are vague or confusing. It is not certain why some tasks or activities are to be performed nor how they related to the lesson objective. Lesson procedures address only one learning style.	

<b>Written Lesson Plan Rubric</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>TOTAL</b>
<b>Materials/ Resources</b>	Diverse resources are relevant to the lesson, reinforce the lesson content, and provide a scaffold for students to reach higher learning levels through critical thinking tasks.	Diverse resources are helpful to student learning but are not necessary for students to reach the lesson objective. Tasks address higher order thinking in a limited manner.	Limited resources that enhance student learning and promote higher order thinking skills	There are limited resources that are included.. They are only knowledge based recall or recognition and require students to complete tasks which are not likely to engage them in critical thinking processes.	Only includes the textbook for the course	
<b>Assessment</b>	Multiple methods of assessment are used to assess students' learning. Assessments are related to the learning tasks and require students to demonstrate understanding rather than recall only.	Authentic and traditional measures of student learning are used. Assessments are based on recall or recognition of information presented by the teacher.	Some Authentic and Traditional measures of assessment are used.	Assessments are comprised of traditional recall and recognition questions or activities. Only one assessment procedure is provided or described.	Fails to demonstrate the use of multiple measures of assessment.	
<b>Modifications / Individual Differences</b>	Four or more appropriate instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least three instructional modifications, strategies or materials to accommodate special needs learners are provided.	At least two instructional modifications, strategies or materials to accommodate special needs learners are provided	One instructional modifications, strategies or materials to accommodate special needs learners are provided	Did not provide any instructional modifications, strategies, or materials to accommodate special needs learners	
<b>Lesson Closure</b>	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson. The lesson closure includes appropriate questions and activities that reexamine the important objectives of the lesson.	The lesson closure includes appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson includes some appropriate questions and activities that re-examine the important objectives of the lesson.	The lesson closure includes limited questions and activities that re-examine the important objectives of the lesson.	Did not include the lesson closure.	
<b>Lesson Components</b>	All specified components of the Madeline Hunter Model are clearly stated	Major components of the Madeline Hunter Model are provided and	One component of the Madeline Hunter Model which is needed to present	Lacks major presentation of components of the Madeline Hunter Model	Fails to identify the major Madeline Hunter Model Components	.

<b>Written Lesson Plan Rubric</b>						
	<b>Exemplary 5</b>	<b>Above Average 4</b>	<b>Satisfactory 3</b>	<b>Needs Improvement 2</b>	<b>Unacceptable 1</b>	<b>TOTAL</b>
	and effectively developed.	developed	the lesson is omitted			
<b>Mechanics</b>	Excellent use of grammar, punctuation, spelling capitalization. And sentence structure used; Product is neat and well organized	Correct grammar, punctuation, spelling capitalization, and sentence structure is used; Product is neat and well organized	General observance of correct usage; Minor errors exist in punctuation and spelling	Lacks awareness of writing conventions; Neatness and legibility are minimal	No evidence of appropriate writing conventions; Numerous errors in punctuation and spelling	

Rubric for On Site Lesson Plan Delivery

Teacher Candidate \_\_\_\_\_ Presentation Time \_\_\_\_\_ Date \_\_\_\_\_

Major \_\_\_\_\_ Placement \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

