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**Department of Teaching & Learning**

**Course Title:** Supervised Literacy Practicum

**Course Number:** RED 4348

**Credit Hours:** 3 Semester Hours

**Prerequisites:** RED 4552 or permission of instructor

**Co-requisite:** EDE 4943(Student Teaching)

**Course Logistics:**

* **Terms:** fall, spring, summer
* **Mixed modality:** face-to-face, distance learning, and in-school setting practicum
* **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:**

Supervised field experience (60 in-service hours). Emphasizes relevant Florida Subject Matter Content Standards Reading Endorsement competencies needed to pass the FTCE.

**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 developmental characteristics of young people 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:**

Fountas, I., Pinnell, G. (2010). *The continuum of literacy learning: PreK- 8, (2nd ed.).* Portsmouth, NH: Heinemann.

Miller, D. (2008). *Teaching with intention: Defining beliefs, aligning practice, taking action, K-5.* Portland: ME. Stenhouse Publishing.

**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>

**Supplementary/Recommended Readings:**

Calkins, L. (2013). *Writing Pathways, Grades K-5.* Portsmouth, NH: Heinemann.

Fountas, I., Pinnell, G.S. (2010). *The continuum of literacy learning: Grades 3 - 8, (2nd ed.).* Portsmouth, NH: Heinemann.

Johns, J. L. (2014). *Improving reading: Strategies, resources & common core connections (6th ed.).* Dubuque, IA: Kendall/Hunt.

**Special Course Requirements:**

This course is delivered through a mixed modality, including both online and face-to-face sessions. Web-cam and “Bug in the Ear” technology will be utilized along with direct observation. Below is an outline of the technology, resources and equipment needed to successfully complete this course: 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>.

* ***Blackboard Assisted Learning*** ***at:*** [www.blackboard.fau.edu](http://www.blackboard.fau.edu)

Assignments must be submitted in LMC (BB) and in Collaborative Groups during face-to-face sessions. Please visit the ‘Students’ tab located at the top of the screen for LMS (BB) compatibility with your computer. Make sure your Internet browser is compatible and that you have all of the recommended plug-ins installed. Plug-Ins will depend on your computer operating system, which will prompt you when needed. 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.

# Guidelines for Written Compositions and Oral Presentation:

* 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 overall appearance that is neat with recognizable margins and proper headings.
* In order to receive a passing grade on all ***oral presentations***, along with the obvious relevant requirements of professionalism, accuracy, and impeccable use of English, all presentations must demonstrate your familiarity with the subject matter (focus, organization, support).
* ***All work turned in should be done by you.  All resources used, including internet resources, must be properly cited.***

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

This course is a required end-of-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>

***Through a culminating practicum, teachers will demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process****.*

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

Florida Subject Matter Content Standards (FSMCS)

 Reading Endorsements Competencies (FTCE) [www.justreadflorida.com/endorsement/](http://www.justreadflorida.com/endorsement/) International Literacy Association (ILA) <http://www.literacyworldwide.org>

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

**Course Objectives/Student Learning Outcomes:**

|  |  |  |  |
| --- | --- | --- | --- |
| **FTCE** | **Reading Endorsement Competencies** | **Course Assignments** | **NCTE/ILA** |
| **5.1**  | Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. | **# 4** Word work experience  | **3, 4, 6** |
| **5.2**  | Demonstrate research-based instructional practices for facilitating reading comprehension. | **#2** Interactive read aloud to meet differentiated needs **#3** Writing instruction from an inquiry stance | **4, 11, 12****3, 5, 8, 12** |
| **5.3**  | Demonstrate research-based instructional practices for developing oral/aural language development. | **#2** Interactive read aloud to meet differentiated needs **#3** Writing instruction from an inquiry stance | **4, 11, 12****3, 5, 8, 12** |
| **5.4**  | Demonstrate research-based instructional practices for developing students’ phonological awareness. | **#4** Word work analysis of spelling | **3, 4, 6** |
| **5.5**  | Demonstrate research-based instructional practices for developing phonics skills and word recognition.  | **#4** Word work analysis of spelling | **3, 4, 6** |
| **5.6**  | Demonstrate research-based instructional practices for developing reading fluency and reading endurance. | **#5** Model mini-lesson and confer with students regarding text choice to enhance self-efficacy and motivation | **1, 2, 9, 10, 11, 12** |
| **5.7**  | Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary. | **#3** Writing instruction from an inquiry stance | **5, 8, 12** |
| **5.8**  | Demonstrate research-based instructional practices to facilitate students’ monitoring and self-correcting in reading.  | **#5** Model mini-lesson and confer with students regarding text choice to enhance self-efficacy and  motivation**#2** Interactive read aloud to meet differentiated needs | **1, 2, 9, 10, 11, 12** |
| **5.9**  | Demonstrate research-based comprehension instructional practices for developing students’ higher order thinking to enhance comprehension. | **#2** Interactive read aloud to meet differentiated needs **#3** Writing instruction from an inquiry stance | **4, 11, 12****3, 5, 8, 12** |
| **5.10**  | Demonstrate research-based instructional practices for developing students’ ability to read critically.  | **#2** Interactive read aloud to meet differentiated needs**#3** Writing instruction from an inquiry stance | **11****3, 5, 8, 12** |
| **5.11**  | Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text. | **#5** Model mini-lesson and confer with students  regarding text choice to enhance self-efficacy **#2** Interactive read aloud to meet differentiated needs motivation | **1, 2, 11, 12****4, 11, 12** |
| **5.12** | Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.  | **#5** Model mini-lesson and confer with students regarding text choice to enhance self-efficacy and motivation | **1, 2, 9, 10, 11, 12** |
| **5.13** | Create an information intensive environment that includes print and digital text. | **#1** Analyzing and enhancing a literacy learning environment  | **11, 12** |
| **5.14**  | Use a variety of instructional practices to motivate and engage students in reading. | **#1** Analyzing and enhancing a literacy learning environment**#5** Model mini-lesson and confer with students  regarding text choice to enhance self-efficacy and  motivation | **11, 12****1, 2, 9, 10, 11, 12** |
| **5.15**  | Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language. | **#3** Writing instruction from an inquiry stance | **3, 5, 8, 12** |

