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**Department of Teaching & Learning**

**Course Title:** Reading Development 2: Grades 3 through 8

**Course Number:** RED 4750

**Credit Hours:** 3 Semester Hours

**Prerequisite:** RED 4308

**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 concentrates on strategies and materials appropriate for literacy instruction in grades 3 through 8. Emphasis is placed upon reading and integrating writing into teaching, narrative, and non-fiction genres. Utilizing reading to learn is the primary focus.

**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 (grades 3 through 8) 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:**

Cannon, Janell. (2000). *Crickwing.* New York, NY: Voyager.

Hill, K. (2000/2002). *The Year of Miss Agnes*. NY: Aladdin.

Vacca, J. & Vacca, R. (2014). *Content Area Reading. (11th ed.).* Boston, MA: Allyn and Bacon.

**Required Trade Book Selection for Literature Circle:**

After mid-term, select a trade book from the Novel Collection (examples below) to use in a *Literature Circle*. Select a book you have not previously read. You may borrow the book and use sticky notes to make notations. Prepare a well considered plan for use of the book you select by the end of the semester. Dates and other details regarding book talks on each of the titles below will be provided in the corresponding learning unit later in the course.

**Literature Circle Novel Selection:**

Collins, S. (2008). *The Hunger Games.* New York, NY.Scholastic Inc.

DuPrau, J. (2004). *City of Ember.* New York, NY.Random House for Young Readers.

Haddix, M. (2002). *The Shadow Children: Among the Hidden.* New York, NY. Simon & Schuster Books for Young Readers.

Lowry, L. (1993). *The Giver.* New York, NY. Houghton Mifflin Harcourt for Children

Nix, G. (2000). *Seventh Tower: The Fall.* New York, NY. Scholastic Inc.

Roth, V. (2011). *Divergent*. New York, NY. HarperCollins Children’s Books.

**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>

**Special Course Requirements:**

Inorder to successfully complete this course, you must achieve a score of at least 75%to earna passing grade of “C”. In addition, Competency Assessments must be completed with a meets” or higher rating on **all** criteria. Please review the following information carefully:

* ***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 Assessment Assignment:*** If you do not earn a ***meets*** or ***exceeds*** expectations on the competency assessment assignment, the highest grade you can earn in this course is a “C-”. In order to pass this course, you must earn a grade of “C” or higher. *Resubmitting* the assignment provides you with the opportunity to upgrade your rating from a ***does not meet*** expectations to ***meets*** expectations. The rating ***exceeds expectations*** can be eared only by students who complete the assignment in an outstanding manner the first time submitted. If necessary, you have one opportunity to review the feedback and obtain assistance before resubmitting the competency assessment. However, your grade will not be changed. Read and follow the instructions carefully and be certain to check the rubric(s) to assure that you understand how you will be assessed. Complete your assignments correctly and thoroughly the first time.
* ***Competency Assessment Artifacts:*** Artifacts must be submitted to ***LiveText***only **after** they have “met” minimum requirements.
* ***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)
* **Other Assignments:** You are expected to complete all assignments. If you do not submit **all** assignments, you cannot earn an “A” in this course. Late assignments will receive a maximum grade of “C” (75%) if submitted within one week of the due date. Assignments not submitted in accordance with directions provided will be returned and will be considered late when resubmitted.
* **Extra Credit Work:** No extra credit work is accepted. Follow instructions carefully. Complete your assignments correctly the first time. Be accurate, thoughtful and thorough in your preparation.
* **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 Requirement:***
* 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:**

Calkins, L. (2003-2010). *Units of study for writing: A yearlong curriculum.* Portsmouth, NH: Heinemann.

Pike, K. & Mumper, J. (2004). *Making nonfiction and other informational texts come alive.* NY, NY: Pearson.

# 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:**

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. This course must be taken before or concurrently with RED 4552.

