FLORIDA INTERNATIONAL UNIVERSITY
School of Education and Human Development
Department of Teaching & Learning
Spring 2017

Course Number, Title:	**RED 6805,** Practicum in Reading
Department:	Teaching and Learning, (305) 348- 2003 (secretary)
Website on Blackboard:	http://ecampus.fiu.edu
Course Credits:	3 semester hours
Professor	Joyce C. Fine, Ed. D, Reading Program Director
E-mail address:	Joyce.Fine@fiu.edu or finej@fiu.edu
Office Hours:	Mondays, 4:00-5:00, FIU at I-75, 01/ 09/17 and 01/23/17. Starting on 01 /30/17 at NMSHS in the media center, best by appointment. Tuesdays, 4:00-5:00, at FIU@I-75, by appointment. Wednesdays, 1-3:00, at MMC, best by appointment, It is always best by appointment. Please e-mail ahead.
Dr. Fine's Office:	University Park Campus, ZEB 260 A
Telephone/fax:	Office (305) 348- 6152 (voice messages go to email transcribed by a machine, which are often not clear.) It is best to email.
FAX:	(305) 348- 2086
Location of course:	First 2 meetings at FIU at I-75, Room 425; starting 09/12/16 at North Miami Senior High School (NMSHS) (If MDCPS closes, then meet at FIU at I-75.) NMSHS is located at:
	13110 NE 8th Avenue
	N. Miami, FL 33161
	(305) 891-6590
Security Clearance:	All candidates must have been fingerprinted and cleared to work in M-DCPS (Jessica Lunsford Act) prior to coming on the school district grounds and must wear an identification badge at all times. Contact Field Placement Center for information, 305-348-2082 about fingerprinting and getting clearance card.
Prerequisites:	RED 6314 or RED 5147 or Competencies 1, 2, 3, 4, and 5 (old) or 1, 2, 3, and 4, for the new Florida Reading Endorsement or permission of the instructor.

Resources: Required Texts

- Bear, D. R., Invernizzi, M., Templeton, S., &. Johnston, F., (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction.* 6th ed. Upper Saddle River, NJ: Pearson. (Used in RED 6515 and RED 6546.)

- Beers, K. (2003). *When kids can't read, what teachers can do: A guide for teachers 6-12*. Portsmouth, NH: Heinemann.

- CORE, (2008). *Assessing reading: Multiple measures* (2nd ed.). Novato, CA: Arena Press.

- Honig, B., Diamond, L., & Gutlohn, L. (2008). *Teaching reading sourcebook:.(2nd ed.)* Novato, CA: Arena Press. (Order Latest edition) ISBN: 978-1-57128-457-0

- Johns, J. L., Elish-Piper, L., & Johns, B. (2017). *Basic reading inventory: Pre-primer through grade twelve and early literacy assessments* (12th ed.). Dubuque, IA: Kendall Hunt. (Used in LAE 6319, RED 6515, and RED 6546. If you have not already taken these courses, you **do** need to get this resource. You may use the 10th or 11th edition if you already have it.)

Grading Criteria:

Grades will be assigned as follows:

[Limited= less than satisfactory] To earn a grade of Limited, some of the requirement must be met but the assignment is not at the satisfactory level.

[Proficient = satisfactory] To earn a grade of Proficient, all requirements of assignment must be met and must meet the satisfactory level. This means that assignments are very well done, with evidence of student effort (thought).

[Mastery = model quality] To earn a grade of Mastery, all requirements of assignment must be met and the content and presentation of the assignments must reflect model quality. "Model quality" means that in addition to those attributes for an "exceeds satisfactory" assignment, the work reflects exceptional clarity and precision.

Rubrics and the conversion to the FIU grading scale:

The grading of individual assignments will be using a rubric with a scale from Limited to Proficient to Mastery. The grading on TaskStream will be either that the standard is Met (=1 Pt.)or Not Met (=0 pts.). The rubric levels do not represent equal intervals of increments. These points along a continuum, from low to high, will be converted to allow use of the point scale.

Letter	Range	Letter	Range
A	94 and above	B-	80 – 83.99
A-	90 - 93.99	C	70 – 79.99
B+	87 - 80.99	D	60 – 69.99
B	84 - 86.99	F	<60

The grade of "IN" (incomplete) will be assigned in accordance with FIU policy. Materials are due as indicated on the calendar.
Materials that are turned in late will be deducted 10% for each week they are late.
In order to receive a grade of "DR" (Drop), a course must be dropped on or before **Monday, March 20. Friday, February 3, 2017 is the last day to apply to graduate at the end of spring, 2017 term.**

Candidates should check their Panther Degree Audit page. If you earned certification through reciprocity with another state, you must meet with Dr. Fine to be sure your

Panther Degree Audit is updated. If you have taken courses prior to being admitted into the MS in Reading Education program, or <mark>over 6 years ago</mark> by the time you are ready to graduate, you will need to meet with Dr. Fine to be sure correct courses are included in the Panther Degree Audit. You must have passed the <u>FTCE Subject Area Exam in Reading, SAE-35</u> (FTC REA-18) , and be <mark>enrolled the term you graduate</mark>. Indicate that the scores should be sent to FIU when you register to take the exam. You must send or bring a copy of the passing FTCE report to the Office of Accreditation, ZEB 214, near the area of the Department of Teaching and Learning prior to having your graduation application approved. Scores for your <mark>initial area</mark> of certification must be on record at FIU. <mark>Send scores to Jeanette.Martin@fiu.edu</mark>

Also, all students must have <u>met the <mark>TESOL</mark> requirement</u> for the state before graduation. Documentation showing how the TSOL requirement was met must be brought to the Department of Teaching and Learning to be included in your file. <mark>Be sure to indicate to Dr. Fine if you are not TESOL Endorsed.</mark> If a student has not met this requirement, he or she must successfully complete <mark>TSL 5361C prior to graduation.</mark> This course does <u>not</u> give you TESOL Endorsement, but it meets the requirements set by the state to graduate from the Masters of Science in Reading Education program. This course is given on Mondays in fall and spring and in summer A or B in different years.

 Students may graduate in fall, spring, or summer. Graduation ceremonies are in fall, spring, and summer terms.

The School of Education and Human Development's Conceptual Framework (Vision/theme, Mission, Unit Outcomes)

The School of Education and Human Development believes *that it is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, and professional learning community.* (Vision Statement of the Conceptual Framework of the College of Education – Revised, 2007). The theme for the School of Education and Human Development is: **facilitating personal, intellectual, and social renewal within diverse populations and environments** (Theme of the Conceptual Framework of the College of Education – Revised, 2007). Our charge is to prepare professionals who have the knowledge, abilities, and habits of mind to facilitate and enhance learning and development within diverse settings; promote and facilitate the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning; and, develop professional partnerships in the larger community (Mission Statement of the Conceptual Framework of the College of Education – Revised, 2007).

Three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. These outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes are aligned with state and other professional standards.

The learning outcomes for all candidates in the COE unit (initial and advanced) are guided by content, process and dispositions outcomes. These outcomes may be considered as the road map for the unit to achieve its vision; they provide the conditions through which the unit strives to reach its ends. The learning outcomes, therefore, may be construed as the characteristics of the way of life the unit envisions for its graduates.

The Content Outcome – the concepts, knowledge and understandings candidates must have in their respective field of study. This may be visualized metaphorically as stewards of the discipline in which candidates are expected to:

- Know their content and pedagogical content.
- Know how to use this knowledge to facilitate learning.
- Engage in cross-disciplinary activities to ensure breadth and depth of knowledge.
- Know how to experiment with pedagogical techniques through inquiry, critical analysis, synthesis of the subject, and the integration of technology.
- Know how to evaluate the results of their experimentation.

The Process Outcome – the requisite generic skills needed to be able to apply the content and pedagogical content -. - reflective inquirers. This means that candidates' professional development in the unit as reflective inquirers is shaped by their ability to:

- Reflect on practice and change approaches based on own insights.
- Reflect on practice with the goal of continuous improvement.
- Think critically about issues through a form of inquiry that investigates dilemmas and problems and seek resolutions that benefit all involved.
- Be sensitive to and understand individual and cultural differences among students.
- Collaborate with other professional educators, families, and communities.
- Foster learning environments that take into account technological resources.
- Use the richness of diverse communities and an understanding of the urban environment to enhance learning.
- Use knowledge to help learners foster global connections.

The Dispositions Outcome – the dispositions, that is, habits of mind (intellectual, and social) that render professional actions and conduct more intelligent. These dispositions, i.e., habits of pedagogical "mindfulness" and thoughtfulness (reflective capacity) create a form of interconnectedness by which the unit's candidates have a disposition toward enhancing the growth of all learners through the application of their thinking to things already known (content, process skills) for the purpose of improving social conditions. This requires that teachers and other school personnel demonstrate commitments to patterns of intellectual activity that guide their cognitive and social behavior in educational settings with students, colleagues, families, and communities, thus enhancing their conduct in the world of practice – mindful educators.

These dispositions/habits of mind that make professional conduct more intelligent include candidates:

- Adopting a critical eye toward ideas and actions **(Being Analytical).**
- Withholding judgment until understanding is achieved by being thoughtful in his/her actions. **(Managing Impulsivity).**
- Working to see things through by employing systematic methods of analyzing problems **(Persisting).**
- Thinking about his/her own thinking **(Reflective Thoughtfulness).**
- Thinking and communicating with clarity and precision **(Communicating Accurately).**
- Showing curiosity and passion about learning through inquiry **(Being Inquisitive).**
- Showing a sense of being comfortable in situations where the outcomes are not immediately known by acting on the basis of his/her initiative and not from needing a script **(Taking Responsible Risks).**
- Recognizing the wholeness and distinctiveness of other people's ways of experiencing and making meaning by being open-minded **(Being Open-minded).**
- Taking time to check over work because of his/her being more interested in excellent work than in expediency **(Striving for Accuracy).**

- Abstracting meaning from one experience and carrying it forward and applying it to a new situation by calling on his/her store of past knowledge as a source of data to solve new challenges **(Applying Past Knowledge to New Situations).**
- Showing sensitivity to the needs of others and to being a cooperative team **member (Thinking Interdependently)**, and,
- Showing a sense of care for others and an interest in listening well to others **(Empathic Understanding)** (Costa & Kallick, 2004).

Purpose of Course: **Linked to program philosophy**

The mission of the MS in Reading Education Program is linked to the School of Education and Human Development's mission and is therefore to:

1. Facilitate the preparation of reading professionals who have the knowledge, abilities, and dispositions to enhance learning and development within diverse settings.

2. Facilitate an environment that promotes the discovery, development, documentation, assessment, and dissemination of knowledge related to teaching and learning in the field of reading.

3. Facilitate professional partnerships in the community that foster change.

The learning objectives of this course, the Practicum in Reading, a required course in the Master's in Reading Program, is to provide a supervised experience in assessment, instruction, mentoring and supporting other teachers, within a diverse population as a reading professional, and in a research role. It satisfies Competency 5 of the Florida Reading Endorsement Competencies (2012)**. The course is a service learning course. Students are required to tutor at the practicum class and also an outside student in the community each week.**

Course Design and Standards

Objectives/ Standards RED 6805: Practicum in Reading

Course Objective(s)	1. Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis. Teachers will engage in the systematic problem solving process. 2. Candidates will participate in a service learning placement at a high school providing free tutoring and will also tutor an outside, struggling adolescent student.
FEAPs Florida Educator Accomplished Practices	
PECs Professional Education Competencies	
SACs Subject Area Competencies, Reading Section 35	**Competency 4- Knowledge of learning environments and procedures that support learning** 4.6 Evaluate and select methods of prevention and intervention for students who have not mastered grade-level language arts standards. **Competency 5 – Knowledge of oral and written language acquisition and beginning reading**

	5.3 Apply instructional methods for developing word-analysis skills for decoding and encoding monosyllabic and multisyllabic words for diverse learners. **Competency 7- Knowledge of vocabulary acquisition and use** 7.4 Apply appropriate instructional methods for developing and using conversational, general academic and domain-specific words and phrases for diverse learners. **Competency 8. Knowledge of reading fluency and reading comprehension** 8. 7 Apply instructional methods to develop study skills for comprehension of literary and informational texts for diverse learners.
UCC Additional Elements of the Uniform Core Curriculum	F. (c) Technology appropriate for the grade
Reading Endorsement Competencies	5. **Demonstration of Accomplishment- Summative Level** 5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. 5.2 Demonstrate research-based instructional practices for facilitating reading comprehension 5.3 Demonstrate research-based instructional practices for developing oral/aural language development. 5.4 Demonstrate research-based instructional practices for developing students' phonological awareness. 5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition. 5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance. 5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary. 5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading. 5.9 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension. 5.10 Demonstrate research-based instructional practices for developing students' ability to read critically. 5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text. 5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels. 5.13 Create an information intensive environment that includes print and digital text. 5.14 Use a variety of instructional practices to motivate and engage students in reading. 5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

Learning Experiences and Assignments: RED 6805 Practicum in Reading
All are required to pass the course.

