FLORIDA INTERNATIONAL UNIVERSITY
College of Arts, Sciences, and Education
School of Education and Human Development
Department of Teaching and Learning
Spring 2017

Name and Number of Course:	LAE 6319 Instruction in Language Arts
	LAE 6305 Instruction in Early Childhood Language Arts
Department:	Teaching and Learning
Website:	http://ecampus.fiu.edu
Course Credits:	3 semester credits
Professor:	Joyce C. Fine, Ed. D.
E-mail address:	finej@fiu.edu
Office hours:	Mondays, 4-5 at FIU@I-75, 01/09/17 and 01/23/17.
	Starting on 01/30/17 at North Miami Senior High,
	Tuesdays, 4-5 at FIU@I-75, by appointment
	Wednesdays 1:00-3:00 MM Campus ZEB 260-A,
	Best by appointment.
Dr. Fine's Office:	ZEB 260-A
Course Time/Date:	Tuesdays 5:00 – 7:40
Location:	MMC, ZEB 233/ FIU@I-75 Room 425 from 1/17/17
Telephone:	(305) 348- 6152
Fax:	(305) 348- 2086
Dr. Fine's Office:	MMC ZEB 260-A

Resources: Required Texts:

Johns, J. (2016) 12TH edition. *Basic reading inventory: Pre-primer through grade twelve and early literacy assessments.* Dubuque, IA: Kendall Hunt. (Used in RED 6546 and RED 6515, and RED 6805. If you have 10th or 11th ed., you do not have to buy the 12th ed.)

Tompkins, G. (2016). 9th edition. *Language Arts: Patterns of Practice.* Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

Tompkins, G. & Blanchfield, C. (2004). *Teaching Vocabulary: 50 Creative Strategies, Grades k-12.* Upper Saddle River, NJ: Pearson, Merrill Prentice Hall. ISBN 0-13-112966-X

Hoffman, J. (2001) Text-in 3 & Sailors, M., (2001) Training Module. Both adapted by Fine, J., *Text in 2 the Classroom*. (This is on Blackboard.)

Literature Circle trade books (Only need one - Book assignment will be on the first day of class)

Lowry, L. (1989) *Number the Stars.* Houghton Mifflin: New York. ISBN: 13-9780395510605 (This book is not available in the bookstore.)

Lowry, L. (1993) *The Giver.* Random House: New York. ISBN: 0-440-23768-8 (This book is not available in the bookstore.)

Grading Criteria

Lette	Range	Lette	Range
A	94 and above	B-	80 – 83
A-	90 – 93	C	70 – 79
B+	87 – 89	D	60 – 69
B	84 – 86	F	<60

Explanation of grades: Grades will be assigned as follows:
Rubrics and the conversion to the grading scale:
The grading of individual assignments will be using a rubric with a scale of Limited, Proficient, and Mastery. The rubric levels **do not represent equal intervals of increments**. These points along a continuum, from low to high, will be weighted and converted to allow use of the above point scale. See assignment weights.

[D, Limited = less than satisfactory] To earn a grade of D or Limited, some of the requirement must be met but the assignment is not at the satisfactory level.
[C, B, Proficient = satisfactory] To earn a grade of C or B, Proficient, all requirements of assignment must be met and must equal the satisfactory level. This means that assignments are well done, with evidence of student effort (thought).
[A, Mastery = model quality] To earn a grade of A, 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.
The grade of "IN" (incomplete) will be assigned in accordance with FIU policy.
In order to receive a grade of "DR" (Drop), a course must be dropped on or before official date.
Late written assignments will receive no credit.

Participation: Participation in class is a very important part of this class and defined as active attendance to all class meetings, active participation in all in-class activities, active field experience participation, being prompt in getting to class, and submitting all written work on time. Leaving early (unless cleared by the professor) is not acceptable and will result in a loss of class participation points. All electronic devices including cell phones, lap tops, iPads, etc. are to be turned off during class sessions unless we are using them as part of presentations, lessons, etc. Students using class time to chat, email, text message, "surf", etc., for personal and/or recreational use will lose up to ten class participation points for each offense noted by the professor. All class participants begin the course with full points for participation
Policy of Giving an Incomplete (I): A grade of incomplete (I) for the course will be possible only under unusual circumstances. To get this grade, the participants and the instructor must agree on the reason for the grade at least one week before the end of the semester, and students must be passing the course at the time the participant requests the grade. To request an incomplete, at least ½ of the course work must be completed successfully. An incomplete will not be allowed if the student has failed to submit work on time or has failed to meet the course requirements. A student who receives a grade of incomplete has two semesters in which to complete the course work or

the grade earned will default to that earned up to the time the incomplete is requested. Since half the grade is earned at the end of the semester, the default grade will always be an F.

LAST DATE TO DROP A COURSE WITH A "DR" GRADE---<mark>Monday, March 20, 2017</mark>
LAST DATE TO APPLY FOR GRADUATION---<mark>Friday, February 3, 2017.</mark>

The School of Education and Human Development's Conceptual Framework

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).

<u>Purpose of Course:</u>
Catalog Description of LAE 6319:

The course develops knowledge of the learning environment, which reflects the needs of a diverse population and knowledge of strategies for the instruction of the six language arts. It refines skills related to curriculum development, methods of assessment and instruction, selections of materials, and review of research for preschool and K-12 Language Arts. This course follows the Florida Department of Education's Educator Accomplished Practices (2011), Subject Area Competencies (2016) and the Reading Endorsement Competencies (2010). It refines skills related to program development, methods of teaching, selection of materials, and review of research in education. This course is required in the Master's in Reading Education, Master's in Elementary Education, and the Master's in Early Childhood Education programs.

<u>Course Design and Standards</u>

Standards to be met.

Course Objectives:	1. Candidates will learn to scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading and language arts. 2. Candidates will engage in the systematic problem solving process. Evaluate the classroom literacy environment to be able to make improvements to scaffold student's growth in literacy 3. Assess students in the Language Arts, including reading, writing, and spelling to be able to effectively instruct students in literacy 4. Create a cross-curricular unit with many resources to motivate and support students' learning
FEAPs Florida Educator's Accomplished Practices	(a)1.a. Aligns instruction with state-adapted standards at t the appropriate level or rigor. (a)1.b. Sequences lessons and concepts to ensure coherence and required prior knowledge. (a)1.c. Designs instruction for the students to achieve mastery. (a)1.d. Selects appropriate formative assessments to monitor learning. (a)1.e. Uses diagnostic student data to plan lessons (a)1.f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. (a)2.a. Organizes, allocates, and manages the resources of time, space, and attention. (a)2.b.Manages individual and class behaviors through a well-planned management system (a)2.c. Covey high expectations to all students.

