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**Department of Teaching & Learning**

**Course Title:** Reading Development 1: Birth through Grade 3

**Course Number:** RED 4308

**Credit Hours:** 3 Semester Hours

**Prerequisites:** LAE 4353 and TSL 4080

**Course Logistics:**

* **Terms:** fall, spring, summer
* **Classroom-based course:** Mixed mode (includes discussion and assignments online)
* **Class location and time:** Davie, Boca, Jupiter(time not available)

**Instructor:** To be determined

**Office Address/Office Hours:** To be determined

**Phone Number/Email:** To be determined

**TA contact information:** Not applicable

**Catalog Description:**

Course focuses on emergent and beginning literacy development in children, birth through grade 3. Topics covered include: philosophy; factors affecting literacy success such as child characteristics, family, environment, cultural/ethnic diversity; literacy skills and concepts; assessments; evaluation; approaches, methods and materials using research-based, developmentally appropriate curriculum and practices. Field experience in a classroom setting is required.

**Course Connection to the College of Education (COE) Conceptual Framework:**

As reflective decision-makers students will make informed decisions, exhibit ethical behavior, and provide evidence of being capable professionals who have mastered the reading competencies needed to apply emerging research on reading and literacy, develop lessons plans that demonstrate respect for the developmental characteristics of children (birth through grade 3) and needs of ESOL students, follow the standards for reading practice, and demonstrate the capability to teach and respect all young people.

**Required Texts/Readings:**

Blevins, W. (2006). *Phonics from A to Z (2nd ed.).* New York, NY: Scholastic.

Clay, M. (2000). *Follow me, moon.* Portsmouth, NH: Heinemann.

Tompkins, G. (2011) *Literacy in the early grades: A successful start for Pre-K-4 readers and writers (3rd ed.).* Columbus, OH: Merrill.

**Required Website Resources:**

Florida Department of Education, Florida Curriculum Frameworks Sunshine State Standards for Language Arts at: <http://www.floridastandards.org/Downloads.aspx>

APA style websites:

* The Write Source at: <http://www.thewritesource.com/APA/APA10.htm>
* Writer’s Handbook at: <http://www.wisc.edu/writing/Handbook/DocAPA.html>
* American Psychological Association at: <http://www.apastyle.org/fifthchanges.html>

**Required Materials:**

* 1” 3-ring binder, front and back inside pockets, 10 notebook dividers, and 35 + sheet protectors.
* Critical Assignment (CA): Observation Survey: Emergent Reader Assessment Facilitation Notebook Organization tool for development of Phonics Center Materials (final product must be submitted electronically on to Blackboard/Livetext.
* Critical Assignment (CA): Phonics Center Activities Organizational tool (notebook/file) for course notes.

**Required Field Experience:**

* This course requires field experience in a school setting. You will be working with students in Kindergarten/1st grade in one-on-one and small group environments. During this experience you will develop rapport with a student, administer an Emergent Reader Assessment and gather data to analyze and report in a written summation. Also, you will facilitate a Language Experience Approach Lesson with a small group of students.
* Good judgment in dress and appearance is expected. Public school personnel, university personnel, State dignitaries, international educators, and others will notice your appearance as you interact in the professional community.
* Please remember that when you are in cooperating schools, you represent not only yourself, but the FAU College of Education. Behavior should be professional at all times.

**Special Course Requirements:**

Competency Assessments (CAs), missing assignments, resources and equipment needed:

* ***LiveText:*** An active *LiveText* account to track mastery of programs skills, competencies and critical assignments, and to meet program and college accreditation requirements. To receive a passing grade in this course, you must have a *LiveText* account within the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active *LiveText* account may have an academic hold placed on their records. For information regarding account activation, please go to the COE website at: <http://coe.fau.edu/livetext>. For information pertaining to financial assistance, please go to: <http://www.coe.fau.edu/livetext/livetextfinincialassistane.htm>.
* ***Competency Assessments:*** If you do not earn a ***meets*** or ***exceeds*** expectations on **every** competency assessment in this course, the highest grade you earn in this course is a “C-”. In order to pass this course, you must earn a grade of “C” or higher.
* ***Missing Assignments:*** You are expected to complete all assignments. If you do not submit **all** assignments, you cannot earn an “A” in this course. Assignments will not be accepted more than two weeks past the due date.
* ***Changes to the Syllabus:*** In an effort to differentiate instruction, the instructor retains the right to make changes to the syllabus, including assignments/topical content outline. All changes will be announced in class and via FAU email/BB.
* ***Blackboard Assisted Learning*** ***at:*** [www.blackboard.fau.edu](http://www.blackboard.fau.edu)
* **Assignments:** Must be submitted through Blackboard (BB) or completed using various BB tools. Information will be explicitly provided with directions for each assignment. Some scanning of artifacts will be required.
* **Quizzes:** Will be administered by the BB Testing Tool. You will be allowed to use your textbooks and class notes during each quiz. There is no time limit. Feedback will be provided immediately after each completing each quiz on BB. It is to your advantage to use the textbook, internal/external resources and to reread while completing each quiz.
* **Discussions:** Assignments that require BB discussion are graded. Your posts must be professional, well organized, grammatically correct, and free of misspellings. All content quoted, paraphrased, or taken from references must be properly cited using APA format (including work from your course peers). For ease in copying/pasting to the BB thread, it is to your advantage to complete all composing/revising/editing in a WORD document.
* **Interaction:** Is a substantial component of your grade. Each BB thread requires at least 3 posts (one original and two responses from your course peers). Posts must be entered directly into the discussions, not in the form of an attachment. Attachments may only be used if needed for illustration (charts, tables, images). Your first post should be 100-150 words. The remaining two response posts should be 50-75 words. Posts must contribute to the conversation through supportive addition or critique. The focus must be on the issue/concept, not the author. Grading is based on peer rating and/or instructor rubrics.
* **Compatibility:** Confirm that your Internet browser is compatible and you have installed all recommended plug-ins. If you need plug-ins, depending on your computer operating system, you will be prompted. Free downloads for the following compatible Search Engines are available:
* Chrome at: [www.google.com/chrome](http://www.google.com/chrome)
* FireFox at: [www.ez-download.com/lp/firefox/323](http://www.ez-download.com/lp/firefox/323)
* Safari at: [www.apple.com/safari](http://www.apple.com/safari)
* ***Computer Requirements:***
* Operating System - A computer that runs Mac OSX or Win XP or higher.
* Peripherals - A backup option available to minimize the loss of work. It can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
* Word Software - Owl Apps versions of Word, Excel, PPT (if you do not have Microsoft Word for Pc/Mac). Note: These programs are available on computers in the FAU Computer Labs.
* ***Additional Equipment Requirements:***
* Video Recorder: You will record some teaching segments for review and self-evaluation.
* Digital Camera: You will take photos of artifacts from assessment and tutoring processes for BB and LiveText documentation.
* Digital Recorder: You will be required to submit an audio record the time you spent with your assigned student during conferring. In addition, you will need to save this audio file as an Mp3 file so that you can upload it to BB. Many smart phones have this capability.
* Scanner: You will need access to a scanner to document artifacts for submittals. If you do not have scanning capabilities with your personal equipment, scanners are available on FAU campuses and in office supply stores. If you do not have access to a multi-page scanner, you will have to save your scans as photos and embed each photo individually into a word/Powerpoint document so they can be viewed together as one presentation.