	Learning Experience	Points	TaskStream Artifact
1.	Assessment Packet I: Interest Inventory Rhody Secondary Reading Attitude Assessment, (**Correct all protocol reports and include original and corrected one on top of original reports for case study.**)	/4 /4	
2.	BRI (Protocol Report, protocol sheets,)	/12	
3.	Assessment Packet II: Spelling Inventory from *Words Their Way*, (p.319) Protocol report and protocol sheets Phonics Survey, Assessment from Core Test of Morphological Structures (syllabus) Content Reading/ Study Skill (optional)**.**	/4 /4 /4	
4.	**Community Profile- Assessment Chart & Instructional Plan – Summative Summary and Analysis Paper. Competency 5**	/32	Community Profile uploaded to TaskStream
5.	**Fluency charts** (2): one for reading (at least 2 different times) and one for **Power Writes** (at least 2 different times). These will be in the case study, (**No protocol reports on these.) Write a paragraph telling which research-based practices were used for developing reading/ writing fluency and reading/ writing endurance and the effect on the student's progress in each area** following the chart.	/4	
6.	Lesson Plan Reflection Packet I to match Reading Endorsement Competencies: 5.2- Think Aloud Comprehension Strategy LP; 5.3- Text Talk LP 5.4- Poetry LP 5.5- Phonics	/4 /4 /4 /4	
7.	Lesson Plan Reflection Packet II 5.6- Readers Theatre 5.7- Vocabulary Tree 5.8- Monitoring and Self-Correcting 5.9 – Probable Passages	/4 /4 /4 /4	
8.	Lesson Plan Reflection Packet III 5.10 Character Contrast 5.11 Word Scroll 5.12 Word Sort 5.15 Reciprocal Mapping	/4 /4 /4 /4	

	5.14 Anticipation Guide	/4	
9.	5.13 Technology and Trade Book Assignment	/8	
10.	Visible Thinking Strategies Lessons (Optional) What Makes You Say That? Circle of Viewpoints I Used to Think, But Now		
11.	**Post BRI with miscue analysis and comprehension analysis. Pre and post scores for practicum and outside student uploaded to TaskStream.**	/6	Upload data only to TaskStream
12.	Case Study -PowerPoint Handout, the fluency charts (see above), and Competency 5 chart	/ 4	
	Total points	/138	

TaskStream **Message to Students**

This course requires you to use TaskStream for uploading your critical assignments. Your TaskStream account will be used in many FIU School of Education and Human Development (SEHD) courses. It also offers you storage space and web folio development for your professional use. Therefore, you must have a current TaskStream account.

The School of Education and Human Development (SEHD) website at http://education.fiu.edu/taskstream provides detailed information and downloadable instructions about:
- How to purchase a new account
- How to find your course code (so that you may self-enroll)
- How to self-enroll enroll into your TaskStream course(s)
- How to upload your critical task(s)
- How to document your field hours on TaskStream
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)

Once you have a TaskStream account, you will need to self-enroll in each course that requires TaskStream. **Please sign up for an account in the first week of the class if you do not already have one.**

For help, go to:

> TaskStream.com (to purchase an account or for TaskStream technical support or to reset password or user name)
> > 800-311-5656
> > help@taskstream.com
> > (Monday – Friday, 8:00 am – 7:00 pm ET)
> SEHD TaskStream Office
> > 305-348-3655 or 305-348-6143
> > tstream@fiu.edu
> > ECS 467
> > (Monday – Friday, 8:30 am – 5:00 pm)
> SEHD IT Department (may provide limited support)
> > 305-348-6305

ZEB 269 (may provide limited support)
(Monday – Friday, 8:30 am – 5:00 pm)
SEHD Computer Lab
305-348-6134
ZEB 165 (may provide limited support)
(Monday – Friday, 8:30 am – 5:00 pm, plus some evening hours)

University Requirements (Code of Academic Integrity; Student Code of Conduct; Academic Misconduct Definitions and Procedures; and, Students with Disabilities)

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Code of Academic Integrity

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Introduction

This Code of Academic Integrity was adopted by the Student Government Association on November 28, 2001 and reflects the values articulated in the Student Code of Standards. Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University.

Pledge

As a student of this university:

I will be honest in my academic endeavors.

I will not represent someone else's work as my own.

I will not cheat, nor will I aid in another's cheating.

All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

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Student Code of Conduct (FIU-2501)

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The policies, regulations and requirements contained in this Student Code of Conduct may be revised in order to serve the needs of the University Students, faculty and staff, and to respond to changes in the law. The University or the Florida International University Board of Trustees may make changes in policies, regulations and other requirements. The ultimate responsibility for knowing University requirements and regulations rests with the Student. For the latest Student Code of Conduct, please refer to the website of the Office of Student Conduct & Conflict Resolution (SCCR) at http://www2.fiu.edu/~sccr/.

Standards of Student Conduct [See all standards at http://www2.fiu.edu/~sccr/]
(1) Student Code of Standards
A University is a learning community following a tradition more than 1,000 years old. Florida International University (the University) is a community dedicated to generating and imparting

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knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service.

The University Student Code of Standards and the Statement of Philosophy were developed to embody the values that we hope our students, faculty, staff, administration and alumni will demonstrate. At the same time, the University is strongly committed to freedom of expression. Consequently, the Student Code of Standards and the Statement of Philosophy do not constitute University policy and are not intended to interfere in any way with an individual's academic or personal freedoms. We hope, however, that individuals will respect these common principles thereby contributing to the traditions and scholarly heritage left by those who preceded them making Florida International University a better place for those who follow.

As a member of the University community, we would hope that you would:
- Respect the tradition of academic inquiry, the University's rules of conduct, and its mission.
- Respect the opinions and differences of all members of the FIU community.
- Practice civility and demonstrate conduct that reflects the values of the institution.
- Respect the rights and property of the University and its members.
- Be diligent and honest in your personal and academic endeavors.

Academic Misconduct Definitions and Procedures

Introduction
Students at Florida International University are expected to adhere to the highest standards of integrity in every aspect of their lives. Honesty in academic matters is part of this obligation. Academic integrity is the adherence to those special values regarding life and work in an academic community. Any act or omission by a student, which violates this concept of academic integrity and undermines the academic mission of the University, shall be defined as academic misconduct and shall be subject to the procedures and penalties that follow.

Definition of Academic Misconduct
Academic misconduct is defined as the following intentional acts or omissions committed by any FIU student:

*Cheating***:** The unauthorized use of books, notes, aids, electronic sources; or unauthorized use of on-line exams, library materials or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers (or on-line examination) or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

Plagiarism: The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

Misrepresentation: Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

Misuse of Computer Services: The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program (s).

Bribery: The offering of money or any item or service to a member of the faculty, staff, administration or any other person in order to commit academic misconduct.

Conspiracy and Collusion: The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

Falsification of Records: The tampering with, or altering in any way any academic record used or maintained by the University.

Academic Dishonesty: In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity.

Any violation of this section shall first require a determination as to whether the act or omission constitutes academic misconduct.

<div align="center">University Graduate School Statement on Plagiarism</div>

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

If there is academic misconduct the student may fail the course.

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Students with Disabilities

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Students with disabilities who require course modifications should request accommodations from the Disability Resource Center (DRC). The contact information to register with DRC in the Graham Center, Room 190, is (305) 348-3532 (voice), (305) 348-3850 (fax), (800) 955- 8771 (TDD). The DRC will determine what accommodations will be provided. If a student requires course accommodations, s/he should alert the professor at the beginning of the course. Students with disabilities should be aware that course accommodations will not substantially alter or lower course requirements.

<mark>Additional Readings</mark> Related to Course

Allen, J. (2002). *On the same page: Shared reading beyond the primary grades.* Portland, ME: Stenhouse.

Alverman, D. E., Moon, J. S., & Hagood, M. C. (1999). *Popular culture in the classroom: teaching and researching critical media literacy.* Newark, DE: International Reading Association.

Alverman, D. E. (2002). Effective literacy instruction for adolescents. *Journal of Literacy*

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Research, 34(2), pp. 189- 208.

Beers, K., Probst, R.E., & Reif, L. (Eds.) (2007). *Adolescent literacy: Turning promise to practice*. Portsmouth, NH: Heinemann.

Brozo, W. G. (2002). *To be a boy, to be a reader: Engaging teen and preteen boys in active literacy.* International Reading Association.

Cooper, J. D. & Kiger, N. D. (2001). *Literacy Assessment: Helping teachers plan instruction.* Boston, MA: Houghton Mifflin.

Daniels, H. (1994). *Literature circles: Voice and choice in the student-centered classroom. York, ME: Stenhouse.*

Fisher, D. Frey, N. & Lapp, D. (2009). *In a reading state of mind: brain research, teacher modeling, and comprehension instruction.* International Reading Association.

Fisher, D. Brozo, W. G., Fry, N. & Ivey, G. (2007). *50 Content Area Strategies for Adolescent Literacy.* Upper Saddle River, NJ: Merrill/ Prentice Hall.

Gallagher, K. (2004). *Deeper reading: Comprehending challenging texts, 4-12.* Portland, MA: Stenhouse.

Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding.* York, ME: Stenhouse.

Hinchman, K. A., & Sheridan-Thomas, H. K. (Eds.). (2014). *Best practices in adolescent literacy Instruction* (2nd ed.). New York, NY: Guilford

Irvin, J. L., Buehl, D. R., & Radcliffe, B. J. (2007). *Strategies to enhance literacy and learning in middle school content area classrooms.* Boston: Pearson

Ivey, G. & Fisher, D. (2006). *Creating literacy-rich schools for adolescents.* Alexandria, VA: Association for Supervision and Curriculum.

Johnson, H. & Freedman, L. (2005*). Developing critical awareness at the middle school Level: Using texts as tools for critique and pleasure.* Newark, Delaware: International Reading Association.

Moje, E. B. Young, J. P., Readence, J. E. & Moore, D. W. (2000). Reinventing adolescent literacy for new times: Perennial and millennial issues. *Journal of Adolescent & Adult Literacy*, 43, 400-410.

Moore, D. W., Bean, T. W., Birdyshaw, D., & Rycik, J. A. (1999). *Adolescent literacy: A position statement.* Newark, DE: International Reading Association.

Polette, N. J. & Ebbesmeyer, J. (2002). *Literature lures: Using picture books and novels to motivate middle school readers.* Greenwood Village, CO: Teachers Ideas Press.

Rycik, J. A. & Irvin, J. L. (2005). *Teaching reading in the middle grades: Understanding and supporting literacy development.* Boston, MA: Pearson.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.) Alexandria, VA: Association for Supervision and Curriculum Development.

Wilhelm, J. D. (2008) *"You gotta BE the book": Teaching engaged and reflective reading with adolescents* (2nd ed.). Urbana, IL: National Council of Teachers of English.

Readings from online

1. **Read Adolescent Literacy: A position statement (2012) from the Commission on Adolescent Literacy of the International Reading Association linked at http://reading.org.**
2. **Read Effective Literacy Instruction for Adolescents by Donna Alvermann, NRC linked at http://nrconline.org and click the link on the right that says this title.**

Technological Resources

American Reading Forum at http://www.americanreadingforum.org. Articles, conference information.

Florida Center for Reading Research at http://www.fcrr.org. Excellent resource for phonics activities, under the topic of Focus on Adolescent Literacy

International Literacy Association at http://www.literacyworldwide.org. Position papers, resources etc.

WEEK / DATE	TOPICS FOR DISCUSSION	IN CLASS TUTORING ACTIVITIES	DUE ASSIGNMENTS/ READINGS FOR NEXT CLASS –
WEEK 1 Jan. 9	MEET at FIU@ I-75 building Getting started – My Bag – Introductions Communities formed Adolescent Literacy- PowerPoint Inside the Reading Scene student and outside student. Only one example of each assignment will be graded. Use outside student for case study. Impact data from both must be put on TaskStream. Tutoring : Dress Code, Checklist Lesson plans – Organization of course 1 ½ hours assessment or diagnostic teaching : ½ social interaction and performance Books : Assessments : Interest Inventory, Clustering info from *Interest Inventory* BRI, Only one BRI will be graded: Lesson Planning; Explain REC 5.2 Think Aloud for Tutor #1 Tool Kit- plastic box with hanging file folders labeled for each assessment, copies of each assessment protocol sheets. 3 copies of Form A word lists, and 2 copies of passages for Form A and LI	Welcome & Introductions: Candidate information cards, MY BAG, JLA fingerprinting for anyone not teaching in MDCPS schools Overview of class, syllabus Introduction to adolescent readers; Assessments: • BRI (IRI), REC 5.1 • Assessments: 1.Interest Inventory, Lesson Planning (REVIEW BRI, techniques, analysis will be emphasized.) Be prepared to test up to 3 students (word lists and at least form A, oral passages). BRI assessment Reading Endorsement-competencies and indicators. Lesson reflections-What is learned should be what is in indicators. .	Before coming to class, download and read syllabus. For first tutoring session, prepare the strategy MY BAG in which you place objects that symbolize different aspects of your life. You will share this with your student next class and invite him or her to draw objects and what the importance is for each. This is a great way to make connections, find entry points into literacy. (Brozo, 2002). Prepare Tool Kit with files for BRI form A, LL (Longer Literary and LI (Longer Informational) and assessments. (Older editions LL is LN Longer Narrative and LI is Longer Expository) Read front section of BRI Read: Beers, Ch. 1, 2. 3, 4 (reads like a novel) REVIEW BRI, techniques, analysis will be emphasized. READ: REC 5.13 Technology Assignment; Community Profile Assignment.
WEEK 2 Jan. 16	No Class, Martin Luther King, Jr. Holiday, Monday.	Meet at I-75 building on Tuesday, Jan. 17 with Dr. J. Johns, in Room 425, if possible	
WEEK 3 Jan. 23	Meet at FIU@ I-75 building Explain REC 5.13 (Technology Assignment); Community Profile Assignment;	Review session on the BRI. Discuss Beers Ch. 1, 2,	Read Beers Chapters 5, 6 Read: REC 5.3 Text Talk, download form on Blackboard. Read: *CORE Phonics Survey*
WEEK 4 Jan. 30	Process tutoring experience Explain: REC 5.3 Text Talk, (use form on Blackboard)	Tutor #1: Bring Tool Kit; Keep lesson plans, timeframe sheet, and checklist out in notebook: Teach REC 5.2 Think	Read Beers Chapters 7, 8 Read: REC 5.4 (Phonological Awareness with poetry based on information from *CORE Phonics*