	Exemplary 5	Above Average 4	Satisfactory 3	Needs Improvement 2	Unacceptable 1	Points
Presentation Sequence	Excellent sequential presentation of activities	Very good sequential presentation of activities	Good sequential presentation of activities	Lacks the sequential presentation of some components	There is no sequential presentation of activities	
Activities and Objectives	Excellent connections between activities/ procedures and behavioral objectives	Very good connections between activities/ procedures and behavioral objectives	Good connections between activities/ procedures and behavioral objectives	Demonstrates some connections between activities/ procedures and behavioral objectives	There is no connection between activities/ procedures and behavioral objectives	
Motivation	Excellent promotion of motivation, engagement and higher order thinking skills	Very good promotion of motivation, engagement and higher order thinking skills	Good promotion of motivation, engagement and higher order thinking skills	Presents some strategies for promoting motivation, engagement and higher order thinking skills	There is no evidence of motivation, engagement and higher order thinking skills	
Teacher Made Device	Excellent construction of Teacher-made device and connections made to lesson delivery	Very good construction of Teacher-made device and connections made to lesson delivery	Good construction of Teacher-made device and connections made to lesson delivery	Teacher-made device lacks proper construction and little connections to lesson delivery	There is no teacher made Device made to enhance instruction	
Communication Skills	Excellent oral and written communication skills	Very good oral and written communication skills	Good oral and written Communication skills	Oral and written communicative skills have some errors	Oral and written communicative skills are consistently incorrect and have serious errors	
					TOTAL	

Rater's Comments \_\_\_\_\_

Rater's Name \_\_\_\_\_ Rater's Signature \_\_\_\_\_

## VI. COURSE TEXTBOOK AND RESOURCE MATERIALS

### ED 303 - Reading Introduction and Survey

#### Textbook and Resources:

Vacca, Jo Anne L., Vacca, Richard T., Gove, Mary K., Burkey, Linda C., Lenhart, Lisa A., McKeon, Christine (2006), Reading and Learning to Read (6<sup>th</sup> ed.). Boston: Pearson/ Allyn and Bacon.

#### Supplemental Materials:

Journal of Reading

International Reading Association Website (<http://www.ira.org>) Louisiana K-12 Content

Standards of English Language Arts

Cooper, J. David, Kiger, Nancy D. (2006). *Literacy: Helping Children Construct Meaning* (6<sup>th</sup> ed.), Boston: Houghton Mifflin Company.

Dickinson, David, K.(editor), Neuman, Susan B.(editor) (2007). *Handbook of Early Literacy Research*. Guilford Publications, Inc.

Orlich, Donald, Harder, Robert J., Callahan, Richard C., Trevisan, Michael S., Brown, Abbie H. (2007). *Teaching Strategies – A Guide to Effective Instruction* (8<sup>th</sup> ed.). Boston, MA. Houghton Mifflin Company.

The Reading Teacher

National Reading Panel Report on the most Effective way to Teach Reading:

([www.nationreadingpanel.org/press/press\\_re1-4-13-00-1.html](http://www.nationreadingpanel.org/press/press_re1-4-13-00-1.html))

### ED 304 - Children's Literature

#### Textbook and Resources:

Anderson, N. A. (2000). *Elementary children's literature: The basics for teachers and parents*. Boston, MA: Allyn & Bacon.

#### Supplement to the textbook:

Cooper, J. David, Kiger, Nancy D. (2006). *Literacy: Helping Children Construct Meaning* (6<sup>th</sup> ed.), Boston: Houghton Mifflin Company.

Dickinson, David, K.(editor), Neuman, Susan B.(editor) (2007). *Handbook of Early Literacy Research*. Guilford Publications, Inc.

Lynch-Brown, C. L. & Tomlinson, C. M. (1999). *Essentials of children's literature* (3<sup>rd</sup> ed.). Needham Heights, MA: Allyn and Bacon.

Orlich, Donald, Harder, Robert J., Callahan, Richard C., Trevisan, Michael S., Brown, Abbie H. (2007). *Teaching Strategies – A Guide to Effective Instruction* (8<sup>th</sup> ed.). Boston, MA. Houghton Mifflin Company.

#### Websites:

The American Library Association ([www.ala.org](http://www.ala.org))

The Children's Literature Web Guide (<http://www.acs.ucalgary/~dkbrown/>)

Swapping Stories (<http://www.lpb.org/programs/swappingstories/>)

Internet ([www.ablongman.com](http://www.ablongman.com))

### ED 325 - Teaching Reading in the Elementary School

### Textbook:

Roe, Betty D., Smith, Sandy H., Burns, Paul, C. Burns (2005). *Teaching Reading in Today's Elementary School* (9<sup>th</sup> ed). New York: Houghton Mifflin Co.