**Supplementary/Recommended Readings:**

Clay, M. (2006). An Observation Survey. *(3rd ed.)*. Portsmouth, NH: Heinemann.

Combs, Martha ((2009). Readers and writers in primary grades. *(4th ed.)*. New Jersey: Pearson Merrill Prentice Hall.

Cunningham, P. (2008). Phonics they use: Words for reading and writing. *(5th ed.)*. New York: Longman.

Diller, D. (2003). Literacy work stations: Making centers work. Portland, MA: Stenhouse.

Glazer, J. & Cyndi G. (2008). Literature for young children. *(6th ed.).* New Jersey: Pearson Merrill Prentice Hall

Morrow, L. (2008). Literacy development in the early years: Helping children read and write

*(6th ed.).*Needham Heights, MA: Allyn & Bacon.

National Institute for Literacy (2001). Put reading first: The research building blocks for teaching children to read kindergarten through grade 3. [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)

Tompkins, G. (2008). 50 literacy strategies step by step. *(3rd ed.).* New Jersey: Pearson Merrill Prentice Hall.

# Guidelines for Written Assignments:

In order to receive a passing grade, all ***written assignments*** must be:

* Word processed, on white paper, include a title page with your name and date. In addition, your work must follow all directions pertaining format (margins, headings, etc.), page length, font, spacing, and APA guidelines, etc. Submission of an overall neat and well organized appearance, as well as complete documentation is required.
* Stated in a professional tone, express personal ideas clearly and concisely, and organize content logically (focus, organization, support).
* Reflect professional thought, impeccable accuracy, a deep understanding of issues related to reading instruction, and include all required elements (focus, organization, support).
* Indicative that your use of English, as a reading teacher, is above reproach. To achieve full credit, your paper must reflect mature sentence structure, accurate usage of words and phrases, perfect spelling and punctuation, and proper usage of all rules of grammar. A paper with serious (mechanical) errors will not receive a passing grade.
* Formatted to provide an appearance that is neat with recognizable margins and proper headings.

**Course placement in Program and Required Field Experience:**

This course is a required mid-program course for elementary certification and meets the Florida Reading Endorsement Competencies. A grade of “C” or higher is required to pass this course. Extensive field experience in a school setting is required. You are required to complete the FAU online registration for field experience. Your student teaching placement will serve as the placement for this course. The URL to register for field experience is: <http://coe.fau.edu?OASS/field.htm>.

**Standards and Guidelines Used for Developing Course Objectives:**

Florida Subject Matter Content Standards (FSMCS: ELEM) [http:///www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/tdi/comps- and-skills.stml](http:///www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/tdi/comps-%20%09and-skills.stml)

Florida Subject Matter Content Standards (Reading) [www.justreadflorida.com/endorsement/](http://www.justreadflorida.com/endorsement/)

Florida Subject Area Competencies (ESOL)

<http://www.fldoe.org/core/fileparse.php/7719/urlt/0071749-mnellf.pdf>

Florida Educator Accomplished Practices (FEAP)