	Explain: *CORE Phonics Survey*	Aloud, Beers **Start <mark>BRI</mark> word list with each student, Administer<mark>: *Interest Inventory*</mark>**	*Survey*) **Read:** *Rhody Secondary Attitude Survey*
WEEK 5 **Feb. 6**	**Explain RED 5.4 (Phonological Awareness with poetry based on information from *CORE Phonics Survey*)** *Rhody Secondary Attitude Survey,*	**Tutor session # 2:Lesson plan and Text Talk form, time frame, Teach RED 5.3 Text Talk using form from Blackboard** **Administer:** <mark>*Core Phonics Survey*</mark> **Complete assessment with <mark>BRI</mark>**	**Read Beers Ch. 9, 10** **Due: Lesson Plan and reflection for REC 5.2.** **Assessment Due<mark>: *Interest Inventory*</mark>** **Read: text for explanation of REC 5.5 (phonics) and REC 5.6 (Readers' Theatre). <mark>Always include student work with lesson plans.</mark>**
WEEK 6 **Feb. 13**	<mark>*Spelling* **Assessment**</mark>; *Fluency and Power Writes.* **Explain: REC 5.5 (phonics) and REC 5.6 (Readers' Theatre)**	**Tutor #3: Teach REC 5.4 (Phonological Awareness)** <mark>**Administer:** *Rhody Secondary Attitude Survey*</mark>	**Assessment due:** <mark>*Core Phonics Survey*</mark> **Read: Text for explanation for REC 5.7 (Vocabulary Tree) and REC 5.8 .** (Tape, Mark & Reread) **Assessment Due:** <mark>*BRI*</mark>
Week 7 **Feb. 20**	**Teacher Work Day, No School for M-DCPS** **Meet at FIU@I-75**	**Work on Community Profile.** **Enroll in TASKSTREAM.**	
WEEK 8 **Feb. 27**	**Explain: for REC 5.7 (Vocabulary Tree) and REC 5.8 .** (Tape, Mark & Reread)	**Tutor #4: Teach REC 5.5 (phonics) and REC 5.6 (Readers' Theatre)** **Spelling Assessment**	**Due: REC 5.4 with reflection.** <mark>**Due: Rhody Secondary Attitude Survey**</mark> **Read: Text for REC 5.9 (Probable Passages) and REC 5.10 (Character Contrast)**
WEEK 9 **Mar. 6**	**Explain REC 5. 9, (Probable Passages),** **Explain REC 5. 10 (Character Contrast)**	**Tutoring #5: Teach REC 5.7 (Vocabulary Tree); REC 5.8 (Tape, Mark & Reread)**	DUE: Turn in Lesson Plan and reflection for REC 5.5 (phonics) and REC 5.6 (Reader's Theatre) **Due:** <mark>*Spelling* **Assessment**</mark> **Read: Text for explanation for REC 5. 11 (Word Scroll) and REC 5.12 (Word Sort)**
WEEK 10 **Mar. 13**	**FIU Spring Break** **No Class**		
WEEK 11 **Mar. 20**	**Explain: REC 5.11 (Word Scroll) and REC 5.12 (Word Sort)**	Tutor #6 Do **REC 5.9 Probable Passages REC 5.10 (Character Contrast**),	**Due:** Lesson Plan, Reflection, REC 5.7(Vocabulary Tree) and REC 5.8 (Tape, Mark & Reread),
WEEK 12	**Explain: Morphological Structure**	Tutor # 7 **Teach REC 5.11**	**Due:** Lesson Plan and reflection for REC

Mar. 27	**Explain REC 5. 15** (Reciprocal Mapping discussion, writing and rubric to evaluate writing.)	**(Word Scroll) REC 5. 12 (Word Sort)**	5.9 and REC 5.10 ==DUE: Technology Site Assignment, REC 5.13, both parts, collaborative (sites) and individual (books)== **READ: Text for explanation for Read text for REC 5.14**
WEEK 13 April 3	**Explain: 5. 14 (Anticipation Guide)** Modified BRI and protocol for Post-test.	Tutor #8: **Teach lessons for REC 5. 15 (Reciprocal Mapping)** *==Morphological Structure Assessment==* *==Assessment: Spelling Inventory==* **Take pictures of student!**	==Due: Lesson Plan and reflection for REC.5.11 (Word Scroll) and 5.12 (Word Sort)== **Exchange information for Community Profile assignment within groups TASKSTREAM ASSIGNMENT**
WEEK 14 April 10	**M-DCPS Spring Break Passover Holiday No Class**		
WEEK 15 April 17		**Tutor #9: Teach REC 5.14 (Anticipation Guide)** **Post Test BRI**	==Due: Lesson Plan& Reflection for REC 5.15 with student map and writing.== ==Assessment due: Spelling Inventory with student work== **Assessment Due: ==Morphological Structures Assessment==**
WEEK 16 April 24 Finals Week	==**Meet at FIU at 1-75**== **to Present PowerPoint on Case Study**	**Upload the Community Profile and the BRI information for your Practicum and your Outside Student to TaskStream.**	Due: ==Community Profile Assignment==, TASKSTREAM Assignment **READING_EDUCATION_TEMPLATE fill out only the blue cells. Do not make any changes to any other cells.** **Due: Case Study (includes PowerPoint, Pre & Post BRI, Fluency Chart and descriptive paragraph and Power Writes and descriptive paragraphs, original and corrected protocol reports)** **Due: REC 5.14 Lesson, reflection, student work.**

Other Information

After teaching each lesson plan, write a reflection that answers the following questions:

1. What went well in the lesson for the student? You do not retell what you did. Explain what aspects worked well for the student.

2. What would you change? Explain why.

3. How did you gain as a literacy professional? [This should relate to the Reading Endorsement Competencies (REC) listed in the chart].

4. Which Disposition(s) (Habits of Mind) from the College of Education's Conceptual Framework helped you create and teach the lesson well?

Student Responsibilities:

Materials / Equipment
Candidates will keep a 1" binder for their **LESSON PLANS, TIMEFRAME SHEET, AND REFLECTIONS. The day's lesson plans and timeframe paper must be kept in the binder,** visible during tutoring. The lesson plan will be turned in at the following class and will be graded and returned as soon as possible. **Under the day's lesson plans, have a copy of the checklist. Do not print on the back of paper. Do not use paper that has been printed on already. Points will be deducted if your work does not look professional.**

Candidates must secure a **TaskStream** account. The assignment for this is critical for documenting successful completion of this course. All students must upload their assignment that has earned a minimum of a "Proficient" grade on **critical tasks** in order to pass the course. This course work is described below.

Quality of Work

1. The course follows the guidelines in *The University's Code of Academic Integrity.* Assignments must reflect student's own thought and effort. **Cheating, including recycling another candidates' assignment as your own, or plagiarism will result in a grade of "F" for the assignment and an "F" grade for the course,** *according to the above stated university policy*. The professor may take further action as described in the Academic Misconduct section of the current FIU student Handbook. Students should read and do the quiz at http://coeweb.fiu.edu/plaigiarism. This is not graded.

2. Candidates must submit **their own, original** work for assignments to this class and may **not** use the same assignment from another class. **If candidates use the same**

data from the same student, <mark>EACH CANIDATE MUST WRITE HIS OR HER OWN, ORIGINAL PROTOCOLS WITHOUT CONSULTATION.</mark> They must be able to demonstrate their own skills and competencies. If assignments are recycled or are not individually created, candidates will be given an "F" in this class.

3. Assignments, including **lesson plans and reflections**, must be completed and on display **no later than the start of the class meeting at which they are <u>due</u>**. In the event of an absence, the candidate must make arrangements to have assignments delivered to class on time and for students to be tutored by another candidate. **Get phone numbers of candidates in your community so you can contact them in an emergency. All students must be covered for tutoring.   <u>Late assignments will be reduced 10% of grade for each week late.</u>**

4. All assignments should reflect professional quality – ideas expressed clearly, use of correct grammar and spelling, and professional in appearance.

5. Please do not summit work in plastic sheet protectors.

Attendance/ Conduct:
1. Candidates will follow the University's policies on sexual harassment, religious holy days, and information on services for students with disabilities.

<mark>2.</mark> **Cell phones should be turned to "silent" or "off" during tutoring and class time and kept out of sight.** If there is an emergency in which you need to keep your phone on, you should tell the professor prior to class and turn your phone to "vibrate" so that if a call comes, you will be able to leave the room. <mark>**Candidates must tell their students to turn off their cell phones during tutoring.**</mark>

3. <mark>Candidates are expected **to attend ALL class** meetings/ tutoring sessions **on time** from 5:00 - 7:40 unless prior arrangements have been made</mark>. These arrangements include providing plans and arranging for tutoring of your students with your partner in the class. Get the phone number of your partner and the phone number of community members for emergency use. After an absence, candidates are responsible for obtaining class notes, information, and/or instructions from classmates. Candidates may then request clarifications from the instructor.

4. If you are sick, you must make arrangements to have someone bring assignments and to cover your students for tutoring. A note from your doctor is needed within a week of the absence and when returning to class.

5. <mark>A candidate will lose points if **there is more than <u>one</u> absence or if a pattern of lateness is established.** If this happens, the student will **be unable to earn a course grade higher than a (C). This is a <u>clinical practicum course</u> so candidates must be present at all times.**</mark>

6. All assignments must be turned in the day they are due. Points will be deducted for

lateness, (10% of points for each week late).

7. Because high school students are not always consistent in attending, as a service to the community, candidates will tutor an <mark>additional, **struggling** adolescent student</mark> (age 12-18) outside of the practicum. The outside student must be tutored each week. A permission slip must be signed by a parent or guardian for the outside student and included in the case study. This outside student allows the candidate to practice and insures that the candidate is able to meet deadlines, to create their case study, and provide evidence for meeting standards.

8. This course requires that candidates document on TaskStream the pre and post test scores on the BRI from both the practicum student <u>and </u>the outside student. These scores will provide evidence as to the impact the candidate has on struggling reader(s).

Dress Code

At the request of Miami-Dade County principals, a dress code is required for all school personnel as well as candidates who are completing a practicum as course work within a Miami-Dade County Public School. The dress code will begin at your first tutoring session.

The following is considered appropriate dress:

- Comfortable, well-pressed clothing
- Sensible shoes
- Collared shirts or blouses
- Skirts or slacks
- Jackets

The following are <u>not</u> acceptable:

- Hats or caps,
- Halters,
- Exposed cleavage or waist
- See-through clothing
- Visible tattoos
- Tight clothing
- Flip flops
- Excessive jewelry
- Beard stubble

One of the items on the tutoring checklist will be adherence to the dress code. If you do not follow the appropriate dress code this will be noted and points will be deducted.

READING ENDORSEMENT and SPECIFIC ASSIGNMENTS FOR LESSON PLANS

K-12 Florida Reading Endorsement Competency 5 Indicators for Reading Endorsement (Adopted September 22, 2011): In order for this practicum to be considered as part of the Florida Department of Education's Reading Endorsement, candidates must receive a "B" or better in the course. This chart describes the lesson plans that must be completed that **MATCH the indicators**. Include the completed chart in your Case Study notebook to be handed in and evaluated.

Dates	Indicator Code/ Performance Indicators	Assignment/ Formative Assessment at Indicator Level
	5.1 (6.9, 5.12)) **Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.**	Read Chapters 2 and 3 in *When Kids Can't Read What Teachers Can Do* by Kyleen Beers, "Creating Independent Readers" and Assessing Dependent Readers' Needs. Students will create notes and participate in class discussion. Using Rapid Retrieval of Information (RRI). Assessment: Written notes from these two chapters. Read Part 1 of *Basic Reading Inventory (BRI)* by Jerry Johns "Basic Reading Inventory Manual" and Chapter 3 in *When Kids Can't Read*, "Assessing Dependent Reader's Needs." Candidates will assess student using the BRI and write a protocol report on data analysis with a plan for instruction. **Assessment:** Protocol Report and instructional plan.
	5.2 (**6.6**) **Demonstrate research-based instructional practices for facilitating reading comprehension.**	Read Chapter 4 of *When Kids Can't Read What Teachers Can Do* by Kylene Beers. Candidates will write a lesson plan (Use concept development (Explain, Model, Guided Practice and Feedback, Apply and Reflect with THINK ALOUD strategy on p. 41) to explicitly teach Think Aloud strategy for facilitating comprehension based on the indicated needs from the BRI assessment. **Assessment:** Comprehension Lesson Plan with Think Aloud strategy and reflection. [Refers reader to p. 119. Think aloud about: 1) Connections they make, 2) Images they create 3) Problems they encounter, and 4) Ways of fixing those problems.]
	5.3 **Demonstrate research-based instructional practices for developing oral/ aural language development**	Read Chapter 11 in *Teaching Reading Sourcebook* by CORE. Prepare a lesson to develop oral/ aural (p. 115) language using Text-Talk: Read Aloud Method, p. 436 on any appropriate text. **Assessment:** Lesson