### Supplementary Texts and Resources:

Beaty, J.J. (2004). *Skills for preschool teachers* (7<sup>th</sup> ed.) Upper Saddle River, N.J: Merrill/Prentice Hall.

Bernhardt, J. L. (2000). A primary caregiving system for infants and toddlers: Best for everyone involved. *Young Children*, 55, 74-80.

Cooper, J. David, Kiger, Nancy D. (2006). *Literacy: Helping Children Construct Meaning* (6<sup>th</sup> ed.), Boston: Houghton Mifflin Company.

Cowee, M. (2004), Winter). Brain development research makes the case for partnering with families. *Stronger Together, The Parent Services Project*, 4.

Dickinson, David, K.(editor), Neuman, Susan B.(editor) (2007). *Handbook of Early Literacy Research*. Guilford Publications, Inc.

Orlich, Donald, Harder, Robert J., Callahan, Richard C., Trevisan, Michael S., Brown, Abbie H. (2007). *Teaching Strategies – A Guide to Effective Instruction* (8<sup>th</sup> ed.). Boston, MA. Houghton Mifflin Company.

Snow, C. E., Burns, M. S. & Griffin, P. (Eds). (1998). *Preventing reading difficulties in young children*. Washington, D.C. National Academy Press.

### Selected Literacy Resources

Cooper, J., Kiger, N., (2002). *Literacy: helping children construct meaning*. Wilmington: Houghton Mifflin.

Ellery, V. (2005). *Creating strategic readers: techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Newark, DE: International Reading Association.

*Evidence-based reading instruction: Putting the National Reading Panel Report Into Practice*. (2002). Newark: International Reading Association.

Farstrup, A., Samuels, S. (2002). *What research has to say about reading instruction*. (3<sup>rd</sup> ed.). Newark, DE: International Reading Association.

Graves, M. (2006). *The Vocabulary book: Learning & instruction*. Newark, DE: International Reading Association.

Griffith, L., Rasinski, T. (2004). A focus on fluency: how one teacher incorporated fluency with her reading curriculum. *The Reading Teacher*, Volume 58 No.2; pp. 126-137.

Hammond, B., Hoover, M. E. R., & McPhall, I. P. (2005). *Teaching African American learners to read: perspectives and practices*. Newark, DE: International Reading Association.

Heilman, A., Blair, T., & Rupley, W. (2002). *Principles and practices of teaching reading* (10<sup>th</sup> ed.). Columbus: Merrill Prentice Hall.

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Websites: (used for critiquing articles and securing background information for projects and discussions):

- ([www.nationalacademics.org/ncr/](http://www.nationalacademics.org/ncr/))  
 ([www.doe.state.la.us/DOE/assessments/standards](http://www.doe.state.la.us/DOE/assessments/standards))  
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 ([www.ideapractices.org](http://www.ideapractices.org))  
 ([www.abilitymagazine.com](http://www.abilitymagazine.com))  
 ([www.nationreadingpanel.org/ncr/](http://www.nationreadingpanel.org/ncr/))  
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Journals Used for Critiquing Articles:

- Early Childhood Research Quarterly  
 Childhood Education  
 The Reading Teacher  
 The Reading Research Quarterly  
 The Journal of Adolescent and Adult Literacy  
 Educational Leadership  
 ACEI Focus on Infants and Toddlers  
 Childcare Information Exchange



## **ED 431 - Reading Diagnosis and Correction**

### Textbook:

Rubin, Dorothy, Opitz, Michael. (2006). *Diagnosis and Improvement in Reading Instruction*. 5<sup>th</sup> Ed. Needham Heights, Massachusetts: Allyn and Bacon.

### Supplementary Texts and Resources:

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Roe, Betty D., Burns, Paul C., (2007). *Informal Reading Inventory – Preprimer to Twelfth Grade* (7<sup>th</sup> ed.). Boston, MA. Houghton Mifflin Company.