**Content Topical Outline: *Students meet as a whole class during weeks 1&15 and in two smaller groups (A&B) during alternating (alt.) weeks.***

|  |  |
| --- | --- |
| **Weeks** | **Topics**  |
| **#1** |  ***Full Class Meeting (Groups A&B):*** Introductions, orientation, and expectations. |
| **#2****A&B****Alt.****Weeks** | Analyzing and enhancing the literacy environment: **FTCE: 5.13, 5.14 (CA: Rubric Appendix A, p. 11)*** Discuss the importance of a print-rich classroom and establishing a literacy learning community.
* Complete a detailed assessment and analysis of your field classroom as a literacy learning environment.
* Implement improvements/enhancements to make the classroom a better literacy learning laboratory.
* Collect data to track the impact that your improvements have on children’s learning.
 |
| **#3****A&B****Alt. Weeks** | Participate in collaborative learning groups:* Share field experiences and research.
* Provide feedback to peers.
* Use feedback to determine areas in need of additional preparation.
 |
| **#4****A&B****Alt. Weeks** | Meeting differentiated needs: **FTCE: 5.2, 5.3, 5.8, 5.9, 5.10, 5.11 (CA: Rubric** **Appendix B, p. 13)** * Discuss the importance of teacher modeling, read alouds, reading motivation, and engagement.
* Select a grade-appropriate and high interest text for a whole class, interactive read aloud.
* During the read aloud, model comprehension strategies and engagement with text.
* Invite students to participate in a discussion of the theme or “big idea” of the text, to make personal connections to the text, and to share their aesthetic response to the text.
 |
| **#5****A&B****Alt. Weeks** | Participate in collaborative learning groups:* Share field experiences and research.
* Provide feedback to peers.
* Use feedback to determine areas in need of additional preparation.
 |
| **#6****A&B****Alt. Weeks** | Writing instruction from an inquiry stance: **FTCE: 5.2, 5.3,** **5.7, 5.9, 5.10, 5.15** **(CA: Rubric Appendix C, p. 15)** * Discuss the writing process and writing across the content areas.
* Guide students through the writing process (brainstorming, planning, drafting, revising, editing, and publishing) of a content area topic using inquiry circles, modeling, and researching.
 |
| **#7****A&B****Alt. Weeks** | Participate in collaborative learning groups:* Share field experiences and research.
* Provide feedback to peers.
* Use feedback to determine areas in need of additional preparation.
 |
| **#8****A&B****Alt. Weeks** | Analysis of spelling and vocabulary : **FTCE: 5.1, 5.4, 5.5 (CA: Rubric Appendix D, p. 16)** Includes: spelling inventory, analysis, and Word Work lesson and activity.* Discuss *Word Work*: phonics, phonemic awareness, fluency, vocabulary, structured analysis, context clues, and family involvement in reading.
* Collect and analyze student writing samples along with data from additional assessment tools to design a word identification skill mini-lesson, center practice activity, and family involvement game.
 |
| **#9****A&B****Alt. Weeks** | Participate in collaborative learning groups:* Share field experiences and research.
* Provide feedback to peers.
* Use feedback to determine areas in need of additional preparation.
 |
| **#10****A&B****Alt. Weeks** | Continue topics from week **#6** and week **#8**: **#6**-Writing instruction from an inquiry stance: **FTCE: 5.2, 5.3,** **5.7, 5.9, 5.10, 5.15 (CA: Rubric Appendix C, p.15)*** Discuss the writing process and writing across the content areas.
* Guide students through the writing process (brainstorming, planning, drafting, revising, editing, and publishing) of a content area topic using inquiry circles, modeling, and researching.