		Plan and reflection.
	5.4 **(6.2) Demonstrate research-based instructional practices for developing students' phonological awareness.** **(Phonemic Awareness Levels: word, syllable, onset & rime, phoneme and blending are most critical.)**	Read Chapter 5 in *Teaching Reading Sourcebook* by CORE "Phonemic Awareness" p. 116 and pp. 38-41, Onset- Rime. Prepare a lesson on the appropriate level of phonological awareness (word, syllable, onset-rime or phoneme) from which your student would benefit. This might involve **reading and or writing poetry with onset and rime.** **Assignment:** Lesson plan using poetry to develop phonological awareness and a reflection.
	5.5 **(6.3) Demonstrate research-based instructional practices for developing phonics skills and word recognition.**	Read Chapter 6 in *Teaching Reading Sourcebook* by CORE "Phonics" and Chapter 11 in *What Teachers Can Do When Kids Can't Read* by Kylene Beers. Prepare a **phonics lesson** which includes teaching instructional methods for decoding and encoding monosyllabic and multisyllabic words for diverse learners. (see p. 237 in Beers). **Assessment**: Lesson plan on phonics focused on decoding and encoding monosyllabic and multisyllabic words using a high interest, <u>information</u>, trade book and a reflection.
	5.6 **(6.4) Demonstrate research-based instructional practices for developing reading fluency and reading endurance.**	Read Chapter 10 in *Teaching Reading Sourcebook* by CORE. Prepare lesson plans following the directions in the chapter to conduct a **Readers Theatre** with the students in your community. **Assessment:** Readers Theatre Lesson plan, performance and reflection.
	5.7 **(6.5) Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.**	Read Chapter 6 in *Vocabulary Their Way* by Templeton, Bear, Invernizzi and Johnston, "Teaching Content-Specific Academic Vocabulary." Prepare a lesson plan to teach <u>conversational, general academic and domain specific</u> vocabulary from an informational trade book on a science, social studies, or math topic using a strategy with Generative Roots and Affixes, from the chapter. Also, read in Chapter 9, Suggestion #3 on pp. 187- 190 in *What Teachers Can Do When Kids Can't Read* by Kyleen Beers, "Teach Word Parts, to see an example of a **Vocabulary Tree**. **Assessment:** Lesson plan with building a Vocabulary Tree and reflection. (Check that you use correct roots.)
	5.8 **(6.7) Demonstrate research-based**	Read Section 5 in *Basic Reading Inventory (BRI) by*

	instructional practices to facilitate students' monitoring and self-correcting in reading.	Jerry Johns, p. 117-129, "Targeting Interventions for Reading Difficulties." Prepare a lesson plan in which you **Tape the student reading, have the student listen and mark the text and then reread** the text. **Assessment: Tape, Mark, Reread** Lesson plan and reflection.
	5.9 (**6.8**) **Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension**	Read Chapters 5 and 8 in *What Teachers Can Do When Students Can't Read* by Kylene Beers, "Learning to Make an Inference" and "Extending Meaning: After-Reading Strategies" respectively. Prepare a lesson plan using the **strategy Probably Passages** (p. 87) using a **narrative** trade book. **Assignment:** Lesson plan in which you first review narrative text structure and then use Probable Passages with a narrative trade book and reflection.
	5.10 (**6.8**) **Demonstrate research-based comprehension instructional practices for developing students' ability to read critically**	Read Chapter 7 in What Teachers Can Do When Students Can't Read by Kylene Beers " Constructing Meaning : During –Reading Strategies." Candidate will prepare a lesson plan teaching the strategy ABC of Comparing and Contrasting using **a Character Contrast ABC.** (See example on p. 132-133). Assessment: Lesson Plan and reflection.
	5.11 (**6.10**) **Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.**	Read p. 16 in *Teaching Reading Sourcebook* by CORE "Big Picture – "Differentiated Instruction. After a class discussion on differentiation, candidates in the same community will select a poem that is at an appropriate level for multiple students at different levels. Students will read and discuss the meaning of the poem, select a word to research at oxforddictionaries.com. Write the dictionary definition, origin of the word, and a sentence to go with the word showing the current definition of the word. Make a **word scroll** (See p. 194 in Ch.9 in *What Teachers Can Do When Kids Can't Read* by Kylene Beers) (template on p. 326 and on Blackboard) for the Word Museum. Assessment: Word Scroll for the Word Museum.
	5.12 (**6.11**) ***4.1.c.Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.**	Read p. 16 in *Teaching Reading Sourcebook* by CORE "Big Picture – " English Language Learners (ELLs). Read Chapter 2, p. 60, 64 "English / Spanish Language Differences", "English/ Spanish Transfer," "English /Spanish Cognates"; Section V Vocabulary

	(See P. 115-117 2nd ed. *Voc. Their Way*.) (See Word Sorts in Core Sourcebook, p. 187-188) (See *Word Sorts in Words Their Way*, p. 119, 69, 353.) (Review: Competencies of Emergent Literacy-) 1. Oral Language, 2. Phonemic Awareness 3. Alphabetic Knowledge 4. Letter Sounds (3+4=Alphabetic principle) 5. Concept of print (CAP), 6. Concept of Word (Cow) Rhyming in English is often with end of words while in Spanish is on stressed syllable.	Introduction, "Instruction for English Language Learners" p. 418; Section VI Comprehension, "Instruction for English language learners(ELLS) p. 631. Candidates will analyze the Spelling Inventory looking for instances where ELLs have confused words from their diverse language background. Candidates create a **Word Sort** lesson plan that clarifies elements of confusion. **Assessment:** A spelling lesson plan based on identified needs and a reflection.
	5.13 (**6.12) Create an information intensive environment that includes print and digital text.**	Read Ch. 14 in *What Teachers Can Do When Kids Can't Read* by Kyleen Beers "Finding the Right Book." Candidates use the information from the Interest Inventory and the Technology Sites assignments to select 3 trade books and 2 websites that interest students. Assessment: The Technology and Trade Book written assignment.
	5.14 Use a variety of instructional practices to motivate and engage students in reading.	Read Chapter 6 in *What Teachers Can Do When Kids Can't Read* by Kyleen Beers "Frontloading Meaning: Pre-Reading Strategies." Candidates will create a lesson plan with an Anticipation Guide for an informational text selection with space for evidence. Assessment: Lesson plan using the form on Blackboard and reflection.
	5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.	Read Chapter 15 in *Teaching Reading Sourcebook* by CORE "Informational Reading" and "Reciprocal Text Structure Mapping" (in press and on the course Blackboard site) by Joyce Fine . Candidates will create a lesson plan in which they teach **informational text structures** and signal words so student can map a newspaper article and rewrite the article in his or her own words demonstrating the student's comprehension of the article. Assessment: Lesson Plan, materials, and reflection.

KNOWLEDGE BASE

Adolescent literacy:
Some of the most exciting reform in the field of reading in the last few decades has focused on adolescent literacy. Up until just before the turn of the twenty-first century, many people thought that one leans to read in the primary grades and reads to learn in the upper grades. This is not true. Students need instruction and opportunities to learn to read and read to learn at all levels. Youngsters learning to read are also reading to learn and upper grade students need to have support in learning to read more and more complex material. As students progress through the grades, they need to continue developing skills to read more difficult materials. Unfortunately, many students do not continue to develop their literacy skills and, as a result, are not reaching their potential. In 1997, the International Reading Association (IRA) formed the Commission on Adolescent Literacy (ALC) to examine the "crisis" of adolescent literacy in the United States. One of the publications from the IRA as a result of the ALC is the *Position Statement on Adolescent Literacy* (Moore, Bean, Birdyshaw, & Rycik, 1999). This is available at literacyworldwide.org. This position statement advocated seven principles for adolescent literacy.

1. Adolescents deserve access to a wide variety of reading material that they can and want to read.
2. Adolescents deserve instruction that builds both the sill and desire to read increasingly complex materials.
3. Adolescents deserve assessment that shows them their strengths as well as their needs and that guides their teachers to design instruction that will best help them grow as readers.
4. Adolescents deserve expert teachers who model and provide explicit instruction in reading comprehension and study strategies across the curriculum.
5. Adolescents deserve reading specialists who assist individual students having difficulty learning how to read.
6. Adolescents deserve teachers who understand the complexities of individual adolescent readers, respect their differences, and respond to their characteristics.
7. Adolescents deserve homes, communities, and a nation that will support their efforts to achieve advanced levels of literacy and provide the support necessary for them to succeed.

Other important research includes the NCTE *Principles of Adolescent Literacy Reform* in 2006, Time to Act reports in 2009, the National Association of Secondary School Principals' Creating a Culture of Literacy: A Guide for Middle and High School Principals, and Race to the Top.

There are many developmental issues to consider when teaching adolescents. They need to have motivating reading materials, instruction that encompasses reading comprehension, critical reading, and study strategies across the curriculum. This requires reading specialists who are trained to respond to the each learner's unique needs (Moore, Bean, Birdyshaw, & Rycik, 1999).

The unprecedented diversity and complexity of today's society has created new challenges for students and teachers (Elkins & Luke, 2000). In order to reach adolescents, it is necessary for teachers to develop new **social, intellectual, and discourse relations** with students. "Character develops within a social web or environment" (Leming, 1993 p.69). Therefore, building a community for discussion of issues creates an environment within which the adolescent is able to develop his or her character with the positive guidance of teachers and peers. These may be developed through such approaches as the reading workshop (Atwell, 1987), literature circles (Harvey, 1998), and writing workshops (Graves, 1991) where students have opportunities to travel through literature and life's challenges (Hynds, 1997). By focusing on comprehension development, teachers learn how to understand reading comprehension better and be able to show instead of tell (Harvey & Goudvis, 2000) students how to use the strategies that thoughtful readers use (Pearson, Dole, Duffy, & Roehler, 1992).

Tutoring Forms
RED 6805: Tutoring Observation/ Evaluation Checklist- Include this same one with your lesson plan each session.
Dates checked _____   _____   _____
_____   _____

Ready to teach: On time and appropriately dressed	On Time Yes _____ No _____ Appropriate Dress Yes _____ No _____	Comments
Name Badge	Candidate Yes _____ No _____ Student Yes _____ No _____	Comments
Lesson plan and/or Instructional plan on display	Lesson plan format Yes _____ No_____	Comments
Appropriate behavior; Management;	Attitude; actions; ethical, caring; positive affect: posture /position; voice (appropriate tone, level) Yes___ No_____	Comments
Curriculum or Assessment Materials	Appropriate interests, levels of books; quality children's or young adult literature, paper and pencils; manipulatives; assessment forms Yes___ No _____	Comments
Instructional Environment	Organized; purposeful; enjoyable; uses seating arrangement appropriate for instruction Yes ___ No _____	Comments
Types of Reading and Writing Instructional Approaches	Direct, explicit skill /strategy instruction; authentic literature, construction of meaning, problem-solving, open-ended questions/ strategies such as RRI, It says/I say, Say Something, Yes___ No_____	Comments
Teaching Skills Unable to Observe ____	Teachable moments, scaffolding; discussion; "with-it-ness"; content connections Yes___ No _____	Comments
Evidence of quality instructional or assessment experiences:	Comprehension; Vocabulary; Fluency; Phonics; Phonemic Awareness; Writing; Spelling; Reading Aloud; SSR Yes _____ No _____	Comments

Links to assessment	Interest Inventory(s)		Fluency	
	Rhody Reading Attitude		Vocabulary	
	Content Reading, Study skills		Spelling	
	BRI (Comprehension)		Writing	
			Comprehension	
	Phonics/ Structural		Other	

Accommodates differences in groups with Differentiated Instruction or Modifications	Yes_____ No _____	Comments

Second hour interaction: Uses poetry, readers' theatre, choral reading,	Yes _____ No _____	Comments:

Comments/Questions	FIU Tutor/Professor Comments/Questions

Thinking Framework for Assessment

When we assess and instruct students, we can gain a more holistic view of their needs if we consider the many types of factors that impact learning. We say that reading is a physio-, socio-, emotio- psycho-linguistic process. Be sure to observe your student and to think in terms of these areas as you write your lesson reflections.

Aspect	What Each Aspect Means
Physical	Factors that impact reading such as state of health, can be **temporary** or **permanent** (chronic)
Socio-cultural	Context for engaging in literacy, family support, educational history. How reading is **valued** in the reader's world. How reading is **perceived** as communication by the reader with the author
Emotional	**Attitude, interest, motivation, self-esteem, self-efficacy, risk-taking** as a reader-learner
Psychological	**Background knowledge**, **past experiences, general cognitive ability, use of language**
Linguistic	Has to do with 3 **cuing systems: semantic** (meaning), **syntactic** (grammatical sense), **grapho-phonic** (sound/symbol)

INSTRUMENTS: ASSESSEMENTS, INTERVIEWS, OBSERVATIONS

Each assessment or interview is analyzed and a protocol report is developed based on the data collected. Protocol reports follow a specific format outlined below:

<u>**Format for Protocol Reports**</u>

The name of an instrument or procedure done with a student should be centered at the top in bold and underlined. (Always underline or italicize instrument name if you refer to it). Skip a line. Align bold headings to lift margin and tab in so each paragraph is clear of the headings. Use a block style. Leave one line space between each paragraph.

<div align="center">

<u>**XYZ Assessment**</u>

</div>

Purpose: Give the name of the assessment, make sure it is underlined whenever it is used in the protocol report. Attribute the assessment to its authors. Give the purpose as described by the authors. Use the present tense. Indent by the word purpose.

Description: Use the passive voice, indent by the word "description" parallel to the other indentation. Include a statement about the student (Susan, a fifteen-year-old, tenth-grade student) and a statement as to the context of the assessment (The student was assessed in the library when other tutors and tutees were present.).

Findings:

Make a chart of the findings following the purpose. (See example.) Write a statement under the chart describing the findings. **Self-reports** require the examiner **to attribute statements**, (Student said, reported, stated, explained).

Interpretation: Interpret the findings from the chart in a paragraph. What can you predict about student's performance based on the data? Be sure to address what the instrument's purpose is. Only address these.

Areas of Strength:
- Use complete sentences. Draw strengths from data.
- Have more strengths than areas for growth
- Being positive shows support for what students are able to do and conveys the idea that the student is capable.

Areas for Growth (or Improvement)
- Be specific and base on the explicit findings.

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- Use "gentle" language such as _____ would benefit from instruction focused on … (be specific)

Goal Setting Plan: Based on the information from the <u>BRI</u>, what goals should you set for the student? What instructional applications will you make? How will you monitor the student to tell if progress is being made?