Ryan, Kevin, Cooper, James (2007). *Kaleidoscope: Readings in Education* (11<sup>th</sup> ed.). Boston, MA. Houghton Mifflin Company.

### Journals (used for critiquing articles)

- The Reading Teacher
- The Journal of Adolescent and Adult Literacy
- Reading Research Quarter

### Websites (used for critiquing articles and securing background information for projects and discussions)

- International Reading Association website(<http://www.ira.org>)
- National Research Council ([www.nationalacademics.org.nrc](http://www.nationalacademics.org.nrc))

National Reading Panel Report on the Most Effective Way to Teach Reading;  
([www.nationalreadingpanel.org/press/press\\_rel\\_4\\_13\\_001.html](http://www.nationalreadingpanel.org/press/press_rel_4_13_001.html))

## APPENDIX

## Appendix A

Alignment Matrix for the Conceptual Framework

Teacher candidates, teachers, and educational leadership personnel will:

Unit Outcomes	* Assessment	INTASC	NCATE	NBPTS	LCET
<b>1.0 Masters of Subject Matter Content (Knowledge)</b>					
1.1 Demonstrate knowledge of content that underlies professional competencies. (Cognitive)	C, D, F, G, O, P, R	1,2,7	I,III,VI	I,II	IA,IIC,IIIA,IIIB
1.2 Apply knowledge of best pedagogical practices for use in the instructional process. (Cognitive, Psychomotor)	C, D, F, G, O, P, R	1,2,7	I,III,VI	I,II	IA,IIC,IIIA,IIIB
1.3 Describe diverse strategies for interrelating disciplines in the instructional process. (Cognitive, Psychomotor)	C, D, F, G, O, P, R	1,2,7	I,III,VI	I,II	IA,IIC,IIIA,IIIB
1.4 Identify technology infusion strategies for diverse populations. (Cognitive, Psychomotor)	H, N, O, G, D, P, Q, K, R	1,2,3,4,5,6,8,9	I,II,III,IV,V,VI	I	IIIA
1.5 Plan effective lesson procedures and demonstrate effective delivery strategies. (Cognitive, Psychomotor)	O, P,E, D,B, R	1,4,6,7,8	I,II,III,IV,V	I,II,III	IA,II,IIIB,IIC,IIIA, IIIB IIID
1.6 Interpret and implement appropriate and multiple measures of assessment. (Cognitive and Psychomotor)	O, P, E, D,B, R	1,4,6,7,8	I,II,III,IV,V	I,II,III	IA,II,II,IIIB,IIC,IIIA, IIIB IIID
1.7 Reflect on the value of practices, knowledge, inquiry, and critical thinking behaviors. (Cognitive, Affective)	A, F, L, M, P, Q, R	1,4,6,7,9	I,II,III,IV,V	I,II,III,IV	IIIA,IIIB,IIC
1.8 Identify personal, professional, and curricular values. (Cognitive, Affective)	A, K, P, Q, R	3,7,9,10	I,III	I, IV	IV, V
<b>2.0 Facilitators of Learning (Skills)</b>					
2.1 Demonstrate the effective delivery of standards-based instruction. (Cognitive, Psychomotor)	C, D, E, H, N, O, P, I, R	1,2,4,5,6,7,8	I,III,IV	II,IV	I,II,III,IIIB.IIID
2.2 Create and maintain effective management strategies (organization of time, space, resources, activities). (Cognitive, Psychomotor)	B, I, K, L, M, O, P, Q, R	1,3,5,6,9	I,II,III,IV	III,IV	IIA,II, IIIA
2.3 Devise activities that promote active involvement, critical/creative thinking, and problem solving skills for all students. (Cognitive, Psychomotor)	A, E, F, H, I, K, N, O, P, R	1,2,3,4,5,6,7,8,9,10	I,II,III,V	I,II,III	IIIC
2.4 Demonstrate the use of diverse experiences that incorporate the underlying philosophy of education that is multicultural across the curriculum. (Cognitive, Psychomotor)	E, F, J, L, M, N, O, P, Q, B, R	1,2,4,5,6,7,8,10	I,III,IV	I,II,V	I,III,IIIB,IIC, IIID, IV
2.5 Perform strategies that incorporate literacy learning across the curriculum. (Cognitive, Psychomotor)	B, C, D, E, F, G H, N, O, P, R	1,2,3,4,5,6,7,8	I,III,IV	I,II,IV	I,III,IIIB,IIC IV
2.6 Apply strategies that accommodate diverse learner needs by selecting and using appropriate resources. (Cognitive, Psychomotor)	A, B, D, F, G, H, I, L, M, N, O, P, Q, R	1,3,5	I,II,III,IV,V	I,II	IA,IIIC
2.7 Analyze research that relates to strategies for promoting effective teaching and learning. and life-long learning in a global society. (Cognitive)	D, J, G, R	6,9	I,II,III,IV,V	IV,V	II,IVA