<http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

**Course Objectives/Student Learning Outcomes:**

|  |  |
| --- | --- |
| **1.** | Demonstrates knowledge of the reading process. (ELEM: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.11) (FEAP: 1.A.1, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.C.1, 1.C.2, 1.C.3, 1.C.4. 1.D.1, 1.D.2, 1.D.3, 1.D.4, 2.B.1, 2.C.1, 2.D.1) |
| **2.** | Demonstrates knowledge of the writing process and its application. (ELEM 3.1, 3.2) (FEAP: 1.D.1, 1.D.2, 1.D.3, 1.D.4. 2.B.4, 2.C.4, 2.D.3) |
| **3.** | Demonstrates knowledge of reading methods and assessments. (ELEM: 4.1, 4.2, 4.3, 4.5, 4.7, 4.8, 4.9) (FEAP: 1.B.6, 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.C.6, 1.D.5, 2.B.5, 2.C.5, 2.D.4) |
| **4.** | Demonstrates knowledge of information and media literacy. (ELEM: 6.1, 6.3) (FEAP: 2.C.2) |
| **5.** | Demonstrates knowledge of heritage language and English language principles. (ESOL: 1.1) (FEAP: 1.B.5, 1.C.5, 2.B.3, 2.C.3, 2.D.2, 4.10) |
| **6.** | Demonstrates knowledge of first and second language acquisition theories and classroom application. (ESOL: 2.5, 2.10, 2.13) (FEAP: 1.B.5, 1.C.5, 2.B.3, 2.C.3, 2.D.2, 4.10) |
| **7.** | Demonstrates knowledge of sociolinguistic, cultural, ethnic, and sociopolitical issues. (ESOL: 3.8, 3.9) (FEAP: 1.B.5, 1.C.5, 2.B.3, 2.C.3, 2.D.2, 4.10) |
| **8.** | Demonstrates knowledge of curriculum, curriculum materials, and resource. (ESOL: 4.1, 4.3) (FEAP: 1.B.6, 1.C.6, 1.D.5, 2.B.5, 2.C.5, 2.D.3) |
| **9.** | Demonstrates knowledge of instructional methods and strategies. (ESOL: 6.1, 6.2, 6.3, 6.4, 6.8, 6.9, 6.11) (FEAP: 1.B.6, 1.C.6, 1.D.5, 2.B.5, 2.C.1, 2.C.5, 2.D.1) |
| **10.** | Demonstrates knowledge of literacy development and classroom application. (ESOL: 8.1, 8.3, 8.4, 8.8, 8.9, 8.10) (FEAP: 1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.D.5, 2.B.1, 2.B.2, 2.C.1, 2.D.1) |
| **11.** | Demonstrates knowledge of federal and state mandates. (ESOL: 11.1) |
| **12.** | Demonstrates knowledge of the theories and underlying assumptions of reading process. (READ 1.1) (FEAP: 1.A.1, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 2.B.1, 2.C.1, 2.C.2, 2.D.1) |
| **13.** | Demonstrates knowledge of emergent literacy. (READ: 2.1, 2.2, 2.3) (FEAP: 1.A.1, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 2.B.1, 2.C.1, 2.C.2, 2.D.3) |
| **14.** | Demonstrates knowledge of decoding, encoding, and related reading processes. (READ: 3.1, 3.2, 3.3, 1.C.1, 1.C.2, 1.C.3, 1.C.4, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 2.B.1, 2.C.1, 2.C.2, 2.D.3) |
| **15.** | Demonstrates knowledge of fluency development. (READ: 4.1, 4.2, 1.D.1, 1.D.2, 1.D.3, 1.D.4, 2.B.1) |
| **16.** | Demonstrates knowledge of reading comprehension. (READ: 5.1, 5.3) (FEAP: 1.A.1, 1.B.1, 1.B.2, 1.B.3, 1.B.4, 2.B.4) |
| **17.** | Demonstrates knowledge of content area reading and learning. (READ 6.4) (FEAP: 1.D.1, 1.D.2, 1.D.3, 1.D.4, 2.B.2) |
| **18.** | Demonstrates knowledge of literary genres, elements, and interpretations. (READ 7.2) (FEAP: 2.B.2, 2.B.4) |
| **19.** | Demonstrates knowledge of diverse learners. (READ: 8.2) (FEAP: 1.A.1, 1.B.1, 1.B.2, 1.B.3, 1.B.4,1.B.5, 1.C.5, 2.B.3, 2.C.3, 2.D.2, 4.10) |  | **Exceeds**  **Expectations**  **(3 pts)** | **Meets**  **Expectations**  **(2 pts)** | **Does Not Meet Expectations**  **(1 pt)** | **No**  **Attempt**  **(0 pt)** |
| **20.** | Demonstrates knowledge of classroom environments that support reading. (READ: 11.2, 11.3) (FEAP: 1.D.5, 2.B.2, 2.D.1) |  |  |  |  |  |
| **21.** | Uses data to reflect and improve professional practices. (FEAP: 3.1, 1.B.6, 1.C.6, 1.D.5, 2.B.5, 2.C.5, 2.D.4) |
| **22.** | Provides a range of activities and accommodates learning styles, abilities, cultural, and linguistic diversity. (FEAP: 5.1, 1.B.6, 1.C.6, 1.D.5, 2.B.1, 2.B.2, 2.C.1, 2.D.1) |