PECs Professional Education Competencies	(a)1.a. Aligns instruction with state-adapted standards at t the appropriate level or rigor. (a)1.b. Sequences lessons and concepts to ensure coherence and required prior knowledge. (a)1.c. Designs instruction for the students to achieve mastery. (a)1.d. Selects appropriate formative assessments to monitor learning. (a)1.e. Uses diagnostic student data to plan lessons (a)1.f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. (a)2.a. Organizes, allocates, and manages the resources of time, space, and attention. (a)2.b.Manages individual and class behaviors through a well-planned management system (a)2.c. Covey high expectations to all students.
SACs Subject Area Competencies Reading K-12	Competency 4- Knowledge of learning environments and procedures that support reading 4.1. Apply appropriate grouping practices for instructional purposes in reading 4.2 Determine appreciate procedures and delivery methods to integrate speaking and listening, reading, writing, and viewing for diverse learners across content areas. 4.5. Determine organizational and classroom management practices for multiple reading programs to support diverse learners. students to engage in academic and personal reading.
Other Uniform Core Curriculum	F.g; Classroom management F. k Write and speak in a logical and understandable manner.
Reading Endorsement Competency II	Competency II: Foundations of Research-Based Practices Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Candidates will engage in the problem solving process. 2.A.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.). 2.A.2 Use both oral language and writing experiences to enhance comprehension.

	2.A. 3 Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text.
	2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
	2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
	2.A.6 Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
	2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
	2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self-correcting.
	2.A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.
	2.B.1. Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations).
	2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
	2.B.3 Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English.
	2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
	2.B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.
	2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
	2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).

	2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development.
	2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
	2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.
	2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.
	2.D.2 Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English.
	2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
	2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.
	2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).
	2.E.2 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.
	2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.
	2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).
	2.F.2 Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
	2.F.3 Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
	2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.

	2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
	2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
	2.F.7 Use multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).
	2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
	2.G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
	2.G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
	2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).
	2.G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.
	2.G.6 Triangulate data from appropriate reading assessments to guide instruction.

Learning Experiences and Assignments

Table of activities and assignments in which students will engage during the unit of study that will evoke and develop the desired understandings/results, promote interest, and make excellent performance more likely (Note: The actual assignment sheets and rubrics, if used for evaluation, will be the last section of the syllabus. This section is intended to be a brief overview of the assignments.)

Learning Experiences: LAE 6319/6314

	Learning Experience	Points	TaskStream Artifact
1	Text-in 2 the Classroom	/20	
2	IRI/ BRI	/28	
3	Integrated L.A. Reading, Writing, Spelling Lesson Plan	/38	* TaskStream
4	50 Strategy Presentation	/12	
5	Classroom Participation Lesson Plans (CPLP)	/48	*TaskStream
6	Literature Focus Unit Plan	/63	*TaskStream

7	Journal Binder includes Chapter Questions (35 Monitoring + 12 Evaluate and Reflect), Journal Writing and Literature Circle	/36	
		Total points = /	

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 Department (may provide limited support)
> > 305-348-6305
> > shedsupport@fiu.edu
> > 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; Undergraduate Academic Misconduct Definitions and Procedures; and, Students with Disabilities)

Code of Academic Integrity

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.

Student Code of Conduct (FIU-2501)

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 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.

University Graduate School Statement on Plagiarism

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.

Students with Disabilities

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.

Additional Readings / Resources for Course

Lapp, D., Fisher, D., (Eds.). (2011). *Handbook of research on teaching the English language arts (3rd ed).* New York: Routledge.

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

Spandel, V. (2013). *Creating Writers: 6 traits, process, workshop and literature* (6th ed.) Boston, MA: Pearson.

Truss, Lynne. (2003). *Eats, shoots & leaves: The zero tolerance approach to punctuation.* New York: Penguin.

Web Resources
www.ciera.org - Has reports of research that may be used for the article presentations.
http://readingonline.org – journal articles
www.fldoe.org Florida Department of Education
Florida Center for Reading Research www.fcrr.org
www.rethinkingschools.org

LAE 6319/6305 Course Calendar (Subject to Change)

Dates	Topics Discussed In-Class Activity	Reading for next session	Assignments due this date
Week 1 Jan. 10	1. Introduction to course, students 2. Review of the syllabus 3. Chapters in *Patterns* text 4. Journal Notebooks 5. Literature Circle Groups 6. Guest next week: Dr. Johns	Read BRI, Sec. 1 & 2, 3, & 4 (pp 1-115). Use the Guide to Understanding the BRI on pp 18-20. Write 3 questions you have on BRI.	
Week 2 Jan. 17	Meet at FIU@I-75 in Room 425. Dr. Jerry Johns will be meeting with graduate students from our class and other classes.	1. Read Ch. 1 in *Patterns*. Do monitoring and evaluate and reflect questions. 2. Read Assignment for Text-in 2 the Classroom	Bring 3 questions about the BRI to discuss with Dr. Johns.
Week 3 Jan. 24	Activities/Lecture 1. Journal notebooks 2. Chapter1- Monitoring and Evaluate and Reflect questions 4. Text In2 the classroom, Ppt. (on Blackboard)	1. Begin Text-in 2 the Classroom assignment. 2. Read chapter 2 in *Patterns* text. Do monitoring and evaluate and reflect questions.	
Week 4 Jan. 31	Activities/Lecture: 1. Journal notebook 2. Chapter 2- Monitoring and Evaluate and Reflect questions Beginning the BRI 3. Literature Circle Trade book – Select roles, divide readings over next 3 weeks	1. Read chapter 3 in Patterns, do monitoring and evaluate and reflect. 2. BRI pages 48 - 97	
Week 5 Feb. 7	Activities/ Lecture: 1. Journal notebook 2. Chapter 3- Monitoring and Evaluate and Reflect questions	BRI pages 48 – 97 Read chapter 4 in Patterns. Do monitoring and evaluate and reflect.	