**#8**-Analysis of spelling and vocabulary: **FTCE: 5.1, 5.4, 5.5 (CA: Rubric Appendix D, p. 16)**Includes: spelling inventory, analysis, and Word Work lesson and activity.* Discuss *Word Work*: phonics, phonemic awareness, fluency, vocabulary, structured analysis, context clues, and family involvement in reading.
* Collect and analyze student writing samples along with data from additional assessment tools to design a word identification skill mini-lesson, center practice activity, and family involvement game.
 |
| **#11****A&B****Alt. Weeks** | Participate in collaborative learning groups:* Share field experiences and research.
* Provide feedback to peers.
* Use feedback to determine areas in need of additional preparation.
 |
| **#12****A&B****Alt. Weeks** | Model mini-lesson and confer with students: **FTCE: 5.6, 5.8, 5.11, 5.12, 5.14 (CA: Rubric Appendix E, p.17)**Increasing independent reading through text choice to enhance self-efficacy, motivation and stamina. * Develop a mini-lesson and appropriate materials for small group facilitation. The purpose of the lesson is to guide students to create a personal reading log used to analyze and expand independent reading book selections to build reading “stamina,” fluency, and motivation.
* Conference with individual students to discuss use of the reading log as a tool for choosing “just right” books.
 |
| **#13****A&B****Alt. Weeks** | Participate in collaborative learning groups:* Share field experiences and research.
* Provide feedback to peers.
* Use feedback to determine areas in need of additional preparation.
 |
| **#14****A&B****Alt. Weeks** | Continue topics from week **#12**: Model mini-lesson and confer with students: **FTCE: 5.6, 5.8, 5.11, 5.12, 5.14 (CA: Rubric Appendix E, p. 17)**Increasing independent reading through text choice to enhance self-efficacy, motivation and stamina.* Develop a mini-lesson and appropriate materials for small group facilitation. The purpose of the lesson is to guide students to create a personal reading log used to analyze and expand independent reading book selections to build reading “stamina,” fluency, and motivation.
* Conference with individual students to discuss use of the reading log as a tool for choosing “just right” books.
 |
| **#15** | ***Full Class Meeting (Groups A&B):*** Debriefing and signup for the Reading Masters. |

**Important Notifications:**

* 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.
* Assignments coordinated with rubrics in appendices A-E are Competency Based Assessments (CA). In order to pass this course, all components of Competency Assessment assignments must be completed at a ‘meets’ or “exceeds” rating. If you do not earn a “meets” or “exceeds” expectations on every competency assessment criterion in the course, the highest grade you can earn in the course is a C- **(not passing).**

**Teaching Methodologies**:

Collaborative groups, lecture, in-class and online discussions, internet communication (e-mail, websites, distance learning, Blackboard), PowerPoint and other overhead presentations by instructor and students, videos, computer, and other media.

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

* Literacy Environment Evaluation (20%)
* Read Aloud/Shared Reading (10%)
* Inquiry Writing (30%)
* Analysis of Students’ Phonics/Spelling/Vocabulary Needs and development of 3-day”working with words experience (25%)
* Mini-Lesson and Conferring Motivation/Stamina through Independent Reading (15%)

**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  |  |

***Note:*** Course work (readings and assignments) are intended to be meaningful, educative, and challenging (neither too easy nor too overwhelming). Generally, for every hour in class, you should expect to spend at least 3-4 hours outside of class doing readings and course assignments.

**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 be submitted 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**

Allington, R. L. (2012). *What really matters for struggling readers: Designing research-*

 *based programs.* Boston, MA: Pearson.

Baer, D.R., Invernizzi, M.A., et al. (2011). *Words their way: Word study for phonics, vocabulary, and spelling instruction (5th ed.)*. NY, NY: Pearson.

Cunningham, P., Allington, R. (2015). *Classrooms that work: They can all read and write (6th ed.).* NY: Pearson.

Diller, D. (2008). *Spaces and places: Designing classrooms for literacy.* Portland: ME: Stenhouse.

Fountas, I., Pinnell, G.S. (2012). *Prompting guide for comprehension: Thinking, talking, and writing.* Portsmouth, NH: Heinemann.

Harvey, S., Goudvis, A. (2000). *Strategies that work: Teaching comprehension*

 *to enhance understanding*. Portland, ME: Stenhouse.

Hoffman, J., Goodman, Y. (2009). *Changing literacies for changing times.* NY: Routledge.

Keene, E., & Zimmerman, S. (1997). *Mosaic of thought.* Portsmouth, NH: Heinemann.

Kucer, S. B. (2008). *What research really says about teaching and learning to read.*  Urbana, IL: National Council of Teachers of English.