**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. (READ: 1.A.2, 1.A.3. 1.A.6, 1.F.1, 1.F.2, 1.F.3, 1.F.4, 4.15, 4.16) (FEAP: A.3.b) |
| **2.** | Demonstrates knowledge of literature and literary analysis. (READ: 1.A.3, 1.A.6, 2.A.3, 4.15, 4.16) (FEAP: A.3.b) |
| **3.** | Demonstrates knowledge of the writing process and its application. (READ: 4.15, 4.16)  (FEAP: A.3.b) |
| **4.** | Demonstrates knowledge of reading methods and assessments. (READ: 1.F.6, 2.A.3, 2.F.1, 2.F.2, 2.F.3) (FEAP A.3.b) |
| **5.** | Demonstrates knowledge of information and media literacy. (READ: 1.A.6, 2.F.4, 2.F.6, 2.F.7) (FEAP: A.3.b) |
| **6.** | Demonstrates knowledge of heritage language and English language principles. (READ: 1.A.9, 2.F.5, 4.1, 4.2, 4.3) (FEAP: A.1.b) |
| **7.** | Demonstrates knowledge of first and second language acquisition theories and classroom application. (READ: 1.A.9, 2.F.5, 4.1, 4.2, 4.3) (FEAP: A.1.b) |
| **8.** | Demonstrates knowledge of sociolinguistic, cultural, ethnic, and sociopolitical issues. (READ: 1.A.9, 2.F.5, 4.1, 4.2, 4.3) (FEAP: A.1.b) |
| **9.** | Demonstrates knowledge of curriculum, curriculum materials, and resources. (READ: 1.A.6, 1.F.5, 2.A.3, 2.F.1, 2.F.2, 2.F.3, 2.F.4, 2.F.6, 2.F.7) (FEAP: A.3.b) |
| **10.** | Demonstrates knowledge of instructional methods and strategies. (READ: 1.A.3, 1.A.6, 1.F.5, 1.F.6, 2.A.3, 2.F.1, 2.F.2, 2.F.3, 4.15, 4.16) (FEAP: A.3.b) |
| **11.** | Demonstrates knowledge of literacy development and classroom application. (READ: 1.A.2, 1.A.3, 1.A.6, 1.F.5, 1.F.6, 2.A.3, 2.F.4, 2.F.6, 2.F.7, 4.15, 4.16) (FEAP: A.1.b) |
| **12.** | Demonstrates knowledge of reading comprehension. (READ: 1.A.3, 1.A.9, 4.15, 4.16) (FEAP: .3.b) |
| **13.** | Demonstrates knowledge of content area reading and learning. (READ: 1.A.2, 1.A.3, 1.F.1, 1.F.2, 1.F.3, 1.F.4, 2.A.3, 2.F.1, 2.F.2, 2.F.3, 4.15, 4.16) (FEAP: A.3.b) |
| **14.** | Demonstrates knowledge of literary genres, elements, and interpretation. (READ: 1.A.3, 2.A.3, 4.15, 4.16) (FEAP: A.3.b) |
| **15.** | Demonstrates knowledge of diverse learners. (READ: 1.A.9, 2.F.5, 4.1, 4.2, 4.3) (FEAP: A.1.b) |
| **16.** | Demonstrates knowledge of reading assessments. (READ: 1.F.6) (FEAP: A.3.b) |
| **17.** | Demonstrates knowledge of print and non-print media. (READ: 1.A.6, 2.F.4, 2.F.6, 2.F.7) (FEAP: A.3.b) |
| **18.** | Demonstrates knowledge of classroom environments that support reading. (READ: 1.F.5, 1.F.6, 2.A.3, 2.F.1, 2.F.2, 2.F.3, 2.F.4, 2.F.6, 2.F.7) (FEAP: A.1.b) |
| **19.** | Demonstrates the ability to communicate effectively verbally, visually or in writing. (READ: 1.A.2, 1.A.3, 1.A.6, 2.F.1, 2.F.2, 2.F.3, 2.F.4, 2.F.6, 2.F.7) (FEAP: A.3.b) |
| **20.** | Plans activities that help students develop knowledge through a variety of strategies.  (READ: 1.A.2, 1.A.3, 1.A.6, 1.F.5, 1.F.6, 2.A.3, 2.F.1, 2.F.2, 2.F.3, 2.F.4, 2.F.6, 2.F.7, 4.15, 4.16) (FEAP: A.1.b) |