**Content Topical Outline:**

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| **Week** | **Topics** |
| **#1** | ***Introduction and course overview:***   * Check program sheet for LAE/TSL prerequisites and field experience registration/school district clearance. * Conceptual Framework, objectives, course materials, syllabus, Study Buddies, course policies/procedures. * Blackboard Orientation (do not enter www. at beginning).   ***Assignments due Week #2:***   * Blackboard Student Tutorial (optional). * Read course policies and syllabus **and** complete quiz on Blackboard * Read Tompkins - Chap 1, *Becoming an* *Effective Teacher of Reading* and chapter 2 *Examining Children’s Literature Development* and Pre-During Post Reading assignments **and** complete quizzes on Blackboard. * Assemble Reading Log -Tompkins/Blevins Phonics Journal. * Prepare Facilitator Notebook - Emergent Reader Assessment. Bring binder, dividers, sheet protectors, selection fillings from BB. Fillings will be added to binder in class. |
| **#2** | ***Assignments completed for this class: Please see assignments due explained Week #1(above)***   * **Emergent Reader Competency Assignment: Field Experience:** * Examining Children’s Literacy Development: * Theories and Controversies * Development of Language versus Development of Reading * **Stages of Literacy Development:** * Social - Babies * Pre-emergent - Toddlers * Emergent - Lust beginning *to learn* to read * Beginning - Just beginning to read * Fluent - Reading * **Read Alouds.** * **Facilitator Notebook directions for assembly.** * **Tompkins Response Journal discussions and assignment clarifications.** * **Phonics Literacy Center: Competency Assessment overview and samples.** * **Blevins Phonics A-Z reading assignments and Competency Assessment introduction.**   ***Assignments due Week #3:***   * Read Tompkins - Chapter 3, *Assessing Young Children’s Literacy Development.* * Read Blevins - Section 1 “What is Phonics?” reading activity. * Finalize Facilitator Notebook **and** complete all assembly. |
| **#3**  **#3**  **Cont.** | ***Assignments completed for this class: Please see assignments due explained Week #2 (above)***   * **Early Literacy Concepts:** * Concepts about Print * Phonemic Awareness * Phonological Awareness * Alphabetical Principles * **Literacy Assessment Tools (Marie Clay & Jerry Johns):** * Theory (rationale) * Components and Comparisons of Assessments * **Facilitator Notebook Check.** * **Simulation: Emergent Reader Literacy Assessment:** * Quantitative Data (assessment scores) and Qualitative Data (observable behavior) * Emergent Reader Literacy Assessment: Concepts about Print (CAP) Observation Survey (Marie Clay) * Letter Identification (Marie Clay) * Words in Isolation (Marie Clay) * Writing Vocabulary (Marie Clay) * Hearing & Recording (dictation) (Marie Clay)   ***Assignment due Week #4:***   * Read Blevins - Section 4, Part 1, pages 110-157, *Creating Phonics Lesson/Samples* **and** complete comparative reading activity. * Read Blevins - Section 5, pages 204-207, *10 Techniques that Support Intervention* **and** complete accompanying reading activity. |
| **#4** | ***Assignments completed for this class: Please see assignments due explained Week #3 (above)***   * **Simulation: Emergent Reader Literacy Assessment Administration (in class):** * Auditory Discrimination (Jerry Johns) * Wordless Picture Reading (Jerry Johns) * Caption Reading (Jerry Johns) * Flow Chart for Administration of Emergent Reader Subtests * **Environmental Print/Home School Connection** * **Field Experience Information**   ***Assignment due Week #5:***   * Read Tompkins - Chapter 4, *Breaking Alphabet Code* and complete quiz. * Read Blevins - Section 2, Part 1, *Alphabet Recognition* **and** complete reading activity, pages 20-34. * Organize all Literacy Assessment Materials/Audio Recorder/Student Pencil, etc. * Review and become familiar with all testing materials. |
| **#5** | ***Assignments completed for this class: Please see assignments due explained Week #4 (above)***  **Field Experience - Conduct Emergent Reader Assessment:**   * Concepts about Print. * Letter ID. * Plus determined additional assessments.   ***Assignments due Week #6:***   * Score Quantitative/Qualitative Emergent Reader Assessments. * Read Tompkins - compendium, *Language Experience Approach,* pages 354-356. * Read Blevins - Section 2, Part 2, *Phonemic Awareness,* pages 35-58. |
| **#6** | ***Assignments completed for this class: Please see assignments due explained Week #5 (above)***   * **Part 1: Emergent Reader Literacy Assessment Data Analysis** * Analyzing and Interpreting Data (quantitative and qualitative) * Writing Emergent Reader Assessment Reports (summation and personal reflection of experience) * **Part 2: Language Experience Approach Modeling/Guided Practice** * Rationale/Objectives/Lesson Plan Format * Extension Activities/Assessments: Anecdotal Records/Rubrics * Modeled by way of Think Aloud Lesson * Language Experience Approach (LEA) Competency Assignment Overview   ***Assignment due Week #7:***   * Write personal reflection of field experience. * Part 1- Finalize written summation for Emergent Reader Assessments. * Part 2 - Develop LEA Lesson Draft and prepare to share book and lesson ideas including initiating activity (hook) and experience. * Lesson Draft must be turned in for assessment on Blackboard after class session. * Read Blevins - Section 3, *Learning about Sounds and Letters,* pages 60, 70-109 **and** reading activity. |
| **#7** | ***Assignments completed for this class: Please see assignments due explained Week #6 (above)***   * **LEA Lesson Plans:** Peer sharing of lesson ideas, books, experiences, and teaching materials.   ***Assignments due Week #8:***   * Finalize LEA Lesson Plan and all materials. * Read Blevins - Section 4, Part 2, *Phonograms,* pages 158-161 **and** reading activity. |
| **#8** | ***Assignments completed for this class: Please see assignments due explained Week #7 (above)***   * **Language Experience Approach Field Experience.**   ***Assignments due Week #9:***   * Finalize LEA documents, scored rubrics, and artifacts for students. * Write personal reflections on LEA Facilitation Experiences. * Read Tompkins - Chapter 5, *Learning to Spell* **and** complete quiz. * Read Blevins - Section 4, Part 3, *Strategic Analysis,* pages 179-193 **and** reading activity. * Resubmit **Emergent Reader** Summation (if necessary). |
| **#9** | ***Assignments completed for this class: Please see assignments due explained Week #8 (above)***   * **Critical Assignment (CA) Phonics Center Activities Discussion.** * Literacy/Learning Centers versus Play Centers. * Student Driven Centers. * **LEA Extension Methods:** TV Box, Wordless Picture Books, Cook-a-Books, and Making Books. * **Shared Reading Big Books.** * **Spelling**.   ***Assignments due Week #10:***   * Post Emergent Reader Summation and data to *Livetext*. * Read Tompkins - Chapter 6, *Developing Fluent Readers and Writers* **and** complete quiz. * Read Blevins - Section 5, *Meeting Individual Needs* **and** reading activity. * Resubmit **LEA** (if necessary). |
| **#10** | ***Assignments completed for this class: Please see assignments due explained Week #9 (above)***   * **Emergent Writing and Spelling Developmental Process/Reading Books.** * **Nurturing Writing through Approximation and Writing Development.** * **Writing Block.** * **Scaffolding Instruction:** Shared Writing, Guided Writing, Independent Writing, and Interactive Writing. * **Writing Venues:** Writing Centers & Author’s Corner and Writing Blocks. * **Assessment of Writing:** Student Driven, Observation, Anecdotal, and Conferencing.   ***Assignments due Week #11:***   * Read Tompkins - Chapter 7, *Expanding Children’s Knowledge of Words* **and** complete quiz. * Develop Phonemic Awareness Phonics Center Activity. |
| **#11** | ***Assignments completed for this class: Please see assignments due explained Week #10 (above)***   * **Word Development:** * Recognition (sight words versus high frequency words). * Indication (decoding). * Activities for Exploring Words. * **Basals:** Description and Critique * **Video:** Emergent Reader Classroom   ***Assignments due Week #12:***   * Read Tompkins - Chapter 8, *Facilitating Comprehension: Readers Factors* **and** complete quiz. * Read Tompkins - Chapter 9, *Facilitating Comprehension: Text Factors* **and** complete quiz. * Develop Letter-Sound Relationship Phonics Center Activity. |
| **#12** | ***Assignments completed for this class: Please see assignments due explained Week #11 (above)***   * **Comprehension: Reader Factors:** * Fostering interest in reading. * Background Knowledge, Test Connections, Self-Efficacy, Purposeful Learning, and Engagement. * **Comprehension: Text Factors:** * Authentic Literature, Story Structure, and Text Structure. * Leveling Books and “Just Right” books for Me. * **Comprehension Instruction: Strategies and Approaches:** Explicit and Differential Instruction through reading, writing, and poetry.   ***Assignment due Week #13:***   * Post LEA Lesson and artifacts to *Livetext*. * Read Tompkins - Chapter 10, *Scaffolding Children’s Reading Development* **and** complete quiz. * Read Tompkins - Chapter 11, *Scaffolding Children’s Writing Development* **and** complete quiz. * Develop Phonograms Phonics Center Activity. |
| **#13** | ***Assignments completed for this class: Please see assignments due explained Week #12 (above)***   * **9 Categories of Learning Continuum.** * **Instruction Based on What Students Can Do.**   ***Assignment due Week #14:***   * Read Tompkins - Chapter 12, *Integrating Reading/Writing in Units.* * Develop Structural Analysis Phonics Center Activity. * Develop your choice Phonics Activity ***(optional for exceeds)***. |
| **#14** | ***Assignments completed for this class: Please see assignments due explained Week #13 (above)***   * **Home School Connection and Environmental Reading Research** * **Phonics Center Activity Discussion.**   ***Assignments due Week #15:***   * Prepare for Research Environmental Print Home School Connection Discussion. * Submit Emergent Reader/LEA Lesson and Artifacts to *LiveText* (if not already submitted). * Resubmit **Phonics Center Activities** (if necessary). * Submit Phonics Center Activities to *LiveText*. |
| **#15** | ***Assignments completed for this class: Please see assignments due explained Week #14 (above)***   * **Review for Final Examination and submit outstanding assignments.**   ***Assignments due for Week #16:***   * Prepare for Final Examination. * Review Balanced Literacy Components and Six Areas of Language Arts. * Planning Reading and Writing Instruction using Assessment Data. * Complete Phonics Literacy Center (to be submitted Week #16). |
| **#16** | ***Assignments completed for this class: Please see assignments due explained Week #15 (above)***   * **Submit Phonics Literacy Center to *LiveText*.** |
| ***Final*** | ***Final Examination: See Schedule for date/time.*** |