Miller, D. (2012). *Reading with meaning: Teaching comprehension in the primary grades.* Portland, ME: Stenhouse.

Pinnell, G., Fountas, I. (2008). *When readers struggle: Teaching that works (2nd ed.).*  Portsmouth, NH: Heinemann.

Pinnell, G.S. & Sharer, P. (2003). *Teaching for comprehension in reading grades K-2: Strategies for helping children read with ease, confidence and understanding*. NY: Scholastic.

Ray, K. (2002). *What you know by heart: How to develop curriculum for your writing workshop*. Portsmouth, NH: Heinemann.

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

Trelease, J. (2013). *The new read-aloud handbook* *(7th ed.)*. NY: Penguin.

**Internet**

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

Ask ERIC Virtual Library <http://ericir.syr.edu/>

Doucette Index, K-12 Lit Based Teaching Ideas [www.edu.ucalgary.ca/litindex/default/html](http://www.edu.ucalgary.ca/litindex/default/html)

[Florida Center for Reading Research](http://www.score.k12.ca.us/) <http://www/fcrr.org/>

International Reading Association<http://www.ira.net>

Internet Public Library <http://ipl.sils.umich.edu>

Language Arts Page  <http://www.csun.edu./vceed009/languagesarts.html>

Literacy for the 21st Century Text Companion Website [www.prenhall.com/tompkins](http://www.prenhall.com/tompkins)

Multicultural Awareness in the Language Arts Classroom  [www.wfr.fr/blair/](http://www.wfr.fr/blair/)

National Association for Multicultural Ed  [www.weber.edu/mbe/clearinghouse/N/NAME](http://www.weber.edu/mbe/clearinghouse/N/NAME)

National Clearing House for Bilingual Education <http://www.ncbe.gwu.edu>

National Council of Teachers of English <http://www.ncte.org>

Random House Children’s Publishing [www.teachersatrandom.com](http://www.teachersatrandom.com)

SCOREWeb-based classroom resources in:

history, mathematics, language arts, and social studies <http://www.score.k12.ca.us/>

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

Carol Hurst’s Children’s Literature [www.carolhurst.com](http://www.carolhurst.com)

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

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

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

Florida Center for Reading Research <http://www.fcrr.org/pmrn/fair.asp>

International Literacy Association <http://www.literacyworldwide.org>

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

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

Newbery Medal and Honor Books

  <http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberyhonors/newberymedal>

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

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

The Teaching Channel  <https://www.teachingchannel.org/videos?default=1>

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

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

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

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

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

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

Free children’s books download www.freekidsbooks.org

Free Online Reading for Kids www.davidsongifted.org

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

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

National Academies Press www.nap.edu

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

Reading A-Z www.readinga-z.com

Reading Horizons www.readinghorizons.com

Storyline Online www.storylineonline.net/

Tumble Books www.tumblebooks.com/library/asp/home\_tumblebooks.asp

We give books www.wegivebooks.org

**Journals**

*Childhood Education*

*Exceptional Children*

*Florida Reading Quarterly*

*Language and Learning*

*Language Arts*

*Phi Delta Kappan*

*Reading Research Quarterly*

*The Reading Teacher*

**APPENDIX A**

**#1 LITERACY ENVIRONMENT EVALUATION/ENHANCEMENT ASSIGNMENT**

***ASSESSING AND ENHANCING THE LITERACY LEARNING ENVIRONMENT***

**Required Readings:**

Miller, D. (2008). *Teaching with intention: Defining beliefs, aligning practice, taking action, K-5.*

 Portland: ME. Stenhouse Publishing. Assignment: Chapters 1 & 3.

Florida Literacy and Reading Excellence Professional Paper. *FLaRE Conditions for Learning*.

 University of Central Florida (pdf on BB).

 Handout by D. L. Harris summarizing the research on the value of literate play centers (pdf on BB).

PART ONE

Create a map that shows the use of space and arrangement of furniture in the classroom. Take photos to illustrate the various components. Provide a written description of the classroom, before and after your intervention. Come to class on \_\_\_\_\_\_\_\_\_\_ prepared to give your classmates a narrated “tour” of the room via Powerpoint.

In your write-up: Describe how the arrangement allows for different types of groupings and interactions among students (whole group, small group, partner tasks, quiet areas, etc.). Is the room arranged to accommodate movement and easy traffic flow? Is the teacher’s desk located in an out-of-the-way place? Can students be seen and monitored from all areas? Are there readily accessible, well-organized, labeled areas for storage of personal and other supplies and for student work?

Describe the areas designated for specific literacy activities. These areas might include a listening center, a word wall, a communications area (where the calendar, daily schedule, morning message, announcements, anchor charts are located), a writing center, a book-making area, a vocabulary/word work center, an area for drama or puppetry, literate “play” centers, “discovery” or “inquiry” centers, an Author’s Share area, etc. How much space is given to the various literacy centers? To what degree are they stocked with appropriate supplies and accessible to students?