**Content Topical Outline:**

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| --- | --- |
| **Week** | **Topics** |
| **#1** | ***Welcome and Introductions:***   * Course overview, syllabus, objectives, assignments, grading, and technology requirements. * Walk thru Textbooks: Modeling Before-During-After Strategies (BDA). * Florida Educator Accomplished Practices (FEAPS). * Know What to Learn (KWL) and Zone for Proximal Development (ZPD). * Sustained Silent Reading (SSR) and Drop Everything & Read (DEAR). * Blackboard (BB), Discussion Board (DB), and Narrated PowerPoint (N-PPT).   ***Assignments due Week #2:***   * Task- Check Browser (BB Post). * Task - Could Einstein teach 6th grade? (DB). * Read syllabus/course policies and procedures **and** quiz. * Read Vacca - Chapter 1, *Literacy Matters* and Chapter 4, *Assessing Students & Texts* **and** quizzes. |
| **#2** | ***Assignments completed for this class: Please see assignments due explained Week #1(above)***   * **Content Area Literacy (N-PPT):** * Comparing reading needs of Primary versus Intermediate readers. * **Learning and Reading Theories (N-PPT):** * Cognitive and Reading Theorists: Piaget, Vygotsky (ZPD), and Rosenblatt. * Introduction to Reading Response Theory and Schema Theory.   ***Assignments due Week #3:***   * Read Vacca - Chapter 10, *Studying Texts.* * Task - How Do You Read Non-Fiction? (Questionnaire/BB Post). * Task - Readability: Fry/Flesch-Kincaid (Calculations/BB Post). * Discuss - One strategy from Vacca, Chapters 4 & 10 (DB). |
| **#3** | ***Assignments completed for this class: Please see assignments due explained Week #2 (above)***   * **Using Textbooks in Content Areas:** * Role of Textbooks: Assessing Difficulty, Evaluating, Selecting Textbooks. * Readability: Quantitative & Qualitative Factors and Leveling Texts. * **Non-Fiction Text Structure ((N-PPT)**   ***Assignments due Week #4:***   * Task - Website Discussion (DB). * Task - Support Materials Research/Test Review (DB). * Task - Journalistic Text Discussion (DB). * Task - Persuasive Text Activity (BB Post). * Read -Vacca, Chapter 5, *Planning Instruction: Content Literacy* **and** quiz. * Read - Vacca, Chapter 6*, Activating Prior Knowledge/Interest* **and** quiz. * Task - BDA Instructional Framework Review **and** self-quiz (Post to BB). * Discuss - One strategy from Vacca, Chapters 5 & 6 (DB). |
| **#4**  **#4**  **Cont.** | ***Assignments completed for this class: Please see assignments due explained Week #3 (above)***   * **Specialty Text Structures: Part 1:** * Supplementary Textbooks (N-PPT). * Electronic Literacy (Web links, Web-Quest, eBooks, etc.). * Support Materials for Inquiry Units/Reading & Writing. * **Specialty Text Structures: Part 2:** * Tests (rationale, various formats, vocabulary, and language) (N-PPT). * Journalistic Texts (newspapers and magazines). * Persuasive Texts (advertising, editorials, speeches, letters, and fiction). * **Critical Assignment (CA) - Part 1: BDA Instructional Framework:** * Process of Reading: Purpose/Rationale of each BDA Component.   ***Assignments due Week #5:***   * Read Vacca - Chapter 8, *Developing Vocabulary and Concepts* **and** quiz. * Task - Commercially Produced Product Review (Post to BB). |
| **#5** | ***Assignments completed for this class: Please see assignments due explained Week #4 (above)***   * **BDA Instructional Framework: Comprehension:**   **Before/Pre-reading strategies/Concept Web versus KWL:**   * Activating Schemas - Building on Prior Knowledge. * Engagement, Motivation, Setting Purposes, and Authentic Learning. * Pre-reading Strategies: Predicting, Questions, and Guides. * **BDA Instructional Framework: Comprehension: Vocabulary Development:** * Developing Vocabulary, Word Knowledge, and Concepts. * List-Group-Label, Semantic Maps, Word Sorts, Figurative Language, and Word Relationships. * Developing Purposeful Activities.   ***Assignments due Week #6:***   * Read Vacca - Chapter 7, *Guiding Reading Comprehension* **and** quiz. * Discuss - One strategy from Vacca, Chapters 7 & 8 (DB). * Task - Picture Collage Organizer (BB Post). * Task - Magic School Bus Reading In Layers (BB Post). |