RED 6805 -- Reading Practicum: Rubrics for All Protocols and Protocol Reports

Candidate Learning: Knowledge & Skills	Candidate Learning: Dispositions	Mastery	Proficient	Limited
Candidate demonstrates the ability to accurately score and analyze assessment instruments/tasks.	*Works to see things through by employing systematic methods of analyzing problems (Persisting).*	Consistently complete collection of data on protocols; Protocols consistently scored/analyzed completely and accurately.	Generally complete collection of data on protocols; Protocols generally scored/analyzed completely and accurately.	Protocols missing data and/or data minimal; Protocols lack scoring/analysis or scoring/analysis is incorrect.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to develop well-written purpose and description sections of protocol reports.	*Thinks and communicates with clarity and precision (Communicating Accurately).*	Purpose and description sections are consistently precise, complete and accurate, with strong evidence of depth of knowledge of the assessment.	Purpose and description sections are generally complete and accurate, with evidence of adequate depth of knowledge of the assessment.	Purpose and/or description are missing or incorrect, incomplete, and/or simplistic; knowledge of assessment incorrect or lacking.
		1 .94 .90	.85 .80 .75 .70	.65 .55 0
Candidate demonstrates the ability to identify full findings (from the analysis of assessments) and to present these finding clearly and accurately in narrative and/or table formats.	*Adopt a critical eye toward ideas and actions (Being Analytical).* *(Communicating Accurately).*	Consistently, findings are accurate and drawn from scoring/analysis of protocol; Presentation of findings section is consistently precise, complete and accurate, with strong evidence of depth of knowledge of the assessment.	Generally findings are accurate and drawn from scoring/analysis of protocol; Preseentation of findings section is generally complete and accurate, with evidence of adequate depth of knowledge of the assessment.	Findings lact adequate connection to data on protocol; Findings are missing or incorrect, incomplete, and/or simplistic; Presentation of findings missing, or incorrect, incomplete, and/or simplistic.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to extract meaningful interpretations	*Adopt a critical eye toward ideas and actions (Being Analytical).*	Interpretation sections are consistently precise, complete and accurate and diretly link to findings;	Interpretation sections are generally precise, complete and accurate and link to findings; Generally	Interpretations lact adequate connection to findings; Interp. missing or

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from findings and to communicate these interpretations clearly.	*(Communicating Accurately).*	Consistently meaningful interpretations provide evidence of candidate's sound understanding of the assessment's evaluation of child's literacy development.	meaningful interpretations provide evidence of candidate's adequate understanding of the assessment's evaluation of child's literacy development.	incorrect, incomplete, and/or simplistic; Interpretations provide no or little evidence of candidate's understanding of the assessment's evaluation of child's literacy development.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates grasp of the importance of technical writing to facilitate reader's understanding and accessibity to information in protocol reports.	*Take time to check over work because of being more interested in excellent work than in expediency (Striving for Accuracy).*	Consistently maintains the required format for the protocol reports; Word selection is formal and consistent within and across reports; reports are clearly written, accurate, and style and use of conventions enhance readability. Has included a reflection for protocol report.	Generally maintains the required format for the protocol reports; Word selection is generally formal and consistent within and/or across reports; reports communitcate information accurately and style and use of conventions support readability.	Format of reports is inconsistent; Word selection within and/or across reports contains informal language and/or is inconsistent within and/or across reports; Style and/or use of conventions detract from readability.
		1 .94 .90	.85 .80 .75 .70	.65 .55 0

Per individual protocol/protocol report – Total Points = _____   multiplied by 2, divide by 7= Final Pts
_____/4

Self-assessment _____ **Dr. Fine's assessment** _____

Administering the <u>BASIC READING INVENTORY for this course.</u>

Be sure you have copies of all materials, arranged so you can access them easily, a working voice recorder, extra batteries and a clip board. Sit along side the student in a setting that is quiet enough for the student to concentrate and for you to hear and record the student easily.
Do a practice BRI to feel comfortable with the process.

1. Establish a rapport with the student: Give Hi Line, Feel Fine, Outline

2. Administer the <u>word lists</u>. (Used **only to find where to begin the passages**, not for reading level.)
    a. Sight (conditions – flash – quick – 1 second)
    b. Analysis (condition – only on words missed - the text suggests untimed)
    c. Stop when student has missed 7 or more words or is exhibiting frustration
    d. Write on word list where to begin passages - one level below the highest independent level, where the student has missed no more than one word.

3. Begin the <u>oral reading/comprehension passage</u>, Form A, at least one level below the student's highest independent level on the graded word lists. i.e. independent on word list at pre primer, primer, 1st and 2nd, then begin reading passage at 1st grade level.
    a. Check background knowledge using the title, with the passage covered
    b. Student reads aloud as examiner records miscues
    c. Note number of total vs. significant miscues- count significant (meaning change) errors
    d. Cover passage and ask for retelling (Make notes and indicate the quality.)
    e. Ask all questions (prompt student "tell me more, what else") Count partial answers.
    f. Stop passage when student reaches frustration level or where exhibits frustrational behaviors

4. Analyze the miscues, p. 413, 10th ed., p.409, 11th ed. **Add two columns to the form on the left hand-side - use one to indicate reading level and one to indicate grade level of passage.** Use the information to check that you are analyzing the correct levels according to your <u>overall </u>decision of where the student is performing. **Record information <u>only</u> up through the instructional level.**

5. Do the analysis of the comprehension questions on p.414, 10th ed., p. 410, 11th ed. **Add one column for reading level. Be sure to check that you are analyzing the right levels, <u>only</u> up through the instructional/frustrational level** according to your <u>overall</u> decision of where the student is performing. Use the decision you made on the box on the performance booklet.

Information to include in the report - what you learn from the BRI

a. Word List
    1. Sight - automaticity in decoding

2. Analysis – decoding strategies
b. Oral Reading
1. Miscues – decoding with the aid of the text
2. Retelling – what the child chooses to remember – details, main ideas, sequencing, vocabulary from text, inference skills/thinking critically, story elements – plot, setting - experience with retelling
3. Questions – ability to recall information, are the answers to the questions congruent or incongruent (all correct are congruent; related, but not correct are congruent, incorrect and not related are not congruent), does the student expand on the answers, is any of the more sophisticated vocabulary used in the text incorporated into the student's answers

Five elements of reading assessment interpretation

Phonics	Word lists, miscues
Phonemes	Word lists, miscues
Comprehension	Retelling, rereading, comprehension questions
Vocabulary	Comprehension, retelling
Fluency	Miscues, prosody (phrasing, intonation)

*** Write an **initial goal setting plan** with appropriate instructional application that promotes increases in student learning trends in reading over time.
Candidates MUST tape record assessment and USE voice recording to check miscues.

Basic Reading Inventory

Purpose: The <u>Basic Reading Inventory</u> by Jerry L. Johns is designed to help gather information for instructional decision making in reading. It can be used to estimate the student's instructional reading level, the level where the student is challenged, but not overwhelmed, where the student can pronounce approximately 95 percent of the words. It also can be used to identify the independent reading level, the level where the student reads fluently with excellent comprehension, and the frustrational level, the level at which the student is unable to pronounce many of the words and/ or is unable to comprehend the material satisfactorily.

Description: Clem L., a twelve-year-old, seventh grader, was asked to read passages, retell them, and answer questions based on the passages. She was tested by Dr. Joyce Fine in the media center with other students and candidates present.

Findings:

Form	Grade	Word Recognition totals for sight and analysis	Word Recognition/ in Context Miscues - Oral Level	Oral Comprehension Questions / Levels	Overall Reading Level
A	PP1	20 - Ind			
A	PP2	20 - Ind			
A	1	20 - Ind			
A	2	19 - Ind	0 - Ind.	1 - Ind	Ind
A	3	19 - Ind	2 - Ind./Inst	1 ½ - Ind/ Ins	Inst.
A	4	18 - Ins	9 - Inst./Frus	5 – Frus	Frust.
A	5	13 - Frus			

Clem is able to read independently on the second grade level, is instructional on the third grade level, and frustrated at the fourth grade level. (If a student is instructional on more than one level, use commas to separate the grade levels.) [If a student is between grade levels, use a hyphen (Indep. 8, Inst. 8-9, Frustrated 9) to indicate the two levels.]

Interpretation: Because Clem is in the seventh grade, but reads instructionally at the third grade level, she is likely to have difficulty reading grade level texts.

Areas of Strength:
- Clem is able to predict the meanings of text based on prior knowledge.
- Clem possesses a basic sight word reading vocabulary.
- Clem keeps her place while reading.

- Clem reads with expression on her instructional level.

Areas for Growth:
- Clem would benefit from instruction focusing on using graphophonic information, especially end sounds, ed and ly.
- Clem would benefit from instruction in strategies to use context at the sentence and passage levels to build meaning.
- Clem would also benefit from instruction and practice in making inferences and in building his vocabulary.

Goal Setting Plan:

- In the area of phonics, Clem will work on multisyllabic words, that follow the pattern of VCV. She will also work on end sounds ed and ly.
- In the area of comprehension, Clem will work on using the strategies for self-monitoring.
- In the area of vocabulary, Clem will keep a Vocabulary Self-Selection Notebook for developing understanding of new content vocabulary.
- In the area of fluency, Clem will work on passages beginning with the third grade to increase her fluency. She will tape, chart, record, and practice readings.
- For self-monitoring in the area of comprehension, Clem will practice using the QAR strategy.

Post Test for BRI

Do not do word lists. Testing begins at the instructional level on the initial BRI. The data must be analyzed and attached using the Miscue Analysis and the Summary of Student's Comprehension Performance. (Never analyze frustrational level.) On the protocol report, include Purpose, Description and Findings. For the Findings list the following:

Findings: The findings are presented for oral reading and fluency on the pretest and the posttest.

	Pretest: Form A	Posttest: Form B
Independent Level		
Instructional Level		
Frustrational Level		
Fluency (WCPM)		

(*Write a summary statement below the chart.*)

Interpretation: (*You do not need to state strengths or areas for growth or a goal setting plan.*)
In that _____ is in the _____ grade and is reading on the _____ level, s/he may /may not have difficulty reading grade-level texts.

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BRI Protocol Checklist for Grading: Form A

Word Lists	Yes	Yes-Incomplete	Yes-Incorrect	No	NA
Begins at AA (Pre-Primer)					
Appropriate marking					
Correct Number Counts/Totals					
Scoring Guides Marked					
Indicate highest ind. level & where to begin passages					
Passages	**Yes**	**Yes-Incomplete**	**Yes-Incorrect**	**No**	**NA**
Indicates Backgr. Knowl.					
Consistent Markings - Key opt					
Miscue Tally & Totals					
Word Rec. Scoring Guide					
Oral Reading Rate - WCPM					
Comprehension	**Yes**	**Yes-Incomplete**	**Yes-Incorrect**	**No**	**NA**
Retelling Notes/Assessed					
Questions Marked/Totals					
Comp. Scoring Guide Marked					
Performance Booklet	**Yes**	**Yes-Incomplete**	**Yes-Incorrect**	**No**	**NA**
Student / examiner info					
Sum. Of Rdg. Performance					
Sum. Of Comp. Performance	**Yes**	**Yes-Incomplete**	**Yes-Incorrect**	**No**	**NA**
Analysis by type of question					
Added column for rdg. Level through Inst. -Frustrational					
Analysis by level of comp.					
Calculations/ ratios correct					
Qualitative Sum. of Miscues	**Yes**	**Yes-Incomplete**	**Yes-Incorrect**	**No**	**NA**
Col. added for grd. /rdg. level					
Miscue analysis & totals					
Predict./ correct. strategies					
Calculations, percent correct					

BRI Protocol Report

	Yes	Yes Incomplete	Yes-Incorrect	No	NA
Format- Title underlined, centered					
Purpose					
Description					
Findings					
Interpretation					
Areas of Strength					
Areas of Growth					
Plan					

Interest Inventory

Name _____ Grade _____ Date _____

1. Name your favorite book and tell why you like it. _____

    _____

2. How many books do YOU own? What kind? _____

    _____

3. Tell about any members of your family who like to read. _____

    _____

4. About how many books did you read last month? What were they? _____

    _____

5. What kinds of things do you read outside of school? (Which magazines? Which parts of newspapers: Which kind of books?) _____

    _____

6. Who are your favorite authors? Why? _____

    _____

7. What topic interests you most? (For example: space, animals, adventure, other parts of the world, how things work, stars, etc.) _____

    _____

8. What kinds of stories do you like best? (For example: horror, realistic, historical, ghost, mystery, legend, myth, biography) _____

    _____

9. Do you enjoy listening to someone read aloud to you? Why or why not? _____

    _____

10. How important is reading in your life? Think about how you would feel if you could never read a book again… if you had to choose between books and television or movies _____

    _____

Interest Inventory by J. David Cooper, p. 530 in *Literacy Assessment: Helping Teachers Plan Assessment* (2001), Boston, MA: Houghten Mifflin. (When writing the protocol report, group findings.)

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Interest Inventory

Purpose: The Interest Inventory by J. David Cooper is a questionnaire used to identify a student's interests as a means of matching interest to materials for literacy instruction.

Description: (student's name, description of age and grade level) was asked to respond to 10 questions. S/He was in the media center with other students and tutors.(Give an example of a context statement).

Findings: Clustered information from the raw data is listed below.

Personal Reading Habits (role models)	(Be sure to attribute using reported, said, etc.)
Reading themes, stories, topics	
Valuing reading	

(Add a brief paragraph clarifying the information contained in the table.)

Interpretation:

      Areas of Strength: (more strengths than those listed for areas for growth – use bullets)
- xxx
- xxx

Areas for Growth:
- xx

The Rhody Secondary Reading Attitude Assessment Survey
by Tullock-Rhody & Alexander (1980)

Directions: This is a test to tell how you feel about reading. The score will not affect your grade in any way. As the statements are read to you, put an X on the line under the letter or letters that represent how you feel about the statement.

SD - Strongly Disagree   D– Disagree   U – Undecided   A – Agree   SA - Strongly Agree

		SD	D	U	A	SA
1.	You feel you have better things to do than read.	___	___	___	___	___
2.	You seldom buy a book.	___	___	___	___	___
3.	You are willing to tell people that you do not like to read.	___	___	___	___	___
4.	You have a lot of books in your room at home.	___	___	___	___	___
5.	You like to read a book whenever you have free time.	___	___	___	___	___
6.	You get really excited about books you have read.	___	___	___	___	___
7.	You love to read.	___	___	___	___	___
8.	You like to read books by well-known authors.	___	___	___	___	___
9.	You never check out a book from the library.	___	___	___	___	___
10.	You like to stay at home and read.	___	___	___	___	___
11.	You seldom read except when you have to do a book report.	___	___	___	___	___
12.	You think reading is a waste of time.	___	___	___	___	___
13.	You think reading is boring.	___	___	___	___	___
		SD	D	U	A	SA

14. **You think people are strange when they read a lot.**   ___   ___   ___   ___   ___

15. **You like to read to escape from problems.**   ___   ___   ___   ___   ___

16. **You make fun of people who read a lot.**   ___   ___   ___   ___   ___

17. **You like to share books with your friends.**   ___   ___   ___   ___   ___

18. **You would rather someone just tell you information so that you won't have to read to get it.**   ___   ___   ___   ___   ___

19. **You hate reading.**   ___   ___   ___   ___   ___

20. **You generally check out a book when you go to the library.**   ___   ___   ___   ___   ___

21. **It takes you a long time to read a book.**   ___   ___   ___   ___   ___

22. **You like to broaden your interests through reading.**   ___   ___   ___   ___   ___

23. **You read a lot.**   ___   ___   ___   ___   ___

24. **You like to improve your vocabulary so you can use more words.**   ___   ___   ___   ___   ___

25. **You like to get books for gifts.**   ___   ___   ___   ___   ___

Rhody Secondary Reading Attitude Assessment

Purpose: To acquire a quantitative idea of students' attitudes toward reading. The assessment can be used with students in grades seven through twelve.