**Overview of Course Requirements**

Specific assignment directions and the assessment rubrics are posted on Blackboard under the Assignment Link for guidance in completing each assignment.

***Competency Assessments (CAs):*** Assignment numbers 1, 2, and 4 are competency-based assignments. You must achieve a minimum of “meets requirements” on ALL assessment criteria to be successful in this course.

### Emergent Reader Assessments: Concepts about Print (Competency Assessment)

Using the *Observation Survey: Concepts about Print* by Marie Clay, assessment and other designated emergent reader subtests provided by the instructor, administer and collect data for informal assessments to an emergent reader in a public or private school setting under the supervision of an approved cooperating teacher. Interpret collected data and write a clinical report using APA format with formal voice and positive tone. Your clinical report should be based on what the student is able to do, rather than what student is not able to do. Record all sessions with the student in MP3 format during the assessment process for documentation and have the cooperating teacher sign the *Record of Hours* Log. See specific assignment information in the Assignment Folder on Blackboard.

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|  | **Exceeds**  **Expectations**  **(3 pts)** | **Meets**  **Expectations**  **(2 pts)** | **Does Not Meet Expectations**  **(1 pt)** | **No**  **Attempt**  **(0 pt)** |
| **Emergent Reader Assessment and Written Analysis** | Through the Emergent Reader (ER) assessments, facilitated 5 ER subtests, analyzed the data and evaluated the results to the students’ reading and writing skills. | Through the Emergent Reader (ER) assessments, facilitated 4 ER subtests, analyzed the data and evaluated the results to the students’ reading and writing skills. | Through the Emergent Reader (ER) assessments, facilitated 3-0 ER subtests, analyzed the data and evaluated the results to the students’ reading and writing skills. | Failed to submit, or failed to submit on time. |

***Facilitator’s Notebook*:** Using the materials list provided by the instructor, develop a facilitator’s notebook. The rationale for the notebook is to provide a vehicle for organization and professionalism for the administration of the *Observation Survey Emergent Reader Assessment and emergent reader subtests.*

#### *Observation Survey and Emergent Reader Sub-Tests/Inventories:* Using a variety of emergent reader assessment inventories, administer, collect and interpret quantitative and qualitative data of an emergent reader in a supervised school setting.

***Written Summation*:** Using conventional writing standards, write a formal summation of the results of all assessments administered.

***Reflection of Field Practicum:***Using higher order thinking, in a small group discussion, reflect on the process of the assessment from a personal and professional perspective. Self-analyze and evaluate your level of competency during the process and specifically relate the experience to the COE Conceptual Framework and the course objectives. This reflection should also include an analysis of the school environment where the assessment was conducted from a literacy enrich environment perspective.

***Submittal to LiveText*:** This assignment and artifacts are to be posted to LiveText after ‘meets’ or better standing is achieved using a PowerPoint format with artifacts (data collection sheets) embedded. Individual scans will not be accepted.

1. **Language Experience Approach (LEA) Lesson Plan: (Competency Assessment)**

After reading about the Language Experience Approach (LEA) methodology and observing the facilitation of an LEA Lesson, develop and facilitate your LEA lesson. Your lesson should be facilitated to at least three kindergarten or first grade students in a supervised field placement. The cooperating teacher must sign the *Record of Hours Log* to document the facilitation of the lesson and it must be submitted to BB using the provided assignment link. The lesson plan, teaching materials, and student product artifacts, including scored rubrics indicating skill level competency, must be documented in a PowerPoint and submitted to Blackboard for assessment. The final product must be submitted to *LiveText*. See specific assignment information in the Assignment Folder on Blackboard.

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| --- | --- | --- | --- | --- |
|  | **Exceeds Expectations**  **(3 pts)** | **Meets Expectations**  **(2 pts)** | **Does Not Meet Expectations (1 pt)** | **No Attempt (0 pt)** |
| **Developed and Facilitated a Language Experience Approach Lesson** | Provided an interactive experience to 3 emergent readers and expertly guides the readers through dictating & illustrating the experience in alignment with the LEA theory. | Provided an interactive experience to 3 emergent readers and guides the readers through dictating & illustrating the experience in alignment with the LEA theory. | Provided an interactive experience to 3 emergent readers but fails to guide the readers through dictating & illustrating the experience in alignment with the LEA theory. | Failed to submit, or failed to submit on time. |

***LEA Lesson Planning:*** Based on the modeled lesson and using the lesson plan format presented in class, develop a Language Experience Lesson Plan for pre-emergent/emergent students, specifically non-readers/writers. The lesson must include methods appropriate for ESOL students. Reflect on possible activities to initiate a language experience lesson using an initiating activity, modeling, guided practice, independent practice, and reflecting discussion that helps students connect the lesson to authentic learning.

***Facilitation of Lesson:*** Facilitate the planned LEA Lesson to three (3) kindergarten/first grade students in a school with a cooperating teacher, demonstrating capability to deliver the lesson, and display ethical behavior when working with children. One child must be an ESOL student.

***Submittal to Livetext:*** Lesson Plans and artifacts, including scored rubrics will be submitted to *LiveText* after ‘meets’ or better standing is achieved using a Powerpoint format with artifacts embedded. Individual scans will not be accepted.