| **#6** | ***Assignments completed for this class: Please see assignments due explained Week #5 (above)***   * **BDA Instructional Framework: Comprehension: During Strategies:** * Comprehension: Metacognition, and Self-Monitoring for Understanding. * Topics for Think Alouds, Modeling, Mini-Lesson, Note Taking, Reading in Layers, Graphic Organizers, * Purposeful/Active Reading: Reading, Study Guides, Selective Reading, Retelling, Quick Writes, and One Sentence Summaries.   ***Assignments due Week #7:***   * Task- Ordeal by Cheque (BB Post). * Task - BDA Framework Review Concept Webs (Post to BB). * Read Vacca - Chapter 9, *Writing Across the Curriculum* **and** quiz. * Discuss - One strategy from Vacca, Chapter 9 (DB). * Task - Research: Review materials and discuss ideas (Post to BB). |
| **#7**  **#7**  **Cont.** | ***Assignments completed for this class: Please see assignments due explained Week #6 (above)***   * **BDA Instructional Framework: Comprehension: After Strategies:** * Critical Thinking: Graphic Organizers. * Verifying & Analyzing Data, Identifying Fact & Opinion/Bias & Propaganda, Making Value Judgments. * **Novel Collection Book Talks for Literature Circle.** * **Struggling/Reluctant Readers/ESOL Learners:**   **Reading:** Reader’s Theatre: Visualizing Characters, content or events, and Predicting.   * **Writing Adaptations for Older Students:** * LEA Adaptations Appropriate for Older Students. * Story Telling/Story Boards: Picture Books for Older Students.   ***Assignments due Week #8:***   * Task - Cannon’s *Crickwing,* Analysis of dialog vocabulary (Post to BB). * Response - Narrative Essay (Post to BB). |
| **#8** | ***Assignments completed for this class: Please see assignments due explained Week #7 (above)***   * **Writing Process in Grades 3-8:** * Writing Traits. * Writing Purposes: Exploration & Clarification and Timelines: Journals & Diaries. * **Writing About Reading** (Comprehension). * **Mentor Texts:** Modeling: “Putting ‘said to ‘bed’ with samples. * **Writing Narrative Essays.**   ***Assignments due Week #9:***   * Write - Lesson Planning Rationale (Post to BB). * Present - Share BDA Lesson/Rationale with Peers (DB). * Task - Review Measurable Objectives and Rubrics/Alignment. |
| **#9** | ***Assignments completed for this class: Please see assignments due explained Week #8 (above)***   * **Critical Assignment Part 2: BDA Instructional Framework/Rationale.** * **Critical Assignment Part 3: BDA ZPD Framework (Competency Assessment):** * ZPD Mini-Lessons: Explicit Instruction Model. * Objectives and Rubrics.   ***Assignments due Week #10:***   * Before Lesson. |
| **#10** | ***Assignments completed for this class: Please see assignments due explained Week #9 (above)***   * **Before Lesson: Peer and Instructor input and support.**   ***Assignments due Week #11:***   * During Lesson. * After Lesson. * Resubmit BDA Planning Rationale (if necessary). |
| **#11** | ***Assignments completed for this class: Please see assignments due explained Week #10 (above)***   * **During Lesson: Peer and Instructor input and support.** * **After Lesson: Peer and Instructor input and support.**   ***Assignments due Week #12:***   * Read/Listen - *A Year of Miss Agnes*. * Task - Respond to *A Year of Miss Agnes* (DB). * Post - Competency Assessment Lessons and Rationale to ***LiveText.***. |
| **#12**  **#12**  **Cont.** | ***Assignments completed for this class: Please see assignments due explained Week #11 (above)***   * **Independent Reading:** * Selecting Materials and Accountability. * Comparison Reading Programs: Sustained Silent Reading (SSR) and Drop Everything & Read (DEAR). * Alternatives to Traditional Book Reports for Assessment. * **Read Alouds with Chapter Books/Novels.** * ***A Year of Miss Agnes* Read Aloud - Bring a copy to read.** * Methods to Organize Read Aloud for Purposeful Listening/Comprehension.   ***Assignments due Weeks #13 & 14:***   * Task - Develop Novel Collection (Post to BB). * Read Literature Circle Novel. * Task - Respond to Novel (DB). |
| **#13-14** | ***Assignments completed for this class: Please see assignments due explained Week #12 (above)***   * **Novel Collections:** * Developing Collections: Rationale/Criteria to Consider. * **Literature Circles:** * Rationale, Structure/Organizing/Managing/Discussions. * Scaffolding instructions from Teacher to Student responsibility.   ***Assignments due Week #15:***   * Review notes, posts, discussions, texts, etc. |
| **#15** | ***Assignments completed for this class: Please see assignments due explained Weeks #13-14 (above)***   * **Peer and instructor assistance: organizing notes, materials, and most relevant components in text.**   ***Assignments due Week #16:***   * **Review for Final Examination: Critique of Passage: BDA Framework Applications of Knowledge.** |
| ***Final*** | ***Final Examination: See Schedule for date/time.*** |