	3. Basic Reading Inventory (both texts) Steps Toward Giving the BRI chart 4. Literature Circle -Trade books (Wk1)		
Week 6 Feb. 14	What do the results of the Silent Reading and Listening sections of the BRI indicate for literacy instruction? Activities/Lecture: Activities/ Lecture: 1. Journal notebook 2. Chapter 4- Monitoring and Evaluate and Reflect questions 3. BRI (both Texts) 4. Literature Circles (Wk 2)	Read chapters 5 in Patterns. Do monitoring and evaluate and reflect.	**Due** Text In2 the Classroom
Week 7 Feb. 21	How can the Qualitative Summary of Miscues and the Analysis of Comprehension by Question aid in a teacher's instruction decision making? Activities/Lecture: 1. Journal notebook 2. Chapter 5- Monitoring and Evaluate and Reflect questions 3. BRI (both Texts) 4. Literature Circles (Wk3) 5. Classroom Participation and Lesson Plan CPLP Assignment	Read chapter 7 in Patterns. Do monitoring, evaluate and reflect.	
Week 8 Feb. 28	How can the results of the BRI be written in narrative form to indicate the student's strengths and areas for growth in literacy, specifically the six components of reading as a process?	Read chapter 9 in Patterns. Do monitoring and evaluate and reflect. Bring books to teach a participated lesson plan at grade level	**Due: Completed BRI**

	How can an instructional think aloud and read aloud lesson address your BRI student's areas for growth? Activities/Lecture: 1. Journal Writing 2. Chapter 7- Monitoring and Evaluate and Reflect questions 3. Literature Circles- (Wk 4) conclusions; How can literature circles be used in the classroom? What have you learned from the use of literature circles? 4. Classroom Participation Lesson Plans How can an instructional listening and Inquiry Chart lesson address your BRI student's areas for growth?	Bring laptop or tablet	
Week 9 Mar. 7	How can appropriate grouping practices for specific instructional purposes in reading be up in the classroom? Activities/Lecture: 1. Journal notebook 2. Chapter 9- Building Vocabulary Monitoring and Evaluate and Reflect questions 3. Vocabulary Assignment Sign-up for presentations.	Read chapters 11 in Patterns. Do monitoring and evaluate and reflect. Bring Integrated lesson plan expository texts	**Due: Classroom Participation and Lesson Plans** e-mailed by end of class to professor: finej@fiu.edu
Week 10 Mar. 14	FIU Spring Break No Class		
Week 11 Mar. 21	Activities/Lecture: 1. Journal notebook	Read chapters 12 in Patterns. Do	

	2. Thematic Unit 3. Classroom Participation Lesson Plans 4. Sign-up for Voc. Presentations	monitoring and evaluate and reflect. Bring writing samples from class Bring two expository books	

Week 12
 	
Mar. 28
	After sharing with your classmate instructional activities that support your BRI student's area for growth, analyze and determine which instructional strategies should be kept or deleted?
	
	Activities/Lecture:
	1. Journal notebook
	2. Chapter 12- Monitoring and Evaluate and Reflect questions
	3.Classroom participated Lesson Plans edit/review
	    4.Integrated lesson plan
	    5. Thematic Unit Plan
			Due: Integrated Language Arts, Reading, Writing, Spelling Lesson Plan

Week 13 April 4	How can reading, writing and spelling be taught in a seamless manner? What activities can you add to your thematic unit? Activities/Lecture: 1. Journal notebook 2. Thematic Unit		
Week 14 April 11	No Class, First Day of Passover		
Week 15 April 18	Textbooks: 1. Language Arts Patterns of Practice Activities/Lecture: 1. Journal notebook		**Due** Upload into Taskstream 1)Integrated LARWS Lesson Plan 2) Classroom Participation Lesson Plan

	2. Chapter 11 &12- Monitoring and Evaluate and Reflect questions 1. Integrated lesson plan 2. Thematic Unit Plan 3. 50 Strategies presentations		3) Unit Plan
Finals Week April 25	Status of the class-		

Other Information for Course
Materials / Equipment
1.   Students will complete assigned readings and participate in whole-class discussions, small-group discussions, and interactive lectures on the topics listed on the schedule of topics. Students will bring all texts to each class.
3.   Students will keep a separate journal for class writing activities. This will be brought to each class session. They will begin keeping the various types of journals in class at a consistently scheduled time, the first ten minutes of class.
4.   Students will have access to a computer with connections to the Internet. They will type work using a word processor and save work so as not to have to re-type or re-write assignments.
5.   Students will access the Florida Standards, Grade Level Equivalents for all levels of Language Arts (prek-2, 3-5, 6-8, 9-12) from the Florida Department of Education web-page at http://www.fldoe.org. These will be used as the standards in planning lessons. They are the modifications of the Common Core State Standards (CCSS).

Quality of Work
1.   Assignments will reflect student's own thought and effort. Plagiarism will result in an "F" grade for the assignment (this includes exams or major projects). The professor may take further action as described in the Academic Misconduct section of the current FIU Student Handbook. Student must redo the assignment, but will not earn points.
2.   Each assignment will be ready to be turned in no later than the beginning of the class meeting at which it is due. In the event of an absence, the student must make arrangements to have the assignment delivered to class on time. No assignments will be accepted after the date due.
3.   Do not e-mail assignments to anyone in the course or to the professor.
4.   Assignments which have been turned in on time and which have earned a Limited or Proficient may be re-worked and resubmitted once for re-evaluation no later than one class after it is returned. The maximum grade possible for a resubmitted assignment is Proficient.
5.   All assignments should reflect professional quality -- ideas expressed clearly, correct grammar and spelling used, and neat in appearance.

Attendance/ Attitude
1.　　Students will arrive on time and stay the entire class session unless prior arrangements have been made. A pattern of lateness (2 classes) may result in a deduction of 10 points from the course total points for each instance thereafter. Students are expected to abide by the student code of conduct and policies as published in the FIU Student Handbook. Beepers or cellular phones must be turned off prior to class. There will be a deduction of 2 points from the final grade for any interruption that disrupts the flow of the class. If there are extenuating circumstances for which the communication device must be left on, the candidate must tell the professor prior to class. The student must take the call out of the classroom.
3.　　Because much of the learning in this course is built around interactive sessions with classmates, if a pattern of absences and/or lateness and/or leaving before class concludes is established, a student will be have 10 points deducted from the course total for each instance. If this happens, the student will be unable to earn a course grade higher than a C.
4.　　Because professional behavior is expected, for each incident of unprofessional behavior on the part of the candidate when interacting with peers, with the professor, or with any FIU personnel, there will be a deduction of 10 (ten) points. Such behavior COULD result in the student not being allowed to continue in the class. A meeting with individuals involved must take place in the professor's office prior to the next class session.