Describe the classroom library, its content, layout, and use by students. Complete and attach the Scholastic checklist on BB for specific items to observe in the classroom library. Use items 1-27 on the checklist to frame your analysis of the strengths and weaknesses of the library area. Describe your suggestions for improving the library.

Describe items/areas that provide multi-sensory stimulation, and promote intellectual curiosity. For example, are there artifacts, collections, manipulatives, models, live or preserved animals and plants, videos, photos, tools for observations (microscopes, magnifying glasses, thermometers, etc.), art supplies, etc. available for student use?

Additional questions to address:

* Is the classroom a print-rich environment? How so? What percent of the classroom decorations are commercially produced? Teacher made? Student made?
* In what way(s) does the classroom reflect and celebrate students’ interests, backgrounds, diversity, strengths and potential?
* Can students look around them and find confirmation of what they are learning?
* What role do students play in creating and maintaining the classroom space?

PART TWO

Based on your observation/critique of the classroom as a literacy laboratory, create or enhance at least one of the literacy learning spaces. Describe what you will do, how and why. After you have completed your “enhancement,” collect evidence of student use/response to the area.

**EVALUATION RUBRIC**

**LITERACY ENVIRONMENT EVALUATION/ENHANCEMENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria Performance Indicators: 5.13, 5.14** | **Exemplary** **(E)** | **Meets** **(M)** | **Not Demonstrated (D)** | **Rating** |
| **Part One**1. *Created a map that shows the use of space and arrangement of furniture in the classroom.*
 | Map clearly provided a detailed visual of the use of space and furniture arrangement in the classroom. | Map provided a visual of the use of space and furniture arrangement in the classroom but lacks specific details. | Map did not provide an adequate visual of the use of space and furniture arrangement in the classroom. | E M D  |
| 1. *Gave classmates a narrated tour of the room via PowerPoint.*
 | PowerPoint was detailed enough that the viewer felt present in the classroom. | PowerPoint provided a tour but told instead of showed the classroom. | PowerPoint did not provide a classroom tour.  | E M D |
| 1. *Provided a written description of the classroom before and after intervention.*
 | Written description addressed the following four components in extensive detail with specific examples: explained how the arrangement allowed for different groupings, described the areas designated for specific literacy activities, described the classroom library, and described items that provided multi-sensory stimulation. | Written description addressed the following four components: explained how the arrangement allowed for different groupings, described the areas designated for specific literacy activities, described the classroom library, and described items that provided multi-sensory stimulation. | Written description did not address the four components . . .  | E M D |
| **Part Two**1. *Described what, how, and why a change will be done to enhance the literacy environment.*
 | Written description provided specific details of what, how, and why, a change will be done to enhance the literacy environment. | Written description told what, how, and why a change will be done to enhance the literacy environment.  | Written description did not describe what, how, and why a change will be done to enhance the literacy environment. | E M D |
| 1. *Collected evidence of student use or response to the area.*
 | Detailed and specific evidence with concrete examples was provided for student use or response to the area. | Evidence was provided for student use or response to the area.  | No evidence was provided for student use or response to the area. | E M D |

**Comments:**

**APPENDIX B**

**#2 INTERACTIVE READ ALOUD ASSIGNMENT:**

***ENGAGING WITH TEXT***

**Required Readings:**

Miller, D. (2008). *Teaching with intention: Defining beliefs, aligning practice, taking action, K-5.* Portland: ME. Stenhouse Publishing. Assignment: Chapters 4 & 5.

Teachers College Reading and Writing Project: Suggested Read Aloud Titles (Grades K-8) at:

 <http://readingandwritingproject.com/public/resources/booklists/archived/reading/interactive_read_aloud.pdf>

Interactive Read-Alouds at: <http://www.interactivereadalouds.com/overview.aspx>

**Recommended Readings:**

Morrison, V. & Wlodarczyk, L. (2012). Revisiting read-aloud: Instructional strategies that encourage

 students' engagement with text at: <http://www.readingrockets.org/article/39991>

**Requirement Framework:**

The student will design and teach an interactive read aloud based on models described by Hoyt (2009) Fisher, Flood and Frey (2004). The read aloud must be developmentally appropriate for the selected grade and should promote comprehension, vocabulary development, and personal engagement with a connection to the text.

PART ONE

* Read the assigned article (BB) pertaining interactive read aloud.
* Watch the following linked videos, modeling interactive read alouds: “Big Ideas on Doing Interactive Read-Alouds” and YouTube: Peggy Emingson.
* Select a text using one of the recommended resources on BB. Analyze the complexity level of the selected text, as well as the targeted teaching points.
* Develop a plan for an interactive read aloud that includes identified appropriate “think aloud” demonstrations of comprehension strategies. Use the planning format in BB.
* Videotape a lesson for self and peer critique of strengths and possible areas of improvement.