**Overview of Course Requirements**

Specific assignment directions and the assessment rubric(s) are posted on Blackboard under the Assignment Link for guidance in completing each assignment. Please read assignment rubric(s) before beginning the assignment.

***Competency Assessment (CA):*** You must achieve a minimum of ***meets expectations*** on **all** assessment criteria included in the competency assessment assignment in order to be successful in this course.

### Syllabus Quiz:

* Readall components of thecourse syllabus (including policies and procedures).
* Demonstrate understanding/acceptance of the information stated in the syllabus by scoring 100% on the Syllabus Quiz. You must repeat the quiz until the required score is achieved.

**2. Pre-During-Post Reading Assignments:** Practice using the Pre-During-Post reading comprehension activities, strategies, and methods while completing assigned text readings by:

* Pre-reading activities to activate schema using Companion Website tools and Reading Guides.
* Practicing note-taking techniques for independent reading for each reading assignment.
* Engaging in reviewing/reflecting and summarizing the reading assignments using self-to-text connections relating to your future role as a teacher in a reading log.
* Participating in discussions pertaining to application of concepts with peers.
* Posting reading activities to confirm concept understanding using a Self-Assessment Chapter Review.
* Submitting all reading assignments by the due date stated on the syllabus.

**3. Lesson Plan Sequence: ZPD Mini-Lesson Framework:** (BDA-Before, During, After Lesson)

***Note:*** This is your Competency Assessment (CA) Assignment. In order to pass this course, you must achieve a rating of ***meets expectations*** or higher in all criteria in this assignment.

* Lesson Planning Framework (see rubric #1 below):
* Develop a total of three separate lesson plans including: one pre-reading or vocabulary lesson, one during reading lesson, and one after reading lesson. One lesson must focus on developing writing skills.
* The lesson that focuses on developing writing skills should clearly scaffold students’ learning by initiating, modeling, guided practice, independent practice, and closure/reflection for application of knowledge.
* Lesson Planning Rationale Framework (see rubric #2 below):
* Discuss (in writing) the research process, rationale, lesson components, instructional framework and how these relate to the COE Conceptual Framework and course FEAPS.
* Collaborative Learning Framework (see rubric #3 below):
* Present one lesson with supporting materials and details to your peers (lesson to be selected with instructor).