Assignments and Rubrics

Assignment:　Journal
Course:　　　LAE 6319/6305 Integrated Language Arts (18 points)
Explanation: Candidates will participate in journal writing, literature circle reporting and responding to textbook questions in the same journal.　The journal writing will consist of prompts provided by the professor on the course readings and activities.　The literature circle reporting and writing will consist of the assigned literature circle roles. The textbook questions will be the responses and feedback answers to the Monitoring: Check your understanding and the Evaluate and Reflect questions from the Language Arts: Patterns of Practice etextbook.

Course Objective(s)	1. Candidates will participate in different types of response journal writing. 2. Candidates will experience literature circles.
FL Accomplished Practices FEAPs	
PECs	
Reading Subject Area Competencies K-12 (SAC)	
Other Uniform Core Curriculum (UCC)	
Reading Endorsement Competencies (REC)	

Procedure
　　　　The journal writing, literature circle reporting and etextbook writing are graded

together. To successfully complete this assignment, students must keep their writing in a binder. Each entry on the journal page of the binder must be dated with the topic noted. The professor will give the topic for the journal writing in class. Literature circle topics are the literature circle roles. The answers to the etextbook will be in a separate section in the binder arranged by book chapters 1-12.

Specifics for journal writing: Candidates must bring their binders to class each day since all of the journal writing will be completed **in class**. Journal writing prompts will be provided by the professor and consist of responses to readings or trade books.

Specifics for literature circles reporting and writing: Candidates will be assigned one literature circle trade book to read. Candidates who are reading the same trade book will form a literature circle group. Literature circle group members then must choose their literature roles for the week. These roles must be rotated weekly. Literature circle roles are described in chapter 2 in the "Patterns" text. Candidates will write their responses to their roles in their journals and at the beginning of class and give a very brief oral report on their role. Journal writing on the literature roles must be completed **before** class begins.

Rubric for Journal Writing (Include this rubric when you submit your journal)

Candidate Learning: Knowledge and Skills	Candidate Learning: Dispositions	Mastery	Proficient	Limited
Textbook Responses Candidate critically reads and responds to questions from Patterns text.	Thinking about his or her own thinking	Candidate writes thorough responses to questions that shows evidence of critical thinking and reading.	Candidate writes general responses to the questions that shows some evidence of critical thinking and reading.	Candidate writes a response to the topic that shows little evidence of critical thinking and reading.
		3 2.8	**2.6 2.3**	**2 1 0**
Textbook Responses Candidate is prepared	*Communicating Accurately*	Candidate is consistently prepared with responses to chapters questions and feedback by coming to class with his or her journal	Candidate is mostly prepared for journal writing by coming to class with responses and feedback in journal	Candidate is rarely prepared for journal writing by coming to class with responses and feedback in journal
		3 2.8	**2.6 2.3**	**2 1 0**
Textbook Responses Candidate knows content and pedagogical content	*Being open mined*	Candidate has correctly answered both the Monitor and Evaluate and Reflect questions from each chapter completed.	Candidate has correctly answered most of the Monitor and Evaluate and Reflect questions from each chapter completed.	Candidate has not correctly answered most of the Monitor and Evaluate and Reflect questions from each chapter completed.
		3 2.8	**2.6 2.3**	**2 1 0**
Journal Responses Candidate understands the	Striving for Accuracy	Candidate is successfully responses to the different request	Candidate somewhat responses to the different request in	Candidate partially responses to the different request in

		in types and styles of journal writing	types and styles of journal writing	types and styles of journal writing
different styles and types of journal writing				
		3 2.8	**2.6 2.3**	**2 1 0**
Literature Circle	Communicating Accurately	Candidate is consistently prepared for "reporting" on journal writing with reading and journal entries completed (literature circle roles) and ready to report.	Candidate is mostly prepared for "reporting" on journal writing with reading and journal entries completed (literature circle roles) and ready to report.	Candidate is not prepared for "reporting" on journal writing with reading and journal entries completed (literature circle roles) and ready to report.
		3 2.8	**2.6 2.3**	**2 1 0**
Literature Circle Working as a group member	Thinking Interdependently	Candidate successfully works in the group as a group member through arriving to class on time to participate in the group discussions and coming to class with assignment completed. (literature Circle)	Candidate somewhat works in the group as a group member through arriving to class on time to participate in the discussion and coming to class with assignment completed. (literature Circle)	Candidate fails works in the group as a group member through arriving to class on time to participate in the discussion and coming to class with assignment completed. (literature Circle)
		3 2.8	**2.6 2.3**	**2 1 0**
		Total pts= ____/x2 = /36		

Student evaluation _____   Professor's evaluation _____

Assignment: **Individual Reading Inventory/ Beginning Reading Inventory (IRI/BRI)**
                         (28 points)
Course   LAE 6319/6305 Integrated Language Arts
Explanation of Artifact: Candidates in the Language Arts class will assess a student's reading using an IRI. The purpose of this assignment is to understand the nature and causes of reading difficulty

Course Objective(s)	1. Candidates will be able to assess students using an Individual Reading Inventory. 2. Candidates will be able to identify student's areas of strength and areas for growth. 3. Candiates wil lbe abale to plan for instruction using their analysis on student's areas of strength and areas for growth.
FEAPs Florida Educator Accomplished Practices	
PECs Professional Education Competencies	
SACs Subject Area	

Competencies, Reading, Sec. 35	
UCC Other Uniform Core Curriculum	
REC Reading Endorsement Competencies	

Procedures:

1. Using your class notes and BRI textbook, administer the BRI to one student who is reading on the 2-7 grade level. The student should be able to read at lease three of the orall-reading passages.
2. Complete the Performance Booklet (Teacher Copy) for Form A. You learned in class how to add columns to the Form A summary page so that you may add information from Form D to this page. **You will not do a summary page or a Performance Booklet for Form D**.
3. Write a protocol report that includes Purpose, Descripton, Findings, and Interpretations (including Strengths and Areas for Growth). Follow the model provided below.