PART TWO

* Select two five-minute segments of a lesson to share with peers in the seminar. Groups will reflect on strengths and areas for further development in regard to the content and delivery of the lesson.
* Submit a written reflection of the lesson delivered using template provided.

**EVALUATION RUBRIC**

**INTERACTIVE READ ALOUD**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria Performance Indicators: 5.2, 5.3, 5.8, 5.9, 5.10, 5.11** | **Exemplary** **(E)** | **Meets** **(M)** | **Not Demonstrated (D)** | **Rating** |
| **Part One:**1. *Analyzed the complexity level of selected text.*
 | Complexity level of the text was analyzed in extensive detail and specific examples were provided. | Complexity level of the text was analyzed. | Complexity level of the text was not analyzed, or was not analyzed correctly. | E M D |
| 1. *Developed a plan for an interactive read aloud that included appropriate “think aloud” demonstrations of comprehension strategies.*
 | Plan for the interactive read aloud identified numerous demonstrations of a variety of comprehension strategies. | Plan for the interactive read aloud identified appropriate demonstrations of comprehension strategies. | Plan for the interactive read aloud did not identify appropriate demonstrations of comprehension strategies.  | E M D |
| 1. *Videotaped lesson for self and peer critique of strengths and possible areas of improvement.*
 | Video contained a detailed 5-minute clip of both an area of strength and an area needing improvement and provided a detailed rationale for why the clips were chosen. | Video contained a 5-minute clip of both an area of strength and an area needing improvement and provided an acceptable rationale for why the clips were chosen. | Video did not contain the required clips. | E M D |
| **Part Two:**1. *Participated in collaborative learning groups in which videotaped lessons were analyzed. Selected two, 5- minute segments to share with peers.*
 | Provided specific and detailed examples in the video for peers to critique. | Provided examples in the video f or peers to critique. | Did not provide examples in the video for peers to critique. | E M D |
| 1. *Submitted a written reflection of the lesson delivered.*
 | Written reflection followed the template and answered the questions: What worked? What could be improved? What could be done differently the next time? Specific and detailed examples were provided. | Written reflection addressed the questions on the template. | Written reflection did not address the questions on the template. | E M D |

**Comments:**

**APPENDIX C**

**#3 WRITING FROM AN INQUIRY STANCE ASSIGNMENT:**

***INQUIRY WRITING***

* Select a topic from the required science or social studies curriculum. Lead students in a brainstorming session in which they generate a central inquiry question or set of questions related to that topic. You may choose to use semantic webbing, a R.A.N. chart, Hoffman’s I-Chart, Hoyt’s Investigation Approach, or other inquiry-oriented strategy to guide students’ through the research process.
* Have students choose smaller inquiry groups. Engage students in reading a variety of materials about the topic and discussing these materials in their inquiry group.
* Model your own writing about the inquiry focus through the various phases of the writing process (brainstorming, drafting, revising, editing and publishing).
* Guide students through the writing process related to their topic of inquiry.
* Have an “Author’s Share” or other celebration of students’ writing.

**EVALUATION RUBRIC: INQUIRY WRITING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria Performance Indicators: 5.2, 5.3, 5.7, 5.9, 5.10, 5.15** | **Exemplary** **(E)** | **Meets** **(M)** | **Not Demonstrated (D)** | **Rating** |
| 1. *Demonstrates all steps of the writing process.*
 | Provided an example of his or her personal writing illustrating pre-writing, drafting, revising, editing and publishing. | Provided an example of his or her personal writing, but parts of the writing process may lack detail or not be in order. | Either did not provide an example of his or her personal writing, or the writing lacks detail. | E M D |
| 1. P*rovided evidence of successful student inquiry writing.*
 | Provided at least one sample of student writing from each inquiry group illustrating that students successfully completed the writing process.  | Provided samples of student writing, but all of the inquiry groups may not be represented. | Did not provide evidence of student writing | E M D |
| 1. *Provided evidence of successful inquiry circles.*
 | Used either a video clip or photos, demonstrating that students were actively engaged in research and writing during the inquiry circles. | Submitted either a video clip or pictures, but they may be confusing or leave questions for the viewer about how actively engaged in writing and research the students were during the inquiry circles.  | Did not submit a video clip or pictures showing student learning. | E M D |
| 1. *Submitted a written reflection of the lesson delivered.*
 | Provided a 3-5 page double-spaced written reflection that successfully addressed how the teacher candidate feels about his or her own writing process, how modeling of the writing process was used to help students improve, and how students demonstrated success with inquiry writing. | Written reflection met the requirements, but is closer to the shorter length of the page range and focuses on generalities rather than specific examples of how the writing process made a difference for both the teacher candidate and the students. | Written reflection did not meet requirements and shows no evidence that the teacher candidate learned anything about the writing process or used that knowledge to demonstrate the process for students. | E M D |

**Comments:**

**APPENDIX D**

**#4 WORD WORK ASSIGNMENT:**

**INCREASING STUDENTS’ WORD IDENTIFICATION SKILLS**

PART ONE

**Collect data:** Working with 2 students, collect work pertaining to their phonics/word recognition skills. For each student, you must collect 2 writing samples, and use at least one assessment tool from the following:

Yopp-Singer Phonemic Analysis, Names Test (Cunningham), Baer Spelling Inventory, Informal Reading Inventory Word List, Dolch or Fry High Frequency Word List, Sight Word Phrases (Rasinski).