Administration
1. Reproduce the sheet titled "Rhody Secondary Reading Attitude Assessment."
2. Assure students that the score will not affect their grade in any way.
3. Explain how the students should mark their answers. See directions on student copy.
4. Read each of the statements aloud as students read them silently and give students ample time to mark their responses.

Scoring and Interpretation
1. **Assign numerical values to each of the 25 items as follows:**

Type and Number of Item	*Numerical Values*				
	SD	D	U	A	SA
Positive: 4, 5, 6, 7, 8, 10, 15, 17, 20, 22, 23, 24, 25	1	2	3	4	5
Negative 1, 2, 3, 9, 11, 12, 13, 14 16, 18, 19, 21	5	4	3	2	1

2. **Mark the scores on the protocol sheet in different colors for positive and negative.** Add the numerical scores for positive and negative separately and then for all the statements together. The student's total score is a quantitative reflection of his or her attitude toward reading. The possible range is 25 to 125. Interpret the score informally. (75 is the middle.)
3. Items on the scale have been grouped into clusters to help teachers understand student's feelings to toward areas of the reading environment. Use the cluster data informally.

Cluster	*Item Number*
Reading in the library	**9, 20,**
Reading in the home	**4, 10**
Other recreational reading items	**5, 11, 17, 22, 24, 25,**
General Reading	**1, 2, 3, 6, 7, 8, 12, 13, 14, 15, 16, 18, 19, 21, 23**

4. **Consult the original article for further information on the development of the attitude assessment.**

Adapted from Tullock-Rhody, R., & Alexander, J. E. (1980). A scale for assessing attitude toward reading in secondary schools. *Journal of Reading, 23*(2), 609-614. Reprinted with permission of Regina Tullock and the International Association.

Writing the Protocol Report: Group findings according to the clusters.

Rhody Secondary Reading Attitude Assessment

Purpose: The Rhody Secondary Reading Attitude Assessment developed by Tullock-Rhody & Alexander (1980) is a questionnaire to acquire a quantitative idea of the student's attitudes toward reading. The assessment can be used with students in grades seven through twelve.

Description: _____ was asked to mark a scale from strongly agree to strongly disagree in response to each of 25 questions. (Make a statement regarding the context of the assessment.)

Findings:

Cluster	Score	Selected Examples
Reading in the library	/10	
Reading in the home	/10	
Other recreational reading	/30	
General Reading	/75	
Total	/125	

(Write a paragraph clarifying the information contained in the table.)

Interpretation:

    Areas of Strength:

    Areas for Growth:

Content Reading and Study Skills Interview (Optional)

Purpose: To determine the habits and study skill strategies used by students to be able to make suggestions.

Procedures: Distribute the list of questions to individuals or a group. Tell them you are going to ask them some questions about the way they study so you will be able to give them some suggestions.
Allow them to write answers as you read each question. Then discuss the answers with the group.

Content Reading and Study Skills Interview	
Student's name _____ Date: _____ Assessor: _____	
1. Which subject is your hardest to study for?	
2. What makes that subject hard for you?	
3. Which subject is easiest for you?	
4. What makes that subject easy for you?	
5. What do you do when you are studying and there is something you don't understand?	
6. What do you do to try to help you remember the material you have studied?	
7. What do you think could be done to improve your studying?	
8. What kinds of tests do your teachers give?	
9. What's the best way to study for a multiple choice test?	

10.	What is the best way to study for an essay test?	
11.	Do you listen to the radio or TV while you are studying?	
12.	Do you ever study with other students? If so, do you find that helpful?	
13.	Do you use SQ3R? or Reciprocal Teaching or ReQuest? Do you know what these are?	
14.	Do you take notes or outline important information?	
15.	Do you use graphic organizers? Which ones?	
16.	Do you take notes in class? Do you integrate your book notes and class notes?	
17.	Do you rehearse the information by saying it over and over or use visualization to help you remember information?	
18.	Do you use note cards to study vocabulary? Concept maps?	
19.	Do you self-test yourself on the information?	
20.	Do your studying efforts produce better grades?	

Adapted by Joyce Fine from *Assessing and Correcting Reading and Writing Difficulties* (3rd ed.) by Gunning, T.G., 2006.

Content Reading and Study Skills Interview (Optional)

Purpose: The Content Reading and Study Skills Interview Adapted by Joyce Fine from *Assessing and Correcting Reading and Writing Difficulties* (3rd ed.) by Gunning, T.G., (2006) is designed to determine the habits and study skill strategies used by a student. The information will enable the instructor to be able to make suggestions and provide guidance to the student.

Description: _____, a _____-grade student was asked to respond to 25 open-ended questions which were read to him/her. (Make a statement as to the context of the assessment)

Findings:

Cluster	Student's comments
Subject preferences	The student stated…
Types of tests	
Study habits and behaviors	
Study skills	
Study Strategies	

(Paragraph clarifying table)

Interpretation:

Areas of strength:

Areas of growth:

CORE Phonics Surveys

Purpose: The CORE Phonics Surveys assess the phonics and phonics-related skills that have a high rate of application in beginning reading and can be used as a diagnostic instrument to indicate whether or not a student needs instruction in selected phonics concepts or if further assessment is needed.

Description: _____, a ____-grade student, was asked to respond to alphabet sounds and letter names, reading and decoding items to determine phonic and phonics-related skills on 12 short-answer parts. (Make a statement about the context of the assessment.)

Findings:

Alphabet Skills and Letter Sounds	Number correct	Level	Incorrect Items
A. Letter names- uppercase	/ 26		
B. Letter names- lower- case	/26		
C. Consonant sounds	/21		
D. Long vowel sounds	/5		
Short vowel sounds	/5		
Total	/83		
Reading and Decoding Skills			
E. Short vowels in CVC	/15		
F. Consonant blends with short vowels	/15		
G. Short vowels, digraphs, and -tch trigraph	/15		
H. R-controlled vowels	/15		
I. Long vowel spellings	/15		
J. Variant vowels	/15		
K. Low frequency vowel and consonant spellings	/15		
L. Multisyllabic words	/24		

(Write sentences clarifying the information in the table about the two parts.)

Interpretation:

    Areas of strength:

    Areas for growth:

Student's Name _____ Date_____

Teacher _____

Test of Morphological Structure

Directions: **I am going to say a word, and then I am going to read you a sentence that contains a form of the word I say. However, the word in the sentence will be left out, and I'd like you to write what you think that word is. For example: 'farm'; 'My uncle is a _____.'' Let's try another one: 'help' My sister is always _____. Spell the words the best you can.**

Part I. Derivation

1. *warm.* He chose the jacket for its _____.

2. *permit.* Father refused to give _____.

3. *profit.* Selling lemonade in summer is _____.

4. *appear.* He cared about his _____.

5. *protect.* She wore glasses for _____.

6. *perform.* Tonight is the last _____.

7. *expand.* The company planned an _____.

8. *revise.* This paper is his second _____.

9. *reason.* Her argument was quite _____.

10. *major.* He won the vote by a _____.

11. *deep.* The lake was well known for its _____.

12. *equal.* Boys and girls are treated with _____.

13. *adventure.* The trip sounded _____.

14. *absorb.* She chose the sponge for its _____.

15. *active.* He tired after so much _____.

16. *human.* The kind man was known for his _____.

17. *humor.* The story was quite _____.

18. *assist.* The teacher will give you _____.

19. *mystery.* The dark glasses made the man look _____.

20. *glory.* The view from the hilltop was _____.

Student's Name _____ **Date** _____

Teacher _____

<u>**Test of Morphological Structure**</u>

Directions: **" I am going to say a word, and then I am going to read you a sentence that contains a form of the word I say. However, the word in the sentence will be left out, and I'd like you to write what you think that word is. For example: 'driver' ; 'Children are too young to _____. Let's try another one: ' Improvement; 'My teacher wants my spelling to _____. Spell the words the best you can. "**

Part II. Decomposition

1. *growth.* **She wanted her plan to** _____.

2. *dryer.* **Put the wash out to** _____.

3. *variable.* **The time of his arrival did not** _____.

4. *width.* **The mouth of the river is very** _____.

5. *density.* **The smoke in the room was very** _____.

6. *famous.* **The actor would achieve much** _____.

7. *description.* **The picture is hard to** _____.

8. *strength.* **The girl was very** _____.

9. *decision.* **The boy found it hard to** _____.

10. *popularity.* **The girl wants to be** _____.

11. *publicity.* **His views were made** _____.

12. *difference.* **Do their opinions** _____?

13. *originality.* **That painting is very** _____.

14. *courageous.* **The man showed great** _____.

15. *admission.* **How many people will they** _____.

16. *dangerous.* **Are the children in any** _____?

17. *reduction.* **The overweight man was trying to** _____.

18. *continuous.* **How long will the storm** _____?

19. *reliable.* **On his friend he could always** _____.

20. *acceptance.* **Is that an offer you can** _____?

Test of Morphological Structure

Purpose: The <u>Test of Morphological Structure</u> is a means for examining a student's knowledge of derivational forms.

Description: _____, a _____ -grade student, was asked to provide the correct form of words to complete up to 40 sentences. The test consisted of both derivation in part I and decomposition in part II. *(Tell context of assessment.)*

Findings:

Part I: Derivation	Number Correct	Show Correct Form and Errors
	/20	
Part II: Decomposition	Number Correct	Show Correct Form and Errors
	/20	
total	/40	

(Write a statement about the two parts.)

Interpretation:

Areas of strength:

Areas for growth:

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Interpreting the Test of Morphological Structures

Written scoring and interpretation

There are 40 items. Score 1 point for each correct item that is spelled correctly, and ½ point for entries that contain the correct number of syllables and can be read.

Students who score below 40 percent (16/40) are probably late transitional to early intermediate readers. For them, the study of morphology may begin by focusing on bases with more transparent meanings, and few if any changes to the bases in spelling or pronunciation when suffixes are added- for example *reach/reachable; act/action; grace/ graceful*. Students who score 60 percent (24/40) may study more systematically the types of meaning, spelling, and pronunciation changes that occur when suffixes are added –for example, *fragile/fragility; oppose/opposition; acclaim/acclamation*.

Important Note:

Although it is recommended that students who score less than 40 percent on the written form begin with more transparent morphological relationships, this is not meant to suggest that such students not be exposed to, think about, and discuss more opaque relationships. This does suggest, however, that their systematic study or morphological relationships begin with and focus primarily on more straightforward and obvious relationships. A secure foundation at this level will ensure a more productive and secure systematic study of less transparent relationships later on.

Templeton, S., Bear, D. R., Invernizzi, M., Helman, L., & Hayes, L. (2015). *Vocabulary Their Way: Word Study with Middle and Secondary Students, p. 275.* Boston, MA: Pearson Education.

Upper Level Spelling Inventory

Purpose: The purpose of the Upper Level Spelling Inventory by Temple, Bear, Invernizzi, and Johnston is to identify the stage of development in spelling. This stage of development should correspond to stage of reading and writing according to the Synchronous Model of literacy development.

Description: ____, a ___- grade student, was asked to write the spelling of 31 words. Each word was said in isolation, then used in a sentence and then repeated before the student wrote it. The students were assessed in the media center where there were other students and tutors working.

Findings:

Misspelled Words and their correct spelling	

Diagraphs and Blends	Vowels	Complex Consonants	Inflected Endings and Syllable Juncture	Unaccented Final Syllables	Affixes	Reduced Vowels in Unaccented syllables	Greek and Latin Elements	Assimilated Prefixes
/5	/9	/7	/8	/9	/10	/7	/7	/6

Word Spelled Correctly	Feature Points	Total
/31	/68	/99
Spelling Stage		

(Statement)

Interpretation: _____ was able to correctly …
In that _____ is in the _____ grade, and is at the _____ stage in spelling, . . .

Areas of Strength:

Areas for Growth:

Reading and Writing Fluency:

WRITING FLUENCY
with Power Writes

To encourage students to write, ask them to write for one minute on a given topic. It might be about the movies, or songs, or exercise, or favorite foods. After one minute, count the number of words written. Do not grade in any other way. Chart the number of words written. Some students may only write a list. The format doesn't matter. Let the student practice doing the one-minute power writes and see how the chart shows that they can write more and more. This motivates reluctant writers since there is no stress about grades. After practicing and charting, write a paragraph about how this practice helped your student.

DETERMINING READING FLUENCY

If the student is reading on grade level or one grade below, use grade level text for practice. To conduct a formal assessment, one of two methods may be used. One method is to use a passage at the student's grade-level that the student has not read before. The **student reads for one minute** while the teacher marks any miscues on a copy of the passage. The teacher counts any substitutions, mispronunciations, omissions, or reversals and hesitations of more than 3 seconds as miscues. Insertions and repetitions are not counted because they are already accounted for with extra time. The teacher subtracts the number of miscues from the total number of words read correctly to find the number of words correct per minute (WCPM). This method is not recommended for use if comprehension questions are to be asked following the reading, the student will not have read the whole text.

Another method allows the student to **read a longer passage in its entirety**. Use a passage at the student's grade-level. Time the reading of the passage.
Subtract the number of miscues from the total words read.
Divide by the number of minutes. (Convert the seconds to a decimal by dividing the number of seconds by 60.)

Example: A student read a passage with 156 words in 2 min. 37 sec. and made 11 errors. (Do not count insertions, repetitions, self-corrections, punctuation.)

156-11 = 145

145 ÷ 2 min. 37 sec. (37 ÷ 60 = .6166 = .62)

145 ÷ 2.62 = 55 WCPM

MONITOR ORAL READING FLUENCY

Monitor a student's oral reading fluency and graph it regularly. Graph of Student's Fluency Progress- Words Correct Per Minute WCPM **with the student.** This provides positive feedback as the student can see his/her progress improve. Have the **student** mark the bar chart.

Compare sores with other students at the same grade-level to determine if the student's fluency rate is growing at a normal rate with norms developed by Hasbrouck and Tindal (1992) or Good and Kaminski (2002). The 50th percentile for upper grades is 125-150 WCPM. Use the chart in Johns which only goes to the 8th grade, but may be used for high school students.