BRI Protocol Report (Model)

Basic Reading Inventory

Purpose: The Basic Reading Inventory (BRI) by Jerry L. Johns is designed to help gather information for instructional decision making in reading. It may be used to estimate the student's independent and instructional reading levels. It may also provide useful information about the students decoding, retelling and comprehension abilities. Information gained from the student's performance on the BRI is helpful for providing appropriate reading instruction.

Description: The student was asked to read words in isolation and in the context of short passages. The student was also asked to read passages. After each passage, the student was asked to provide a retelling and answer specific comprehension questions. The student's oral and silent reading abilities and listening level were assessed. These assessments took place over _____ 20 minute sessions.

Findings: Findings are presented for decoding, oral reading and fluency, silent reading, retelling, and comprehension questions.

Oral and Fluency:

Form	Passage Level	Word Recognition in Context – Significant Miscues/Level		Questions Missed – Oral Comprehension Level		Fluency – Words Correct Per Minute (WCPM)
A	1	1	Ind.	.5	Indep.	
A	2	5	Inst.	.5	Indep.	
A	3	7	Inst./Frus.	1	Indep.	
A	4	9	Inst./Frus.	2	Indep./Inst.	
A	5	10	Frus.	2	Indep./Inst.	
A	6					

Orally, the student is able to read independently on the _____ grade level, is instructional on the _____ grade level, and is frustrated at the _____ grade level. Based on oral reading norms, the student's words-correct-per-minute indicates that s/he is performing at the _____ percentile for a _____ grade student at the [beginning/middle/end – see BRI book , p. 43] of the school year.

Silent Reading:

Form	Passage Level	Questions Missed -- Silent Reading Comprehension Level	
D	1	0	Indep.
D	2	.5	Indep.
D	3	.5	Indep.
D	4	2	Indep./Inst.
D	5	2.5	Inst.
D	6	6	Frus.

The student's instructional level when reading silently is at the _____ grade level.

Listening Level:

Retelling:

Comprehension Questions:

Decoding:

Fluency:

Interpretation:

[Paragraph – Base interpretation by comparing student's current instructional reading level with student's current grade in school. Then you may make other interpretations related to potential, retelling, ability to answer comprehension questions, and decoding if findings seem particularly important.]

Strengths:
- (4 to 5 strengths – from findings or interpretations)
-
-
-
-

Areas for Growth:
- 2 to 3 areas for growth – from findings or interpretations, with more strengths than areas for growth.)
-
-
-

BRI Checklist

BRI 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					

	Yes	Yes-Incomplete	Yes-Incorrect	No	NA
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					

Form D – Silent Reading

	Yes	Yes Incomplete	Yes-Incorrect	No	NA
Passages	Yes	Yes Incomplete	Yes-Incorrect	No	NA
Begins at highest independent					
Indicates Backgr. Knowledge					
Oral rereading response					
Comprehension	Yes	Yes-Incomplete	Yes-Incorrect	No	NA
Retelling Notes/Assessed					
Questions Marked/Totals					
Scoring Guide Marked					
Performance Booklet	Yes	Yes-Incomplete	Yes-Incorrect	No	NA
Student / examiner info					
Sum. Of comprehension					
Estimate of reading level					
Sum. Of Comp. Performance	Yes	Yes-Incomplete	Yes-Incorrect	No	NA
This information is summarized on the Summary of Comp. Performance on sheet used for Form A					

Rubric for BRI Protocol

Candidate Learning: Knowledge & Skills	Candidate Learning: Dispositions	Mastery	Proficient	Limited
Candidate demonstrates the ability to accurately score and analyze assessment	*Works to see things through by employing systematic methods of analyzing*	Consistently complete collection of data on protocols; Protocols consistently scored/analyzed	Generally complete collection of data on protocols; Protocols generally scored/analyzed	Protocols missing data and/or data minimal; Protocols lack scoring/analysis or scoring/analysis

instruments/tasks.	problems (Persisting).	completely and accurately.	completely and accurately.	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 accuratly 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 from findings and to communicate these interpretations clearly.	*Adopt a critical eye toward ideas and actions (Being Analytical).* *(Communicating Accurately).*	Interpretation sections are consistently precise, complete and accurate and diretly link to findings; Consistently meaningful interpretations provide evidence of candidate's sound understanding of the assessment's evaluation of child's literacy development.	Interpretation sections are generally precise, complete and accurate and link to findings; Generally meaningful interpretations provide evidence of candidate's adequate understanding of the assessment's evaluation of child's literacy development.	Interpretations lact adequate connection to findings; Interp. missing or 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.	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 = _____Multiply by 2=_____ /28

Candidate's evaluation_____

Professor's evaluation _____

Assignment: Text-in 2 the Classroom (Modified 2017)
(20 points)
Course LAE 6319/6305 Integrated Language Arts

Explanation of Artifact: Candidates in the Language Arts class will assess a classroom's literacy environment. Candidates will self-evaluate their literacy environment (or that of someone they are mentoring), using the **TEX-IN2 the Classroom**. This document will be explained in a class meeting with examples of how to do this. The TEX-IN 2 the Classroom involves a "counting" and "characterizing" of the texts that are part of the literacy environment. Recent research suggests that there is a critical relationship between the environment and literacy development, particularly when supported through active instruction (Allington, 2000; Duke, 2000).

Course Objective(s)	1. To aid teachers in self-evaluating and improving the literacy environment in their own classrooms or those of others with the intention of scaffolding students' growth in literacy; and 2.To make inferences concerning the theories and research behind the creation of a literacy environment and what needs to be present for the effectiveness of the curriculum and student learning
FEAPs Florida Educator Accomplished Practices	
PECs Professional Education Competencies	
SACs Subject Area Competencies, Reading, Sec. 35	
UCC Other Uniform Core Curriculum	
REC Reading Endorsement Competencies	

Procedures:

Note: This assignment has been modified for the 2017 term. You will be using your own classroom or that of a colleague for most of the examples or the following website as the basis for identifying types of text that may be found in classrooms:

https://www.google.com/search?q=photos+of+print+rich+classrooms&tbm=isch&tbo=u&source=univ&sa=X&ei=V1ykU_jLFuPQsQS3i4CIBg&ved=0CBwQsAQ&biw=1920&bih=1075

You should copy and paste the link to this website on your assignment, providing credit for the source of the photos. You may use other websites with photos of types of text. If you do, you need to copy and paste the website(s) on your assignment so that you give those sites credit as being your source(s) for photos.