Unit Outcomes		* Assessment	INTASC	NCATE	NBPTS	LCET
2.8	Commit to the continuing development of life-long learning in a global society. (Affective)	D, J, G, R	6,9	I,II,III,IV,V	IV,V	IIB,IVA
2.9	Relate knowledge of educational theorists to planning, lesson delivery, and classroom management. (Cognitive, Psychomotor)	B, D, E, F, G, H I, N, O, P, Q, R	1,2,3,4,5,8	I,II,IV	I,II,III,IV	I,II,III,IIB,IIID
2.10	Demonstrate an awareness of the social, cultural, political, economic and comparative context of schools and learners. (Cognitive, Psychomotor, Affective)	B, F, G, J, L, M, Q, R	1,2,3,4,5,6,7,8,9,10	I,II,IV	IV,V	IIIA,IIID IV,V
2.11	Utilize technology in planning and presenting lessons, research, and professional development. (Cognitive, Psychomotor)	H, N, O, G, D, P, Q, K, R	1,2,3,4,5,6,8,9	I,II,III,IV,V,VI	I	IIIA
<b>3.0 Enhancers and Nurturers of Affective Behaviors (Dispositions)</b>						
3.1	Display positive self-concept development and respect for others. (Affective)	A, I, J, P, Q, R	2,3,5,6,9,10	I,III,IV	V,V	IV,VB
3.2	Practice a positive attitude and mutual respect toward students, parents, and colleagues. (Affective)	A, K, P, Q, R	1,5	I,III,IV,V,VI	I,II,III,IV	IIA,IIIC,IIIC
3.3	Display sensitivity to diverse learning styles and multiple intelligences. (Affective, Psychomotor)	A, C, D, E, F, G, H, I, M, N, O, P, R	1,3,5	I,II,III,IV,V	I,II,III	IA,IIA,IIIC, IIIC
3.4	Demonstrate sensitivity to the many facets of diversity.(Cognitive Domain-Application)	A, B, C, D, L, M, O, P, R	1,3	I,III,IV,V	I,II,III,IV	IIA,IIIC,IIIC
3.5	Organize school, family, and community partnerships. (Cognitive, Affective)	A, B, F, J, Q, R	6,9,10	I,III,IV.V,VL	IV,V	IIB
3.6	Influence the development of healthy, mental, physical and social lifestyles. (Affective, Psychomotor)	A, P, Q, R, F, R	2,5,8	I,II,III,IV,V	I,II,III,IV	IIA,IIIC
3.7	Display a commitment to the improvement of student learning and school improvement. (Affective, Psychomotor)	A, B, E, F, I, J, P, Q, R	1,2,3,4,5,6,7,8,9,10	I,II,III,IV,V,VI	I,II,IV	IIA,IIIC,IIIC
3.8	Display a classroom climate that is conducive to learning. (Affective, Psychomotor)	A, B, C, E, I, N, O, P, Q	5,6	I,II,III,IV,V,VI	I,II,III,IV	IIA,IIIC