Student _____   Teacher_____

Words Correct Per Minute WCPM – Be sure to List the title and grade level of the passage.

*Passage/ GR Level	*	*	*	*
100				
95				
90				
85				
80				
75				
70				
65				
60				
55				
50				
45				
40				
35				
30				
25				
20				
15				
10				
5				
0				
Date				

If your student is reading two or more levels below grade level, start the passages two grade levels below his or her grade level. Use 100 word passages. When the student can read at 94% accuracy, go to the next grade level. Chart these. Continue to try to raise the passage level to see if you can raise the student's fluency to his or her instructional level. Write a paragraph about how you helped your student improve his or her fluency. (What strategies did you use?)You should be including fluency work in every lesson.

Assignment: REC 5.13 **Differentiated Instruction Utilizing Print and Digital Texts (4 points)**
Course: RED 6805 Practicum in Reading
Artifact Explanation: Candidates evaluate and select websites and Trade books for students in their community

Course Objective(s)	1. Candidates will demonstrate the ability to differentiate instruction using print and digital texts, technology appropriate for the grade.
FEAPS Florida Educator Accomplished Practices	
PECs Professional Education Competencies	
SACs Subject Area Competencies K-12	
UCC Other Uniform Core Curriculum	F. (c) Technology appropriate for the grade
REC Reading Endorsement Competencies (REC)	
IRA Standards	

Assignment: Differentiated Instruction Utilizing Print and Digital Texts

Purpose:
- To identify criteria for selecting and evaluating both print and non-print media (e.g. Internet, software, trade books, text books, DVDs, videos, interactive computing) for instructional use
- To choose effective techniques (e.g., selecting text at the appropriate level, matching text to student interest) for improving attitudes toward reading and for motivating students to engage in reading events
- **To demonstrate differentiated instruction for all students utilizing increasingly complex print and digital text.**

Procedure:
A. **Create an annotated list of technology /technology sites** (2 per candidate) for students in your group that are appropriate. Tell the following:
    1. **Name of Site/URL**
    2. **Description: What does the site offer?**
    3. **Curricular Ties: For whom is each site recommended? How is it useful related to instruction for your student(s)?**
    4. **Information Literacy**: Analyze each site for usefulness (organization of site, user friendliness), reliability, credibility, and consistency. (How do you know this site is appropriate for school use?)
    5. **Write a paragraph about why the two sites you selected are appropriate for your students.**

B. **Select trade books**: Individually select two trade books that are appropriate for your student and one for one other student in your community (2 + 1). Do not duplicate the selection of books in your group. For each book, write a paragraph giving a summary of the book and why it is appropriate for the student. (For example, are you trying to match interests, expand knowledge of genres, stimulate interest in ideas relevant to the student, match culturally or linguistically relevant materials, levels? Tell why you have specifically selected these books.)

Turn in: Cover sheet with group of teachers' names. Each teacher's work is individually identified for the assignment. Be sure to include a rubric for each teacher.

<u>**Sample**</u> for the Technology Sites- THIS IS <u>FOR TEACHERS</u>. **Yours will be for** <u>**students.**</u> **USE this format in portrait layout.**

RED 6805: Technology Sites

Technology Site Name/Address	Description- What the site offers	Curricular Ties – How the site is useful for literacy instruction	Information Literacy- 1)Usefulness, 2) Reliability, 3) Credibility and Consistency
1) **ReadWriteThink** http://www.readwritethink.org	It offers lessons, standards, web resources by grade band (k-2, 3-5, 6-8, 9-12)	One of the features is a literacy calendar that has holidays such as Sept. 21, International Day of Peace. For example, it gives description to suggest how to get students to become engaged in discussion of conflicts and ways to find solutions. Involves a 12th grade lesson entitled The Peace Journey: Using Process Drama in the Classroom.	1) **Usefulness** – It has materials divided by types of engagement such as learning language, learning about language and learning through language. 2) **Reliability** – has been on line since 2002 ; 3) **Credibility and Consistency**- It is a partnership between IRA, NCTE, and Verizon Foundation, all established teacher professional organizations or established public foundation.

RED 6805 – Rubric for Technology and Trade Book Assignment (4 points)

Candidate Learning: Knowledge & Skills	Candidate Learning: Dispositions	Mastery	Proficient	Limited
Candidate demonstrates the ability to examine and **selcet 2 websites** that are appropriate for students in clinical setting	*Take time to check over work because of being more interested in excellent work than in expediency (Striving for Accuracy).*	Candidate demonstrates the ability to examine and selcet 2 websites that are appropriate for student in clinical setting, giving a full description of what each has to offer.	Candidate demonstrates the ability to examine and selcet 2 websites that are apprepriate for student in clinical setting	Candidate minimally demonstrates the ability to examine and selcet 2 websites that are apprepriate for student in clinical setting, giving vague descriptions.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to make multiple **curricular ties** including how the site is useful for reading instruction for improving attitudes and motivating students to engage in reading events so that others can understand easily.	*Adopt a critical eye toward ideas and actions (Being Analytical).*	Candidate demonstrates the ability to make multiple **curricular ties** including how the site is useful for reading instruction for improving attitudes and motivating students to engage in reading events so that others can understand easily.	Candidate demonstrates the ability to make **curricular ties** including how the site is useful for reading instruction for improving attitudes and motivating students to engage in reading events so that others can understand easily.	Candidate has made limited or no **curricular ties** including how the site is useful for reading instruction for improving attitudes and motivating students to engage in reading events.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability **to identify criteria for selecting and evaluating** both print and non-print media (e.g. Internet, software, trade books, text books, DVDs, videos, interactive computing) for instructional use. UCC F. c	*Works to see things through by employing systematic methods of analyzing problems (Persisting).*	Candidate demonstrates the ability to sucessfully identify criteria for selecting and evaluating both print and non-print media (e.g. Internet, software, trade books, text books, DVDs, videos, interactive computing) for instructional use.	Candidate demonstrates the ability to identify criteria for selecting and evaluating both print and non-print media (e.g. Internet, software, trade books, text books, DVDs, videos, interactive computing) for instructional use.	Candidate demonstrates limited or minimal ability to identify criteria for selecting and evaluating both print and non-print media (e.g. Internet, software, trade books, text books, DVDs, videos, interactive computing) for instructional use.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the abilityto identify and fully explain criteria for selecting two trade books for his or her student (interest, reading level, culturally and linguistically appropriate.) and one trade book for another	*Adopt a critical eye toward ideas and actions (Being Analytical).* *Thinks and communicates with clarity and precision (Communicating Accurately).*	Candidate demonstrates the ability to identify and fully explain criteria for selecting two trade books for his or her student (interest, reading level, culturally and linguistically appropriate.) and one trade book for another	Candidate demonstrates the ability to identify and fully explain criteria for selecting two trade books for his or her student (interest, reading level, culturally and linguistically appropriate.) and one trade book for another	Candidate demonstrates limited ot minimal ability to identify and fully explain criteria for selecting two trade books for his or her student (interest, reading level, culturally and linguistically appropriate.) and one

student.		student.	student.	trade book for another student.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0

_____ devided by 4 = _____ x 2 = Final Pts _____/8
   Total Points   Points

_____OK to Upload   _____ Revise and Upload   _____ Revise and Resubmit

<u>Student's evaluation _____</u>

Assignment: <mark>Community Profile</mark>- Assessment Chart & Instructional Plan- Competency 5 Summative Level (12 points) TaskStream Critical Task
Course: **RED 6805 Practicum in Reading**
Artifact Explanation: Candidate, through a culminating practicum with his or her community of teachers, will create a chart of assessment findings for all students to implement a comprehensive research-based plan of instruction. Candidate will describe how he or she will monitor student progress and guide instruction over time.

Course Objective(s)	1. Candidates will demonstrate knowledge of components of reading, as well as assessment & data analysis, to implement a comprehensive research-based plan of instruction. 2. Candidates will engage in a systematice problem solving process to differentiate instruction for students in their community.
FEAPs Florida Educator Accomplished Practices	
PECs Professional Education Competencies	
SACs Subject Area Competencies, Elementary Education, Section 60, Language Arts & Reading	**Competency 4- Knowledge of learning environments and procedures that support learning** 4.6 Evaluate and select methods of prevention and intervention for students who have not mastered grade-level language arts standards. **Competency 5 – Knowledge of oral and written language acquisition and beginning reading** 5.3 Apply instructional methods for developing word-analysis skills for decoding and encoding monosyllabic and multisyllabic words for diverse learners. **Competency 7- Knowledge of vocabulary acquisition and use** 7.4 Apply appropriate instructional methods for developing and using conversational, general academic and domain-specific words and phrases for diverse learners. **Competency 8. Knowledge of reading fluency and reading comprehension** 8. 7 Apply instructional methods to develop study skills for comprehension of literary and informational texts for diverse learners.
UCC Additional Elements of the Uniform Core	F. (c) Technology appropriate for the grade

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Curriculum	
Reading Endorsement Competencies	5. **Demonstration of Accomplishment- Competency 5 <u>Summative Level</u>** 5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. 5.2 Demonstrate research-based instructional practices for facilitating reading comprehension 5.3 Demonstrate research-based instructional practices for developing oral/aural language development. 5.4 Demonstrate research-based instructional practices for developing students' phonological awareness. 5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition. 5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance. 5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary. 5.8 Demonstrate research-based instructional practices to facilitate students' monitoring and self-correcting in reading. 5.9 Demonstrate research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension. 5.10 Demonstrate research-based instructional practices for developing students' ability to read critically. 5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text. 5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels. 5.14 Use a variety of instructional practices to motivate and engage students in reading. 5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.

Process: 1. Candidate will meet with their community of teachers to share data from assessments and to compile a chart with assessment data for his or her student and another student reading on a different level . Use chart format below. If assessment data is not available, put N/A.

Community Profile (**Student Data**) Competency 5 Summative Assessment

Assessment	Your Student's Name_____ Grade_____	Student 2's Name_____ Grade_____
Interest Inventory		
Rhody Secondary Attitude Assessment		
BRI- Oral Reading Comprehension performance levels		
BRI- Sight Word Recognition from Word List		
BRI – Decoding (Qualitative Summary of Miscues)		
BRI – Comprehension Monitoring (Qualitative Summary)		
BRI-Fluency		
BRI - Retelling		
Spelling Inventory		
CORE Phonics Survey		
Test of Morphological Structures		

2.   Discuss the ways of differentiating instruction for each student. See the suggestions below:

Suggested Ways to Differentiate Instruction

Differentiated instruction "means 'shaking up' what goes on in the classroom so that students have multipe options for taking in information, makingsense of ideas, and expressing what they learn" (Carol Ann Tomlinson, 2001, p.1). Differentiation involves varying the **content, process, and/or product.**
Some possibilities to do this may involve the following:
Choices- books to read, topics to study, projects they create
Materials – higher or lower levels of text complexity, writing instruments, paper
Adjustment in language of instruction- use of cognates,
Time to develop vocabulary- tier 2 or academic language that goes across disciplines
Types and number of examples- multiple examples may be needed, non-examples (what something is not
        clarify concepts
Grouping- flexible, small group
Centers- gives students opportunities to use instructional materials, or to practice with manipulatives
Oral and visual projects- gives students the opportunity to demonstrate learning when language is a
        problem
Mini lessons- teach, re-teach concepts
Student talk- students need opportunities to say words related to content in sentences

3.   Using the Reading Endorsement Matrix for Competency 5, which gives explicit directions about demonstrating each indicator (see p. 21-24 in the syllabus), create lesson plans using the format given in class and available on Blackboard for tutoring. (These will be graded individually and have a 4 point value each.)

4.   For each lesson plan for the Reading Endorsement Indicators for Competency 5

     a. Describe the purpose of the indicator, the strategy used and the text used. Then write how you would differentiate the lesson for the second student. See 5.9 for and example explaining how you would differentiate a research –based plan of instruction for students above grade level, on grade level, or below grade level using differentiated methods. (See suggestions above.) **DIFFERENTIATION PLAN**

Research-based Strategy/ REC Indicator	Student 1* (Your Student) Name, _____ Grade_____ Instructional Reading level ___	Student 2 (One for whom you would need to differentiate the lesson.) Name_____ Grade_____Instr. Reading level_____
Comp. Strategy REC 5.2 concept develop. SAC 4.6		
Text Talk REC 5.3		
Poetry REC 5.4		
Phonics REC 5.5 SAC 5.3		

Reader's Theatre REC 5.6		
Vocabulary Tree REC 5.7 SAC 7.4		
Monitoring and Self-Correcting REC 5.8		
Probable Passages REC 5.9 SAC 8.7 (literary text)	To demonstrate higher order thinking, Probable Passages was used with *Fly Away Home*. The student wrote a gist statement before reading. After reading and discussing it orally, she wrote another statement based on her comprehension of the narrative, literary text.	To demonstrate higher order thinking, Probable Passages would be used with *Those Shoes* by M. Boelts and N. Z. Jones. This is a lower level, literary, picture book about homelessness for a student reading on the 2nd grade level.
Character Contrast REC 5.10		
Word Scroll REC 5.11		
Word Sort REC 5.12		
Anticipation Guide REC 5.14 SAC 8.7 (informational text)		
Reciprocal Text Structure Mapping REC 5.15		

b. For each of the indicators, describe how you would monitor your student's progress and guide instruction over time. (Could make a general statement that would go for all.)