1. **Pre-During-Post Reading Assignments:** Practice using Pre-During-Post reading comprehension activities, strategies, and methods when completing the assigned text readings. Examples include, but are not limited to:

* Pre-reading activities to activate schema utilizing text features and reading guides.
* Reflecting on personal/professional connections with reading concepts using the post-it note taking method.
* Participating in discussions regarding application of concepts with peers.
* Post-reading activities to confirm concept understanding using Self-Assessment Chapter Questions.

### 4. Phonics:

***Part 1:*** Complete a variety of tasks/activities based on assigned readings that include text and professional articles. These readings must include phonics generalizations and teaching methods for phonics instruction. Post activities and tasks BB using provided assignment links.

***Part 2:* Competency Assessment**

Demonstrate knowledge of phonics generalizations, vocabulary, and teaching methods for phonics instruction by developing a Phonics Literacy Center. The center will be comprised of four (meets)/five (exceeds) student-driven activities that the student will complete as independent practice without teacher support. The activities will follow a consistent organization throughout the center and will include: all materials for each activity, a tracking method for the student to keep track of completed tasks, a student self-assessment that measures the competency level of each task, and an informal teacher assessment tool to track competencies. Center activities will be submitted using a Powerpoint format.

***Submittal to LiveText:*** Lesson Plans and artifacts, must be submitted to *LiveText* after ‘meets’ or better standing is achieved in a Powerpoint format. Individual posts will not be accepted.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Expectations**  **(3 pts)** | **Meets Expectations**  **(2 pts)** | **Does Not Meet**  **Expectations (1 pt)** | **No Attempt**  **(0 pt)** |
| **Developed a Phonics Literacy Center for Guided and Independent Practice of Word Development** | Developed a phonics literacy center comprised of 5 or more phonics or phonology activities including materials and written documentation stating intentional, explicit, systematic instructional practices that reflect research- based practices and scaffold development. | Developed a phonics literacy center comprised of 4 phonics or phonology activities including materials and written documentation stating intentional, explicit, systematic instructional practices that reflect research- based practices and scaffold development. | Developed a phonics literacy center comprised of 3-0 phonics or phonology activities including materials and written documentation stating intentional, explicit, systematic instructional practices that reflect research- based practices and scaffold development. | Failed to submit, or failed to submit on time. |

**5. Environmental Print/Home School Connection Exploration and Synthesis:**

* Evaluate components of home school **c**onnection activities based on “best practices” and develop an emergent reading activity utilizing environmental print with specific emphasis for ESOL students.
* Research various educational web sites such as Web-Quest to find examples of home school connection activities for reading and/or writing for pre-emergent to fluent readers.
* Using the information from text readings and course discussions, develop/select a home school connection activity that would support school based “best practices” and could be integrated into daily home living without expense utilizing environmental print.
* Present the activity to your peers and explain the rationale behind the selected activity.

**6. Final Exam:** Apply knowledge of Balanced Literacy Components and the Six Areas of Language Arts and Teaching Methods/Formats to whole class Early Literacy Assessment data by developing a plan for differentiated instruction based on a compilation of classroom data. Determine instruction groups and method for instruction for a wide variety of Early Literacy Developmental needs.

**Teaching Methodologies**:

Modeling, simulations, cooperative learning, lecture, in-class and online discussions, computer software and other media use and review, computer sites, research, web assisted instruction (Blackboard), video tapes, PowerPoint and other overhead presentations by instructor and students.

**Course Evaluation Method (minimum grade of “C” required to pass this course):**

* Syllabus quiz: Course policies and procedures (2%)
* Critical Assignment: Emergent Reader Literacy Assessment (27.5%)
* Critical Assignment: Language Experience Approach (27.5%)
* Tompkins: Readings Activities (18.5%)
* Blevins: Phonics from A-Z Reading Activities (5.5%)
* Critical Assignment: Phonics Literacy Center (12%)
* Environmental Print: Home-School Connection Research (.5%)
* Whole Class Data Analysis: Planning Instruction (1.5%)
* Professional and Ethical Conduct (5%)

**Grading Scale:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Letter* | *Percent* | *Grade Pts* | *Letter* | *Percent* | *Grade Pts.* |
| A | 95-100 | = 4.0 | C | 75-78 | = 2.0 |
| A- | 92-94 | = 3.67 | C- | 72-74 | = 1.67 |
| B+ | 89-91 | = 3.33 | D+ | 68-71 | = 1.33 |
| B | 85-88 | = 3.00 | D | 65-67 | = 1.00 |
| B- | 82-84 | = 2.67 | D- | 62-64 | = 0.67 |
| **C+** | **79-81** | **= 2.33** | **F** | **Below 62** |  |

**Policy on Make-up tests, Late Work, and Incompletes:**

For the most part there will be no make-up tests or assignments.All assignments must besubmitted on time. Flexibility by the instructor regarding make-ups will be considered for each student’s individual case. If you miss class or an assignment deadline due to an approved university activity (i.e., scholastic or athletic teams, musical or theatrical performances, and debate activities) preparations can be made on an individual basis with no penalty. According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. The responsibility of attending class belongs to each student. The grade of Incomplete (“I”) is reserved for students who are passing a course but have not completed all of the required work because of exceptional circumstances.

If you are absent, you must obtain the information and handouts missed from a classmate or from classmates or Blackboard. You are responsible for all information from each class session whether you are present or not. If you are tardy three times, it may be counted as one absence. If you miss more than one class you may lose points toward your final grade. Students must be on time for each class and stay for the entire class period to receive full credit for their attendance, cooperation, and participation grade. Again, please be on time and attend each class in its entirety. Also, during clinical placement weeks, students must attend the school they are assigned to, to do their in-school clinical placement. Please be sure to dress professionally and be on time. According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

**Classroom Etiquette Policy: (late arrivals, unexcused absences, electronic devices)**

Final grades **will be** affected by late arrivals and unexcused absences. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. Students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastic teams, musical and theatrical performances, and debate activities.

These absences must be accompanied by documentation. The instructor reserves the right to approve or disapprove any absence. Reasonable accommodation must also be made for students participating in a religious observance. University policy on electronic devices states: *In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.*

**Dropping the Course:** If you must drop this course, please complete all necessary forms. Otherwise, the instructor is required to enter a grade of “F” for the course.

**Disability Policy Statement:**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.*

**Code of Academic Integrity policy statement:**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations University Regulations at:* <http://fau.eduregulations/chapter4/4.001_Code_of_Acacemic_Integrity.pdf>.