**Analyze the data:** Determine the students’ strengths and needs in the area of word recognition.

**Plan and teach a 3-day series of mini-lessons:** Target an identified area of need. Identify one phonic element (e.g., onsets and rimes) or area of structural analysis (e.g., roots, affixes, syllabication), aspect of vocabulary (e.g., homonyms, compound words), high frequency sight words, or other word identification element that both students need to learn. You may use any one of a number of strategies (Words their Way, Making Words, Brand Name Phonics, Word Sorts, etc.).

**Create a game or activity that will:** Involve family members in practicing the word identification skill taught. In advance, determine which students (targets) will be given the game or activity to take home.

**EVALUATION RUBRIC: “WORD WORK” EXPERIENCE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria Performance Indicators:****5.1, 5.4, 5.5** | **Exemplary** **(E)** | **Meets** **(M)** | **Not Demonstrated (D)** | **Rating** |
| **Part One:** *1. Collected data from multiple sources,* *writing samples, and an additional* *evaluation tool appropriate for the*  *grade level.* | Effectively collected the required number of writing samples and expertly administered a grade level appropriate tool for assessment.  | Collected the required number of writing samples and implemented a grade level appropriate tool for assessment | Did not collect the required number of writing samples and/or did not implement a grade level appropriate tool for assessment | E M D |
| *2. Attached samples of students’ writing* *and assessment tool results and*  *provided a summary statement that* *analyzed students’ strengths and*  *needs in terms of phonics, structural* *analysis, context, or vocabulary.* | Provided an accurate and comprehensive analysis of students’ strengths and areas of need in word identification. | Provided an accurate analysis of students’ strengths and weaknesses using the data. | Reported summary results of the data, but did not analyze or synthesize students’ strengths and needs. | E M D |
| *3. Planned a developmentally* *appropriate series of “word work”*  *mini-lessons.* | Expertly planned and implemented 3 engaging, developmentally appropriate mini-lessons that sustained active student involvement. | Planned and implemented a developmentally appropriate mini-lesson.  | Taught a lesson but it was not developmentally appropriate or aligned to students’ needs. | E M D |
| *4. Created a family friendly take home* *game/activity to reinforce the word* *identification skill taught.* | Created a game/activity that effectively reinforced the word identification skill taught. Activity demonstrated innovation and invited family participation. | The candidate created an appropriate take home game/activity that reinforced the word identification skill taught.  | Did not create a meaningful game/activity to reinforce the word identification skill taught. | E M D |

**Comments:**

**APPENDIX E**

**#5 MINI-LESSON/CONFERRING ASSIGNMENT**

***INDEPENDENT READING MOTIVATION AND STAMINA***

**Required Viewing and Reading:**

Miller, D. (2005). *Readers’ workshop mini-lesson: Book selection.* Portland, ME: Stenhouse.

 [www.stenhouse.com/html/the-joy-of-conferring.htm](http://www.stenhouse.com/html/the-joy-of-conferring.htm) (4 min 39 sec)

Miller, D. (2005). *The joy of conferring: Program 2: Three minutes or less.* Portland, ME: Stenhouse. (BB).

Miller, D. (2005). *The joy of conferring: Viewing guide.* Portland, ME: Stenhouse. (BB).

**Recommended Resource**:

Johns, J. L. (2014). *Improving reading strategies, resources, and common core connections (6th ed.).*

 Dubuque, IA: Kendell Hunt. (Interest Inventories).

**Requirement Framework:** Develop and teach a mini-lesson by conferencing with 2-3 students on two occasions . Help students use data to improve reading stamina.

PART ONE

*Develop a mini-lesson and all appropriate materials for small group facilitation. The purpose of the lesson is to guide students to create a personal reading log that they will then use to analyze and expand their independent reading book selections in order to build their reading “stamina,” fluency, and motivation.*

* Administer a set of interest inventories to determine students’ motivation, engagement, interests and self- efficacy toward reading. Please see Recommended Resource by Johns (above) for examples.
* Develop a mini-lesson and all appropriate materials for small group a facilitation lesson.
* Lead a small group discussion of methods students. Discuss methods they currently use to make literacy selections for their independent reading. List the methods discussed on a chart.
* Model a sample of a reading log and lead a discussion regarding how a reading log could help with literacy selection and develop life-long readers (students’ purposeful learning).
* Prompt discussion using questions (‘ask’ versus ‘tell’) to assist students in creating a reading log for the purpose of collecting data to be used for analysis of their own literacy selections.
* Video tape facilitation of lesson for self and peer critique (strengths and possible areas of improvement).