**Lesson Planning Framework Rubric #1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds**  **Expectations**  **(3 pts)** | **Meets**  **Expectations**  **(2 pts)** | **Does Not Meet Expectations**  **(1 pt)** | **No**  **Attempt**  **(0 pt)** |
| **Before, During, and After Lesson Planning Framework** | Using selected fiction or non-fiction material, developed one before, one during, and one after lesson plan, based on the components of the framework. Each lesson demonstrated exemplary innovation while achieving the BDA framework. | Using selected fiction or non-fiction material, developed one before, one during, and one after lesson plan, based on the components of the framework. Each lesson correctly achieved the purpose of the BDA framework. | Failed to develop one before, one during, and one after lesson plan, based on the components of the framework. | Failed to submit, or failed to submit on time. |

**Lesson Planning Rationale Framework Rubric #2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds**  **Expectations**  **(3 pts)** | **Meets**  **Expectations**  **(2 pts)** | **Does Not Meet Expectations**  **(1 pt)** | **No Attempt (0 pt)** |
| **Communication Component: Rationale for Lesson Planning Framework (in writing)** | Clearly and effectively demonstrated the ability to communicate in writing in the development of a minimum of one pre-reading, one during reading, and one after/post reading activity. | Demonstrated the ability to communicate in writing in the development of a minimum of one pre-reading, one during reading, and one after/post reading activity. | Failed to demonstrate the ability to communicate in writing in the development of one pre-reading, one during reading, and one after/post reading activity. | Failed to submit, or failed to submit on time. |

**Collaborative Learning Framework Rubric #3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds**  **Expectations**  **(3 pts)** | **Meets**  **Expectations**  **(2 pts)** | **Does Not Meet Expectations**  **(1 pt)** | **No A**  **Attempt**  **(0 pt)** |
| **Communication**  **Component:**  **Present Lesson with**  **supporting materials**  **and details to peers**  **(request feedback)** | Clearly and effectively demonstrated the ability to communicate orally in the presentation of one of the following: one before, one during, or one after lesson based on the components of the framework. | Demonstrated the ability to communicate orally in the presentation of one of the following: one before, one during, or one after lesson based on the components of the framework. | Failed to demonstrate the ability to communicate orally in the presentation of one of the following: one before, one during, or one after lesson based on the components of the framework. | Failed to submit, or failed to submit on time. |

**4. Novel Study (class Read Aloud by audio recording):**

* Participate in a fictional Class Read Aloud through cooperative learning and blog discussion.
* Discuss appropriate teaching methods/applications for integrating across the curriculum reading using Class Read Aloud format for intermediate grades.

**5. Novel Collection:**

* Identify novels that can be used as a set for a specific objective.
* Determine that novels meet the needs of a diverse group of students with varying abilities and interests.

**6. Literature Circle Membership and Participation:**

* Participate in a novel study through cooperative learning.
* Assist in developing a study focused on appropriate literary elements for intermediate grade using selected texts.

**7. Content Area Comprehension Discussion Activities and Tasks:**

* Participate in a variety of activities to practice strategies and teaching methods.
* Reflect on strategies and teaching methods as they pertain to your future classroom instruction.

**8. Final Examination: Case Study of Content Area Passage**

* Given a sample of non-fiction text:
* Analyze the text structure.
* Determine the readability of the passage.
* Recommend strategies that could be used for Before-During-After Reading.
* Use class notes, texts, handouts, and BB resources to complete the examination.

**9. Professional and Ethical Conduct**

**Teaching Methodologies**:

Modeling, simulations, cooperative learning, lecture, in-class and online discussions, computer software and other media, computer sites, research, web assisted instruction (Blackboard), DVDs/videotapes, 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 (5%)
* Pre-During-Post Reading Assignments (20%)
* Lesson Plan Sequence: ZPD Mini-Lesson Framework (BDA): Competency Assessment (37.5%)
* Novel Study: Class Read Aloud (2%)
* Novel Collection (3%)
* Literature Circle Membership and Participation (4.5%)
* Content Area Comprehension Discussion Activities and Tasks (20%)
* Final Examination: Case Study of Content Area Passage (3%)
* 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**

Antonacci, Patricia A. & O’Callaghan, C. (2011). *Developing content area literacy: Strategies for middle and secondary classrooms.* Los Angeles, CA: Sage.