**Professional Conduct, Attendance and Participation:**

You are expected to attend all class sessions, complete course readings in advance of each meeting, participate fully in class activities, follow course scaffolding and structure, and show you are fully engaged. Showing you are fully engaged requires that you contribute your ideas, take on different roles during group activities, raise questions, initiate topics for discussion, and interact with peers. By participating in collaborative learning and discussion forums, you will enhance not only your own learning but also the learning of others.  **Mere attendance does not constitute participation.**

**Use of Student Work:**

All Teacher Education programs undergo periodic reviews by accreditation agencies and the state education department.  For these purposes samples of students’ work are made available to those professionals conducting the review.  Student anonymity is assured under these circumstances.  If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class.  Your cooperation is appreciated.

**Please Note: Due to the possibility of the implementation of new, required state standards, the Competency Assessments and rubrics within this course may change during the semester.  If changes are made, you will receive advance notification.**

**Bibliography**

**Books**

Altieri, J. (2014). *Powerful content connections: Nurturing readers, writers, and thinkers in grades K-3.* Newark, DE: International Reading Association.

Barclay, K., Stewart, L. & Lee, D. (2014). *The everything guide to informational texts, K-2: Best texts, best practices*. Newbury Park, CA: Corwin.

Barone, D. & Mallette, M. (Eds.). (2013). *Best practices in early literacy instruction.* New York, NY: Guilford.

Bear, D., Invernizzi, M., Johnston, F. & Templeton, R. (2009). *Words their way*: *Letter and picture sorts for emergent spellers* (2nd ed.). New York, NY: Pearson.

Beck, I., McKeown, M., Hamilton, R. & Kucan, L. (2008). *Creating robust vocabulary instruction*: *Frequently asked questions and extended examples.* Newark, DE: International Reading Association.

Beck, I., McKeown, M., Hamilton, R. & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction (2nd ed.)*. New York, NY: Guilford.

Boushy, G. & Moser, J. (2009). *The CAFE book: Engaging all students in daily literary assessment and instruction.* Portland, ME: Stenhouse.

Boushy, G., & Moser, J. (2014). *The daily* 5: *Fostering literacy in the elementary grades (2nd ed.).* Portland, ME: Stenhouse.

Charlesworth, L, (2009). *Introduction to nonfiction write-on/wipe-off flip chart: An interactive learning tool that teaches young learners how to navigate nonfiction text features for reading success*. New York, NY: Scholastic.

Christie, J., Enz, B. & Vukelich, C. (2010). *Teaching language and literacy*: *Preschool through the elementary grades (4th ed.).* Boston: Allyn & Bacon.

Clay, M. (2013). *An observation survey of early literacy achievement (3rd ed.)*. Portsmouth, NH: Heinemann.

Combs, M. (2009). *Readers and writers in primary grades (4th ed,)*. Upper Saddle River, NJ: Pearson.

Cunningham, P. & Allington, R. (2010). *Classrooms that work: They can all read and write (5th ed.).* New York, NY: Longman**.**

Cunningham, P. & Hall, D. (2008a). *Making words: First grade*. Boston, MA. Allyn & Bacon/Pearson.

Cunningham, P. & Hall, D. (2008b). *Making words: Kindergarten*. Boston, MA: Allyn & Bacon/Pearson.

Cunningham, P. & Hall, D. (2008c). *Making words: Second grade*. Boston, MA: Allyn & Bacon/Pearson.

Cunningham, P. & Hall, D. (2008d). *Making words: Third grade*. Boston, MA: Allyn & Bacon/Pearson.

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Diller, D. (2003). *Literacy work stations*: *Making centers work.* Portland, ME: Stenhouse.

Duke, N. & Bennett-Armistead, S. (2003). *Reading & writing informational text in the primary grades.* New York, NY: Scholastic.

Einhorn, K. (2004). *Perfect poems with strategies for building fluency, grades 1-2*: *Easy-to-read poems with effective strategies to help students build word recognition, fluency, and comprehension.* New York, NY: Scholastic.

Epstein, A. (2014). *The intentional teacher: Choosing the best strategies for young children’s*

*learning.* Washington, DC: National Association for the Education of Young Children.

Farstrup, A. & Samuels, S. (Eds.). (2011). *What research has to say about reading instruction (4th ed.).* Newark, DE: International Reading Association.

Fountas, I. & Pinnell, G. (2010). *The continuum of literacy learning: Grades PreK-2 (2nd ed.).* Portsmouth, NH: Heinemann.

Fountas, I. & Pinnell, G. (2013). *The Fountas & Pinnell leveled book list, K-8+*: *2013 -2015 edition, volumes 1 & 2*. Portsmouth, NH: Heinemann.

Fox, B. (2011). *Word identification strategies*: *Building phonics into a classroom reading program (5th ed*.), Upper Saddle River, NJ: Pearson.

Ellermeyer, D., & Rowell, J. (2005). P*erfect poems for teaching sight words*: *Delightful* poems, *research-based lessons, and instant activities that teach the top high-frequency words.* New York, NY: Scholastic.

Giorgis, C. & Glazer, J. (2012). *Literature for young children (7th ed.)*. Upper Saddle River, NJ: Pearson.

Jacobson, J. (2010). *No more “I’m done!”*: *Fostering independent writers in the primary grades.* Portland, ME: Stenhouse.

Johnston, F., Invernizzi, M., Bear, D. & Templeton, R. (2008). *Words their way: Word sorts for within word pattern spellers (2nd ed.)*. New York, NY: Pearson.

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Lynch, J. (2014). *First grade writing workshop*: *A mentor teacher’s guide to helping young learners become capable, confident writers and meet the Common Core*. New York, NY: Scholastic.

Miller, D. (2013). *Reading with meaning: Teaching comprehension in the primary grades.* Portland, ME: Stenhouse.

Miller, D., & Moss, B. (2013). *No more independent reading without support.* Portsmouth, NH: Heinemann**.**

Morrow, L. (2011). *Literacy development in the early years: Helping children read and write (7th ed.)*. New York: NY: Pearson.

Morrow, L., Shanahan T. & Wixson, K. (Eds.). ( 2012). *Teaching with the Common Core Standards for English Language Arts*: *PreK-2.* New York, NY: Guilford.

Neuman, S. & Wright, T. (2013). *All about words*: *Increasing vocabulary in the Common Core classroom, K-2.* New York, NY: Teachers College.

Owocki. G. (2012). *The Common Core lesson book, K-5: Working with increasingly complex literature, informational text, and foundational reading skills.* Portsmouth, NH: Heinemann.