PART TWO

*Confer with each student at least twice, one-on-one, by facilitating a student-driven discussion analyzing patterns of literacy selections for independent reading from the student’s reading log.*

First Conference:

* Prompt discussion with open-ended questions to assist student in analyzing data collected in the reading log. Topics to analyze might include abandoning books, choosing a variety of genre, ease of reading, literature features, authors, themes, etc. (See Reading Workshop Reading Log.)
* Use open-ended questions to assist students in setting their own goals for future independent literacy selections, revising the reading log where applicable.

Second Conference:

* Assist each student in analyzing data collected from the reading log. Discuss degree of happiness with selections, meeting goals, and helpfulness of the reading log.
* Assist student in analyzing how the reading log (or other logs) can help readers, when logs could be used (student’s application of knowledge).
* Relate to success of choices from the framework of enjoyment of reading (student’s authentic learning/connection).
* Select one student to video record when conferring. This tape will be used for self and peer critique of strengths and possible areas of improvement.

**EVALUATION RUBRIC**

**INDEPENDENT READING SELECTION MINI-LESSON/CONFERRING**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria Performance Indicators 5.6, 5.8, 5.11, 5.12, 5.14** | **Exemplary** **(E)** | **Meets** **(M)** | **Not Demonstrated** **(D)** | **Rating** |
| **Part One:** *1. Developed a mini-lesson and* *all appropriate materials for a* *small group facilitation lesson.* | Details of the mini-lesson were clearly explained, so another teacher could easily follow the lesson based on the written instructions. All materials were present. | Details of the mini-lesson were adequate, but some instructions may need additional clarification. Most materials were present. | Details of the mini-lesson were too confusing to be replicated by another teacher. Materials were incomplete or missing. | E M D |
| *2. Facilitated a student-driven* *discussion to gather a list of* *methods students currently use* *to make literacy selections for* *their independent reading.* | Many opportunities for a student-driven discussion were captured using open-ended questioning techniques. A list of selection methods was created. | Some opportunities for a student-driven discussion were captured using open-ended questioning techniques. A list of selection methods was created. | Discussion was primarily teacher-driven and opportunities for a student-driven discussion were not captured.  | E M D |
| *3. Modeled a sample of a reading* *log and discussed how the log* *could help with literacy* *selection.* | A well designed sample reading log provided an excellent model for students to emulate in creating a data gathering log. Supported items were gathered during initial discussion. | A sample reading log was provided. It modeled a reading log and supported the initial discussion. | A sample may not have been provided; or it did not reflect a valuable reading log. | E M D |
| *4. Utilized open-ended questions* *to prompt students in creating* *a reading log.* | Questions indicated in-depth reflection and were explicitly stated in lesson planning. This resulted in the students creating a reading log. | Questions were included in the lesson planning. This resulted in the student creating a reading log.  | Questions were not included in the lesson planning prior to creating the reading log. | E M D |
| **Part Two:**1. *During individual conferences, utilized open-ended questions to prompt students in analyzing data collected.*
 | Questions were explicitly planned in the lesson. Discussion was adjusted as needed and resulted in the student successfully analyzing the data collected in the reading log as develop-mentally appropriate. | Questions were included in the lesson planning. Discussion resulted in the student analyzing some of the data collected as develop- mentally appropriate.  | Questions were not pre-planned. Discussion did not result in the student analyzing data collected as developmentally appropriate. | E M D |
| 1. *During individual conferences, used open-ended questions to prompt students in analyzing the reading log to assist application of knowledge.*
 | Questions were detailed and resulted in the student successfully analyzing the reading log to assist application of knowledge | Questions were adequate but may result in some student confusion when analyzing the reading log to assist application of knowledge. | Questions prevented the student from analyzing the reading log to assist application of knowledge. | E M D |
| 1. *During individual conferences, utilized open-ended questions to prompt students in setting goals for future literacy selections.*
 | Questions were explicitly planned and resulted in the student successfully setting goals for future literacy selections. | Questions were included in the planning, but goal setting for future literacy selections may be more teacher than student driven.  | Questions did not result in the student setting goals for future literacy selections. | E M D |
| 1. *Videotaped the lesson and conference for self and peer critique*.
 | Identified four or more areas of strength demonstrated in the mini-lesson and conference video (2 each). | Identified two areas of strength demonstrated in the mini-lesson and conference video (1 ea). | Did not identify one or more areas of strength demonstrated in the mini-lesson and video (1 each). | E M D |

**Comments:**