Baker, E. & Leu, D. (Eds.). (2010). *The new literacies: Multiple perspectives on research and practice*. New York, NY: Guilford.

Barnhouse, D. & Vinton, V. (2012). *What readers really do*: *Teaching the process of meaning making.* Portsmouth, NH: Heinemann.

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.

Boyles, N. (2012). *That’s a great answer!* Gainesville, FL: Maupin.

Boyles, N. (2014). *Closer reading, grades 3-6: Better prep, smarter lessons, deeper comprehension*. Thousand Oaks, CA: Corwin.

Brock, C., Goatley, V., Raphael, T., Trost-Shahata, E. & Weber, C. (2014). *Engaging students in disciplinary literacy, K–6*: *Reading, writing, and teaching tools for the classroom*. New York, NY: Teachers College Press.

Cappiello, M., & Dawes, E. (2012). *Teaching with text sets.* Huntington Beach, CA: Shell. Calkins, L. (2010). *Guide to the reading workshop.* Portsmouth, NH: Heinemann.

Calkins, L. (2010). *Guide to the writing workshop.* Portsmouth, NH: Heinemann.

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

Calkins, L. & Cruz, M. (2010). *Intermediate writing workshop: Units of study for teaching Writing, Grades 3-5.* Portsmouth, NH: Heinemann.

Cobb, C. & Blachowicz, C. (2014). *No more "look up the list" vocabulary instruction*. Portsmouth, NH: Heinemann.

Cummins, S. (2013). *Close reading of informational texts: Assessment-driven instruction in grades 3-8*. New York: NY: Guilford.

Cunningham, P. & Smith, D. (2008). *Beyond retelling: Toward higher level thinking and big ideas.* New York, NY: Pearson.

Duke, N., Caughlan, S., Juzwik, M. & Martin, M. (2011). *Reading and writing genre with purpose in K-8 classrooms.* Portsmouth, NH: Heinemann.

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

Fisher, Douglas, et al. (2012). *Text complexity: Raising rigor in reading.* International Reading Association.

Fountas, I. & Pinnell, G. (2012). *Genre prompting guide: Nonfiction, poetry, and test taking.*

Portsmouth, NH: Heinemann.

Fountas, I. & Pinnell, G. (2012). *Genre Study: Teaching with fiction and nonfiction books.*

Portsmouth, NH: Heinemann.

Graves, M. (2012). *Teaching vocabulary to English language learners*. New York, NY: Teachers College Press.

Gunning, T. (2011). *Creating literacy instruction for all students in grades 4 to 8 (3rd ed.).*

New York, NY: Pearson.

Johnson, D. (2014). *Reading, writing, and literacy 2.0***:** *Teaching with online texts, tools, and resources, K-8*. New York, NY: Teachers College Press.

Keene, E. (2012). *Talk about understanding: Rethinking classroom talk to enhance comprehension*. Portsmouth, NH: Heinemann.

Kucan, L. & Palincsar, L. (2013). *Comprehension instruction through text-based discussion.* Newark, DE: International Reading Association.

Lehman, C. (2014). *Energize research reading and writing: Fresh strategies to spark interest, develop independence, and meet key Common Core Standards, grades 4-8.* Portsmouth, NH: Heinemann.

Linder, R. (2014). *Chart sense*: *Common sense charts to teach 3-8 informational text and literature*. Atlanta, GA: Literacy Initiative.

Moline, S. (2011). *I see what you mean*: *Visual literacy K-8 (2nd ed.).* Portland, ME: Stenhouse.

Morrow, L. & Gambrell. L. (2011). *Best practices in literacy instruction (4th ed.).* New York, NY: Guilford.

Overturf, Brenda J., et al. (2013). *Word nerds: Teaching all students to learn and love vocabulary.* Portland, MA: Steinhouse.

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.

Raphael, T., Pardo, L. & Highfield, K. (2013). *Book club*: *A literature-based curriculum*

*(2nd ed.).*Lawrence, MA: Small Planet Communications.

Sisson, D., & Sisson, B. (2014). *Close reading in elementary school: Bringing readers and texts together*. New York, NY: Routledge.

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

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

**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