Owocki. G. (2013). *The Common Core writing book, K-5*: *Lessons for a range of tasks, purposes, and audiences*. Portsmouth, NH: Heinemann.

Perry, A., Wiggs, M., Pierecy, T., Lassiter, C. & Cebelak, L. (2011). *Navigating the English- Language Arts Common Core State Standards.* Englewood, CO: Lead and Learn.

Picard, B. (2008). *A quick guide to teaching persuasive writing*: *K-2*. Portsmouth, NH: Heinemann.

Raphael, T. (2012). *QAR comprehension lessons*: *Grades 2-3.* York, NY: Guilford.

Taberski, S. (2014). *The Common Core companion*: *The Standards decoded, Grades K-2: What they say, what they mean, how to teach them.* Newbury Park, CA: Corwin.

Tompkins, G. (2012). *50 literacy strategies step by step (4th ed.).* Upper Saddle River, NJ: Pearson.

Trelease, J. (2014). *The new read aloud handbook.* New York, NY: Penguin.

Vacca, J., Vacca, R., et al. (2014). *Reading and learning to read*. *(9th ed.).* Upper Saddle River, NJ: Pearson.

Wiesen. M. (2012). *A quick guide to teaching informational writing*: *Grade 2.* Portsmouth, NH: Heinemann.

**Journals**

*Florida Educational Leadership*

*Florida Reading Quarterly*

*International Reading Association Publications*

*Journal of Reading Education*

*Language Arts and Learning*

*The Reading Teacher*

*Reading Research Quarterly*

*Reading Writing Quarterly*

**Organizations**

International Reading Association (IRA) at: <http://www.reading.org>

National Association for the Education of Young Children (NAEYC) at: <http://www.naeyc.org/>

National Council of Teachers of English (NCTE) at: <http://www.ncte.org>

Reading Is Fundamental (RIF) at: <http://www.rif.org>

**Reports and Standards**

Language Arts Florida Standards (LAFS) at: <http://www.fldoe.org/core/fileparse.php/5390/0081014-lafs.pdf>

Just Read Florida at: <http://www.justreadflorida.org>

National Reading Panel Report (2000) at: <http://www.nationalreadingpanel.org>

Put Reading First (Reading Rockets) at: [http://www.readingrockets.org/guides/put-reading-first- research-building-blocks-teching-children-read](http://www.readingrockets.org/guides/put-reading-first-%09research-building-blocks-teching-children-read)

**Resources (materials, activities, tools . . .)**

American Library Association at: <http://www.ala.org>

Carol Hurst’s Children’s Literature at: <http://www.carolhurst.com>

Children's Book Council at: <http://www.CBCBooks.org>

Children’s Literature at: <http://www.childrenslit.com>

Children’s Reading List at: <http://www.reading.org/resources/booklists/childrenschoices.aspx>

Chronological Age Calculator at: <http://images.pearsonclinical.com/images/ageCalculator/ageCalculator.htm>

Collins Cobuild Dictionary at: <http://www.collinsdictionary.com/english-cobuild-learners>

Coretta Scott King Book Award Recipients at: <http://wwwala.org/emiert/cskbookawards/recipients>

Defining the Core at: <http://www.definingthecore.com/>

Engage at: <http://www.engageny.org/resource/common-core-toolkit>

Florida Assessments for Instruction in Reading (FAIR) at: <http://www.fcrr.org/pmm/fair.asp>

Florida Center for Reading Research at: [http://www.fcrr.org/](http://www.fcrr.org/%20)

Jim Trelease Website at: <http://www.trelease-on-reading.com/>

Lexile at: <http://www.lexile.com/>

Longman Dictionary of Contemporary English at: <http://www.ldoceonline.com>

Newbery Medal and Honor Books at: <http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newbery...>

On-Lion for Kids (New York Public Library)

Outstanding Science Trade Books for Students K-12 at: <http://www.nsta.org/publications/ostb/>

Professor Garfield Teacher Research Center at: <http://www.profesorgarfield.org/parents_teachers/instructions/motivation.html>

Purdue Writing Lab Online at: <http://owl.english.purdue.edu/>

Readers Theater Script for K-3 at: <http://www.teachingheart.net/readerstheater.htm> **and**

<http://www.thebestclass.org/rtscripts.html>

Reading List at: <http://www.reading.org/resources/booklists/TeachersChoices.aspx>

Reading Rockets at: <http://www.readingrockets.org/>

Scholastic Book Wizard at: <http://www.reading.org/resources/booklists/TeachersChoices.aspx>

Teachers’ Choices Reading List at: <http://www.reading.org/resources/booklists/TeachersChoices.aspx>

Teaching Channel at: <http://www.teachingchannel.org/videos?default=1>

Word Wall Generator at: <http://www.schoolexpress.com/wordwalls/wordwalls.php>

**Book Access Resources (books online free or download/purchase)**

Children Reading Online at: [www.firstbook.org](http://www.firstbook.org)

Children’s Storybooks Online: Stories for kids of all ages at: [www.magickey.com/books/](http://www.magickey.com/books/)

Curious George: Free online story books at: [www.curiousgeorge.com/kids-stories-books](http://www.curiousgeorge.com/kids-stories-books)

Free children’s books download at: www.freekidsbooks.org

Free Online Reading for Kids at: www.davidsongifted.org

International Children’s Digital Library (variety of languages) at: [www.en.childrenslibrary.org](http://www.en.childrenslibrary.org)

Internet Archive Digital Books Collection at: [www.archive.org](http://www.archive.org)

National Academies Press at: www.nap.edu

Raz-kids: Interactive Books for children at: www.rza-kids.com/

Reading A-Z at: www.readinga-z.com

Reading Horizons at: [www.readinga-z.com](http://www.readinga-z.com)

Start Common Core Writing at:

<http://www.teacherjodieblack.com/Start-Common-Core-Writing.html>.

Start Kindergarten Close Reading at: [www.teacherjodieblack.com/Start-Close-Reading.html](http://www.teacherjodieblack.com/Start-Close-Reading.html)

Start to Write at: <http://www.teacherjodieblack.com/Start-to-write.html>

Storyline Online at: www.storylineonline.net/

Tumble Books at: [www.trumblebooks/library/asp/home\_trumblebooks.asp](http://www.trumblebooks/library/asp/home_trumblebooks.asp)

We give books at: www.wegivebooks.org