Text Categories:

	Category and Explanation	For example, . . .
1.	Extended Text Process Charts – These are multi-sentence, connected texts that are procedural and guide students toward the use of a particular process or strategy.	KWL Charts, Language Charts, Inquiry Charts, Writing Process Charts, Math Strategies or Algorithms, Rubrics
2.	Games/Puzzles/Manipulatives: These are instructional materials designed for student used (often as independent or small group work).	Bingo, *Clue*, Word Sorts, Magnetic Poetry
3.	Instructional Aid Charts: These public texts are used to support instruction. They may be commercial charts or developed by the teacher.	Poems for reading together, Morning Message, Labels, Vocabulary Lists, Daily Oral Language (DOL) Charts
4.	Journals: Local texts created by the student based primarily on their work and writing.	Personal Journals, Literature Response Logs, Content Inquiry Logs (math, science, social studies, etc), Draft Writing
5.	Leveled Books: These texts are often found in "book format," but they different from tradebooks because they are created explicitly for instruction and are leveled for difficulty and accessibility.	Basal Anthologies, Basal Readers, "Little Books", Decodable Books
6.	Limited Text Process Charts: These include letter/word level texts that are procedural and guide the student in the use of a particular strategy or set of strategies.	Word Walls, Alphabet Charts, Spelling "Daemon" Charts.
7.	Organizational/Management Charts: These displays are used to manage or organize the social, academic, or curricular work within the instructional setting.	Student-Helper Chart, Workboards, Class Rules, and Local or State Curricular Objectives, Skill Mastery Chart, Record of Books Read
8.	Portfolios: Here these are identified by a location and an organizer for the work completed by the student	Student work organized in a Notebook, File Folder, Container, etc
9.	Reference Materials: These are materials that are used as resources for finding information (e.g. word spellings; locations; how to do something)	Atlas, Dictionary, Encyclopedia, English Grammar Handbook, Thesaurus, Globe

10.	Serials (Magazines/Journals/ Newspapers/Newsletters): These texts tend to be "serial" in nature. They may be commercially or locally made.	Ranger Rick, Highlights, Scholastic Newspapers, Classroom Newspapers, School and Community Newsletters
11.	Social/Personal/Inspirational Text Displays: These might come from commercial sources, local sources or some combination of the two.	"Star of the Week" Posters, "Read, Read, Read" Posters, Inspirational Message Posters
12.	Student/Teacher Published Work: This category consists of locally authored (by student, teacher, or combination) of books or publications.	Text Innovations with Big Books; Individual Student Authored Books, Reports/Inquiry Projects
13.	Textbooks: These are student texts that are typically identified with a subject/content area.	Science Text, Mathematics Text, English Text, Social Studies Text
14.	Tradebooks: These texts are typically found in "book format" and do not have any obvious instructional design features.	Picture Books (narrative, expositor, Procedural) and Chapter Books (same)
15.	Work Product Displays: These are displays of teacher or student work that is being "celebrated" and set forward for others to read and enjoy.	Model Writing Samples
16.	Writing on Paper: Students are often asked to work independently or in small groups on assignments that require responses on paper. These vary from tightly constrained text response formats (e.g. check marks, fill in the blank, multiple choice) to entirely open-ended response formats (e.g. blank paper, lined-paper).	Reading, Math, Phonics, and Spelling Workbooks/Worksheets, Blank Paper with Assigned Topics to Write From, Paper for Creative Writing
17.	Computer/Electronic Texts	Computers, Software, Electronic Books, Electronic Readers

1. Find two (2) examples of each type of text. For each, copy/paste the photo, by category, into a PowerPoint. If possible, have both on the same slide. Then, as the title of a slide, you might have "Extended Text Process Charts" – Then, provide a label for each photo that tells what the main focus of the text (not the category – ex. Steps for identifying text patterns). You may be able to use your PowerPoint in the furture to show parents different types of text in your classroom or to use for professional development when you help other teachers learn about types of text.
2. Select one (1) of the 17 categories above for which you have two pictures. Copy and paste these two photos in a word document. Then write a compare and contrast analysis of the two text items

by responding to the following items in short paragraphs. When you make a statement about the text item(s), remember to provide examples from the text item(s) as much as possible.

Speak to:
   a. The category of text – develop an explantation of this category you might share with a parent.
   b. The engaging qualities of the text item(s).
   c. Any cultural representation in the text item(s).
   d. The authorship of the text item(s).
   e. The overall quality and usefulness of the text item(s) for the teacher and the students.
3. Once you have finished 1. and 2. above, develop a written reflection about what you have learned through his assignment in regards to text in classroom contexts. The minimum should be a well-developed paragraph in which you discuss a minimum of three different new-to-you insights, or, at least, three insights that you already have that have been reinforced through the completion of this assignment.

To be turned in:
   1. Power Point with two photos (labeled) for each of the 17 categories. (4 pts)
   2. Compare and Contrast analysis of the two pictures from 1 of the 17 categories. (4 pts)
   3. Written reflection of new-to-you insights or insights-you-own that have been reinforced. (4 pts)

Rubric for TEX-IN 2 the Classroom Assignment

Characteristic	Learning Disposition	Mastery (Work reflects exceptional clarity and precision)			Proficient (Assignment - well done, with evidence of student effort - thought).			Limited (Some requirements missing, minimal and/or incorrect)			
2 photos (labeled) for each of 17 text categories	Being Analytical	4	3.8	3.6	3.4 2.8	3.2	3	2.6	2	1	0
Compare/Contrast Analysis	Being Analytical	4	3.8	3.6	3.4 2.8	3.2	3	2.6	2	1	0
Reflection	Communicating Accurately	4	3.8	3.6	3.4 2.8	3.2	3	2.6	2	1	0
_____ points divided by 3 multiplied by 5 = _____/20 points earned											

Assignment: Classroom Participation and Lesson Plans (CPLP) (48 points)
Course: LAE 6319 Language Arts Critical Tasks
Explanation: Candidates will scaffold student learning by applying the principles of research based reading instruction and integrating the six components of reading as they participate in classroom activates and implement lesson plans (CPLP). They will engage in the systematic problem solving process and write a summary analysis and reflection on the experiences.

Course Objective(s)	1. Candidates will be able to determine what to incorporate in each of the areas of the six components of reading to create lesson plans. 2. They will be able to use both oral and written language to enhance comprehension. 3. They will select narrative and informational print and digital texts that are appropriate.