Rubric for Community Profile: Summary Analysis & Reflection Paper

Candidate Learning: Knowledge & Skills	Candidate Learning: Dispositions	Mastery	Proficient	Limited
Candidate demonstrates the ability to use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning. **Community Profile (Data Chart)**	*Adopting a critical eye toward ideas and actions (Being Analytical).*	Candidate successfully demonstrates the ability to use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase	Candidate demonstrates the ability to use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.	Candidate is unable or minimally demonstrates the ability to use assessment and data analysis to monitor student progress and guide instruction over time to ensure an

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REC 5.1		in student learning		increase in student learning**..**
		2 1.8	1.6 1.4 1.5	1. .5 0
Candidate is able to evaluate and select methods of prevention and intervention for students who have not mastered grade-level language arts standards. **SAC 4.6**		Candidate is able to successfully evaluate and select methods of prevention and intervention for students who have not mastered grade-level language arts standards.	Candidate is able to evaluate and select methods of prevention and intervention for students who have not mastered grade-level language arts standards.	Candidate is unable to evaluate and select methods of prevention and intervention for students who have not mastered grade-level language arts standards.
		2 1.8	1.6 1.4 1.5	1. .5 0
Candidate demonstrates the ability to describe the ways of differentiating instruction for each student and demonstrate research-based instructional practices for facilitating reading comprehension. DIFFERENTIATION PLAN **REC 5.2**	*Adopting a critical eye toward ideas and actions (Being Analytical).*	Candidate successfully demonstrates the ability to thoroughly describe the ways of differentiating instruction for each student and and demonstrate research-based instructional practices for facilitating reading comprehension.	Candidate demonstrates the ability to describe the ways of differentiating instruction for each student and demonstrate research-based instructional practices for facilitating reading comprehension.	Candidate minimally demonstrates the ability to describe the ways of differentiating instruction for each student and demonstrate research-based instructional practices for facilitating reading comprehension.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to use research-based instructional practices for developing oral/aural language development**. REC 5.3**	*Adopting a critical eye toward ideas and actions (Being Analytical).*	Candidate successfully demonstrates the ability to demonstrate research-based instructional practices for developing oral/aural language development.	Candidate demonstrates the ability to demonstrate research-based instructional practices for developing oral/aural language development.	Candidate minimally demonstrates a use research-based instructional practices for developing oral/aural language development. limited ability to
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to use research-based instructional practices for developing students' phonological awareness.**REC 5.4**	*Adopting a critical eye toward ideas and actions (Being Analytical).*	Candidate successfully demonstrates the ability to use research-based instructional practices for developing students' phonological	Candidate demonstrates the ability to use research-based instructional practices for developing students' phonological awareness.	Candidate demonstrates a minimal or limited ability to use research-based instructional practices for developing students' phonological

		awareness.		awareness.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to use research-based instructional practices for developing phonics skills and word recognition**.** **REC 5.5**	*Show sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently),*	Candidate demonstrates the ability to sucessfully use research-based instructional practices for developing phonics skills and word recognition.	Candidate demonstrates the ability to use research-based instructional practices for developing phonics skills and word recognition	Candidate demonstrates minimal or limited ability to use research-based instructional practices for developing phonics skills and word recognition.
		2 1.8	1.6 1.4 1.5	1. .5 0
Candidate Applies instructional methods for developing word-analysis skills for decoding and endocing monosyllabic and multsullabic words for diverese learners. SAC 6.3		**Is able to successfully apply instructional methods for developing word-analysis skills for decoding and endocing monosyllabic and multsullabic words for diverese learners.**	**Is able to apply instructional methods for developing word-analysis skills for decoding and endocing monosyllabic and multsullabic words for diverese learners.**	**Is unable to apply instructional methods for developing word-analysis skills for decoding and endocing monosyllabic and multsullabic words for diverese learners.**
		2 1.8	1.6 1.4 1.5	1. .5 0
Candidate demonstrates the ability to use research-based instructional practices for developing reading fluency and reading endurance. **REC 5.6**	*Abstracting meaning from one experience and carrying it forward and applying it to a new situation by calling on his/her store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).*	Candidate demonstrates the ability to sucessfully use research-based instructional practices for developing reading fluency and reading endurance.	Candidate demonstrates the ability to use research-based instructional practices for developing reading fluency and reading endurance.	Candidate demonstrates minimal or limited the ability to use research-based instructional practices for developing reading fluency and reading endurance.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to use research-based instructional practices for developing both academic and domain specific vocabulary. **REC 5.7**		Candidate demonstrates the ability to sucessfully use research-based instructional practices for developing both academic and	Candidate demonstrates the ability to use research-based instructional practices for developing both academic and domain specific	Candidate demonstrates limited ability to use research-based instructional practices for developing both academic and domain specific

		domain specific vocabulary.	vocabulary.	vocabulary.
		2 1.8	1.6 1.4 1.5	1. .5 0
Candidate is able to apply appropriate instructional methods for deeloping and uning conversational, general academic , and domain-specific words and phrases for diverse learners. SAC 7.4		**Candidate is able to successfully apply appropriate instructional methods for deeloping and uning conversational, general academic , and domain-specific words and phrases for diverse learners.**	**Candidate is able to apply appropriate instructional methods for deeloping and uning conversational, general academic , and domain-specific words and phrases for diverse learner.**	**Candidate is unable to apply appropriate instructional methods for deeloping and uning conversational, general academic , and domain-specific words and phrases for diverse learner**
		2 1.8	1.6 1.4 1.5	1. .5 0
Candidate demonstrates the ability to use research-based instructional practices to facilitate students' monitoring and self correcting in reading. **REC 5.8**		Candidate demonstrates the ability to use research-based instructional practices to facilitate students' monitoring and self correcting in reading.	Candidate demonstrates the ability to use research-based instructional practices to facilitate students' monitoring and self correcting in reading.	Candidate demonstrates limited or minimal ability to use research-based instructional practices to facilitate students' monitoring and self correcting in reading.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to use research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension **REC 5.9**		Candidate demonstrates the ability to sucessfully use research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension.	Candidate demonstrates the ability to use research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension	Candidate demonstrates minimal or limited ability to use research-based comprehension instructional practices for developing students' higher order thinking to enhance comprehension .
		2 1.8	1.6 1.4 1.5	1. .5 0
Candidates apply instructional methods to developstudy skills for comprehension of literary (and informational) texts for diverse students.		**Candidates successfully apply instructional methods to developstudy skills for comprehension**	**Candidates are able to apply instructional methods to developstudy skills for comprehension of literary (and**	**Candidates are unable to apply instructional methods to developstudy skills for comprehension of literary (and**

SAC 8.7		of literary (and informational) texts for diverse students.	informational) texts for diverse students.	informational) texts for diverse students.
		2 1.8	1.6 1.4 1.5	1. .5 0
Candidate demonstrates the ability to use research-based instructional practices for developing students' ability to read critically. **REC 5.10**		Candidate demonstrates the ability to successfully use research-based instructional practices for developing students' ability to read critically.	Candidate demonstrates the ability to use research-based instructional practices for developing students' ability to read critically.	Candidate demonstrates limited or minimal ability to use research-based instructional practices for developing students' ability to read critically.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to use differentiation of instruction for all students utilizing increasingly complex print and digital text. **REC 5.11**		Candidate demonstrates the ability to sucessfully use differentiation of instruction for all students utilizing increasingly complex print and digital text.	Candidate demonstrates the ability to use differentiation of instruction for all students utilizing increasingly complex print and digital text.	Candidate demonstrates limited or minimal ability to use differentiation of instruction for all students utilizing increasingly complex print and digital text.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to use skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels. **REC 5.12**		Candidate demonstrates the ability to successfully use skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.	Candidate demonstrates the ability to use skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.	Candidate demonstrates limited or minimal ability to use skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to use a variety of instructional practices to motivate and engage students in reading**. REC 5.14**		Candidate demonstrates the ability to use a variety of instructional practices to motivate and engage students in reading.	Candidate demonstrates the ability to use a variety of instructional practices to motivate and engage students in reading.	Candidate fails to demonstrate the ability to use a variety of instructional practices to motivate and engage students in reading.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0

Candidate demonstrates the ability to use intentional, explicit, systematic writing instruction as it relates to the ability to read written language. **REC 5.15**		Candidate demonstrates the ability to use intentional, explicit, systematic writing instruction as it relates to the ability to read written language.	Candidate demonstrates the ability to use intentional, explicit, systematic writing instruction as it relates to the ability to read written language.	Candidate fails to demonstrate the ability to use intentional, explicit, systematic writing instruction as it relates to the ability to read written language.
		2 1.8	1.6 1.4 1.5	1. .5 0
Candidates apply instructional methods to developstudy skills for comprehension of (literary and) informational texts for diverse students. SAC 8.7		**Candidates successfully apply instructional methods to developstudy skills for comprehension of (literary and) informational texts for diverse students.**	**Candidates successfully apply instructional methods to develop study skills for comprehension of (literary and) informational texts for diverse students.**	**Candidates are unable to apply instructional methods to developstudy skills for comprehension of (literary and) informational texts for diverse students.**
		2 1.8	1.6 1.4 1.5	1. .5 0
Candidates will describe how he or she would monitor student progress and guide instruction over time.		Candidate successfully describes how he or she would monitor student progress and guide instruction over time.	Candidate describes how he or she would monitor student progress and guide instruction over time.	Candidate fails to demonstrate or minimally describes how he or she would monitor student progress and guide instruction over time.
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidates demonstrate know-ledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive, researc based reading plan of instruction for all stude in their Community. REC 5. Demonstration of	*Take time to check over work because of being more interested in excellent work than in expediency (**Striving for Accuracy**).*	Candidate demonstrates know-ledge of the components of reading, as well as assessments and data analysis, to successfully implement a comprehensive, research-based reading plan instruction for all students in their Community.	Candidate demonstrates know-ledge 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 in their Community.	Candidate fails to demonstrate or minimally demonstrates 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 in their

Accomplishment REFLECTION					Community
		4 3.8 3.6	3.4 3.2 3 2.8		2.6 2 1 0
_____Total Pts divided by 2 = _____ = Final Pts _____/32					

The above assignment is uploaded to TaskStream where there is a two-column rubric, Meets (= 1 pt.) or Does Not Meet (= 0 pts.)

Assignment: Case Study – PowerPoint

Course Objective(s)	1. To enhance professional skills of research, reflection and leadership 2. To communicate effectively with and about adolescent learners
FEAPs Florida Educator Accomplished Practices	
PECs Professional Education Competencies	
SACs Subject Area Competencies, Reading 35	
UCC Additional Elements of the Uniform Core Curriculum	
Reading Endorsement Competencies	

Procedure:

- Candidates will create a case study on their student in a 2 inch binder with their name and PID on the front

A. Tab A –
   1. Include the rubric for the **PowerPoint** first.
   2. **Following the rubric, include your created PowerPoint presentation handout with 2 slides per page .The handout may be in color or black and white and should include picture(s) of you and your student(s). The PowerPoint will include the following and will be brought to class on a thumb drive:**
      a. **Title- Improving Adolescent Literacy with Targeted Instruction from Highly Qualified Reading Specialists**, with your name and Panther ID.
      b. **Description of Student** – Write a description of your case study student (<150 words) with a picture.
      c. **Data Chart**:
         1. BRI – **pretest** independent, instructional and frustrational levels; **posttest**- same levels
         2. Fluency – WCPM on what level at the beginning, WCPM on what level at the end
      d. **Materials:** Identify criteria for selecting key print and non-print media (Internets, trade books) elected for tutoring sessions-first hour and a half intervention and last half-hour literacy performance activities.
         e. **Methods:** Based on assessments I chose (i.e., selecting texts at the appropriate level, matching texts to students' interests) for improving

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attitudes and for motivating students to engage

    f. **Recommendations:** Must have 5 suggestions for the student including two websites that will help them develop their literacy skills. Make these suggestions in language that will communicate to the student how the sites target what he or she specifically needs to improve their literacy skills. These should address the student's interest so that they will improve attitudes and motivate the student. (Think of the results from the <u>Rhody Attitude Assessment Survey</u>, the <u>Interest Inventory</u>, and your observations of what engages the student.)

B. Tab B <mark>CHART OF COMPETENCY 5 INDICATORS</mark> WITH DATES.
    (See pp. 21-24.)

C. Tab C. reading (WCPM) and writing (power writes – number of words written in one minute on a given topic) fluency charts for your student(s). Write a paragraph explaining each of the charts.

D. Tab D. Corrected Protocols Reports – corrected ones in front of original protocols and the protocol sheets from testing. Include the original and corrected Pre BRI (Informal Reading Inventory) and protocol sheets as well as the **<mark>Post BRI Protocol Report and protocol sheets</mark>**

Turn in:

- A 2 inch notebook with all sections tabbed,
- Case study report and appendices as listed above.

Make sure everything is clearly marked.

Rubric for PowerPoint and Case Study

Self- evaluation _____   Professor's evaluation _____

Candidate Learning: Knowledge & Skills	Candidate Learning: Dispositions	Mastery	Proficient	Limited
Candidate demonstrates the ability to create a PowerPoint giving description and facts about student that influenced student's literacy development	*Take time to check over work because of being more interested in excellent work than in expediency (Striving for Accuracy).*	Candidate demonstrates the ability to create an accurate PowerPoint with student's picture, giving description and important facts that influenced student's literacy development	Candidate demonstrates the ability to create a PowerPoint giving some description and facts about student in general.	Candidate minimally demonstrates the ability to create a PowerPoint, giving some description and facts about student
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to track professional development in a REC Competency 5 chart	*Adopt a critical eye toward ideas and actions (Being Analytical).*	Candidate demonstrates the ability track professional development in a REC Competency 5 chart	Candidate demonstrates the ability to track professional development in a REC Competency 5 chart	Candidate has made limited or minimal attempt to track professional development in a REC Competency 5 chart
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to track student's growth in fluency in reading and writing	*Works to see things through by employing systematic methods of analyzing problems (Persisting).*	Candidate demonstrates the ability to sucessfully track student's growth in fluency in reading and writing .	Candidate demonstrates the ability to track student's growth in fluency in reading and writing	Candidate demonstrates limited or minimal ability to. track student's growth in fluency in reading and writing
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate demonstrates the ability to use feedback to correct protocol reports, including the pre and post BRI.	*Adopt a critical eye toward ideas and actions (Being Analytical).* *Thinks and communicates with clarity and precision (Communicating Accurately).*	Candidate demonstrates the ability to use feedback to correct protocol reports, including the pre and post BRI.	Candidate demonstrates the ability to use feedback to correct protocol reports, including the pre and post BRI.	Candidate demonstrates limited ot minimal abilit use feedback to correct protocol reports, including the pre and post BRI.y to
		4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0

_____ devided by 4 =   Final Pts _____/4
  Total Points   Points

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