	4. They will be able to use intentional, explicit, and systematic instructional practices for scaffolding students oral / aural language skills 5. They will be able to create an environment where students can practice appropriate social and academic language. 6. They will be able to create an environment to support ELLs by allowing them to use their home language as a foundation.
FEAPs Florida Educator Accomplished Practices	FEAP (a)1.a Aligns instruction with state-adopted standards at the appropriate level of rigor. FEAP (a).1.c Designs instruction for students to achieve mastery.
PECs Professional Education Competencies	
SACs Subject Area Competencies, Reading, Sec. 35	
UCC Other Uniform Core Curriculum	
REC Reading Endorsement Competencies	REC 2.A.1 **Performance Indicator A: Comprehension** (2.E) Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, "think aloud," etc.). REC 2.A.2 Use both oral language and writing experiences to enhance comprehension. REC 2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided. REC 2.A.6 Provide comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts. REC 2.B.1 **Performance Indicator B: Oral Language** Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).language (e.g., orthographic skills, phonetic and structural analysis: rules, patterns, and generalizations). REC 2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts. REC 2.B.3*2.2.b. Recognize and apply an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English. REC 2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration). REC 2.G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.

Procedures:

1. For this assignment, you will develop four (4) lesson plans based on an informational literature book. You must select an informational literature book that is in a picture book format that is appropriate for the grade level at which you teach.
2. For these four lessons, you will be using research-based strategies to develop lessons that *facilitate* student learning. There is a difference between a teacher's using a strategy to

facilitate student learning and *teaching* students to use a strategy as part of their reading strategy repertoire. This distinction will be clarified through instruction in this course. The four strategies are:
- a. Read Alouds, See Patterns, pages 122-125
- b. Think Alouds – See Patterns, pages 38-40
- c. Four Types of Listening – See Patterns, pages 118-122
- d. I-Chart (Inquiry Chart) – (Information provided near the end of this assignment) – For the I-chart lesson, in addition to the informational literature book you are using as the base for the four lessons, you need to identify a minimum of one other hard-copy text (book, magazine, article, etc.) and one digital text that students will use as additional sources for their inquiry.

3. As a way to embed the four lessons in an approximation of a flow or series of lessons that you would deliver in a classroom setting over a variety of days, you need to develop a Lesson Planning Flow Chart. A graphic for this Flow Chart is provided near the end of this assignment. Use of this Flow Chart allows you to identify what students already know and/or are able to do leading up to and necessary for the success of any one of the four lessons in this assignment.

4. Once you have developed your Lesson Planning Flow Chart, you need to develop four lesson plans. The lesson plan template that you must use is near the end of this assignment.

5. When you complete the planning and delivery of these lessons, you will write a Summary Analysis and Reflection paper that addresses all four lessons. You will do this by addressing the following questions:
   - a. How did the Think Alouds and Read Alouds lessons support students' oral language development?
   - b. How did your students respond to the I-Chart as a method of enhancing comprehension?
   - c. In examining the four types of listening instructional techniques, what are some ways that the technique (s) overwhelmingly supports the English language learner's home language proficiency as a foundation and strength to support the development of oral language in English?

To be turned in:

1. For each of the four lessons
   - a. Lesson Plan Flow Chart
   - b. Lesson Plan with any visuals you used (ex. I-Chart)
2. Summary Analysis and Reflection paper

CPLP Support Documents

I-Chart Explanation

Directions for Inquiry Chart
What Is An I-Chart? Inquiry Charts were developed by James V. Hoffman, based on the work of McKenzie, Ogle, and others. I-Charts offer a planned framework for examining critical questions by

integrating what is already known or thought about the topic with additional information found in several sources.

How Does It Work? On a given topic, students should select several research questions to explore. These are recorded at the top of each individual column. The number of columns is determined by the number of questions posed for the research. In the first row students record the information they think they already know. Each additional row is used to record the information discovered during the research process. Students may find that each source validates the previous source or that the information may vary from source to source. The final row is used to pull together the ideas into a general summary. It's at this time you'll also try to resolve competing ideas found in the separate sources or, even better, develop new questions to explore based on any conflicting or incomplete information.

How Does It Look, Generally? The template (Inquiry Chart- Research can be modified to fit each research assignment. Teachers may have different expectations for the number of sources required to complete the project. The chart forces students to distill the most important information from each source.

Source: http://umhs.eduhsd.k12.ca.us/HSS/

I-Chart Example

Inquiry Chart

	Question Area 1	Question Area 2	Question Area 3	Question Area 4
What I Think				
Source #1				
Source #2				

Source #3				
Summary				

Source: http://www.readingquest.org/strat/ichart.html

Note: There are many examples of I-Charts online. Remember that the I-Chart you decide to use with your students may be as simple or complex as meets the needs of your students and the content you are teaching. The example above is a relatively simple I-Chart. Please spend some time on-line familiarizing yourself with I-Chart options.

Lesson Plan Flow Chart

Necessary Knowledge and Skills for Students' Successful Engagement with Target Lesson	*Requisite for successful engagement with Target Lesson (Taught in prior lessons or what student already know and are able to do)	Lesson:	As a result of the lesson, students now know or have experienced:
Students already know …			
Students are able to (do) …			
Other Notes:			

- This is a very flexible flow chart. You need to make it work for you. (HoM: Thinking flexibly)
- You need to use what you already know about classroom teaching and students to realistically contextualize the lessons you are developing for this assignment. (HoM: Applying past knowledge to new situations)
- The length and complexity of any particular lesson will vary with what students already know and are able to do and with where the lesson falls in the flow (continuum) of lessons on any given topic. Often classroom teachers do not have the luxury of teaching lengthy lessons (ex. 1-2 hour) due to curricular demands.

- You do ***not*** need to explain everything the students have learned leading up to your lesson. For example, you may picture that the lesson you are planning is 9th in a flow of lessons. So, in the *Requisite column above, you would identify what your students already know and are able to do that will support them in your lesson #9 – identify only the requisite knowledge and skills, not everything you have taught in lessons 1 through 8.
- One of these Lesson Plan Flow Charts will need to be developed for each of the four lessons in this assignment.

Lesson Plan Format (When you type your lesson plan, you may use a 10 point font.)

LESSON PLAN   Name _____Pan. Id._____

I.   SUBJECT/TOPIC/Student's/Students' Grade Level

II.   CONTENT OUTLINEs (Con. O.)

          --Con. O. (related to Cog. Objective).

          --Con. O. (related to Literacy Objective)

Lesson Part	**Objectives/Learning Outcomes** Cognitive Objective **and/or** Literacy Objective **and** Affective Objective	**Florida's Standards & TESOL Standards**	**Lesson Steps/Procedures**	**Materials**	**Assessment** (**What** student learning will be assessed; and **How** will student learning be assessed?)
Anticipatory Set (creative, engaging, interesting, fun) Focusing Statement					
	Objectives				

Closure and Transfer					
Modification for ESE/ESL -- Identify the reason for the modification. Then explain the mod. Be sure to explicitly link the reason and the modification.					
Self-Concept -- one student: Capable or Valued or Needed & Necessary -- Identify which, and provide a statement you anticipate addressing to one student.					
Habits of Mind – HoM (identify one HoM that you will be verbally reinforcing in this lesson, and provide an example of an HoM reinforcement statement you might say to a student(s).					

Note: Not all lessons are Direct Instruction Lessons. For those that are, here are the steps:

Direct Instruction -- Steps
1. Explain

2. Model/Demonstrate
3. Guided Practice
***
4. Independent Practice (May not be appropriate for introductory lessons)
5. Application (May not be appropriate for introductory lessons)
6. Reflection (May be part of Closure/Transfer)

Grading Rubric: Class Participation and Lesson Plan (CPLP)

Criteria	Mastery	Proficient	Limited
Candidate applies intentional, explicit and systematic instructional practices for scaffolding developmental higher order thinking, comprehension skills, comprehension monitoring and self-correcting in teaching (1) think alouds; (2) read alouds; (3) listening; and (4) I-Chart REC2.A.1 Depositions: Persisting	Candidate skillfully applies intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting in teaching (1) think alouds; (2) read alouds; (3) listening; and (4) I-Chart	Candidate applies intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting in teaching (1) think alouds; (2) read alouds; (3) listening; and (4) I-Chart	Candidate is limited in applying intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting when teaching (1) think alouds; (2) read alouds; (3) listening; and (4) I-Chart
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate skillfully uses both oral language and writing experiences to enhance comprehension when teaching think alouds. REC2.A.2 Dispositions: Being Analytical	Candidate skillfully uses both oral language and writing experiences to enhance comprehension when teaching think alouds.	Candidate uses both oral language and writing experiences to enhance comprehension when teaching think alouds	Candidate is limited in using both oral language and writing experiences to enhance comprehension when teaching think alouds.
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate selects narrative	Candidate correctly selects narrative or	Candidate elects narrative or	Candidate is limited in selecting narrative or

or informational print or digital texts that are appropriate to the comprehension instruction to be provided during an I- chart activity REC2.A.5 Dispositions: Applying past knowledge to new knowledge	informational print or digital texts that are appropriate to the comprehension instruction to be provided during an I-chart activity	informational print or digital texts that are appropriate to the comprehension instruction to be provided during an I-chart activity	informational print or digital texts that are appropriate to the comprehension instruction to be provided during an I-chart activity.
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate provides comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts while teaching an I-Chart activity REC2.A.6 Disposition: Applying Past Knowledge to New Knowledge	Candidate correctly provides comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts while teaching an I-Chart activity	Candidate provides comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts while teaching an I-Chart activity	Candidate is limited in providing comprehension instruction that supports students' ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts while teaching an I-Chart activity
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate applies intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills when engaging in a read aloud activity. REC2.B.1 Disposition:	Candidate correctly applies intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills when engaging in a read aloud activity.	Candidate applies intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills when engaging in a read aloud activity.	Candidate is limited in applying intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills when engaging in an read aloud activity.

Persisting Performance Indicator B: Oral Language			
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Create an environment where students practice appropriate social and academic language to discuss diverse texts. REC2.B.2	Candidate correctly creates an environment where students practice appropriate social and academic language to discuss diverse texts.	Candidate creates an environment where students practice appropriate social and academic language to discuss diverse texts.	Candidate is limited in creating an environment where students practice appropriate social and academic language to discuss diverse texts.
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate recognizes and applies an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English when teaching think alouds, read alouds, listening, and I-charts. REC2.B.3 Disposition: Being Open-Minded	Candidate correctly recognizes and applies an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English when teaching think alouds, read alouds, listening, and I-charts.	Candidate recognizes and applies an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English when teaching think alouds, read alouds, listening, and I-charts.	Candidate is limited in recognizing and applying an English language learner's home language proficiency as a foundation and strength to support the development of oral language in English when teaching think alouds, read alouds, listening, and I-charts.
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate provides opportunities for students to use oral/aural language to enhance phonological awareness. Candidate correctly provides opportunities for students to use	Candidate correctly provides opportunities for students to use oral/aural language to enhance phonological awareness. Candidate correctly provides opportunities for students to use oral/aural language to enhance phonological awareness while teaching think alouds, read alouds, listening and I-Charts.	Candidate provides opportunities for students to use oral/aural language to enhance phonological awareness, while teaching think alouds, read alouds, listening and I-Charts.	Candidate is limited in providing opportunities for students to use oral/aural language to enhance phonological awareness, while teaching think alouds, read alouds, listening and I-Charts.

oral/aural language to enhance phonological awareness while teaching think alouds, read alouds, listening and I-Charts. REC2.C.2 Dispositions: Being Open-Minded			
	4　　3.8　　3.6	3.4　　3.2　　3　　2.8	2.6　　2　　1　　0
Candidate demonstrates understanding of similarities and differences between home language and second language reading development while teaching think alouds, read alouds, listening and I-Charts. REC 2.G.5 Dispositions: Being Open-Minded	Candidate correctly demonstrates understanding of similarities and differences between home language and second language reading development while teaching think alouds, read alouds, listening and I-Charts.	Candidate somewhat demonstrates understanding of similarities and differences between home language and second language reading development while teaching think alouds, read alouds, listening and I-Charts.	Candidate is limited in demonstrating understanding of similarities and differences between home language and second language reading development while teaching think alouds, read alouds, listening and I-Charts.
	4　　3.8　　3.6	3.4　　3.2　　3　　2.8	2.6　　2　　1　　0
Aligns instruction with state-adopted standards at the appropriate level of rigor. FEAP (a)1.a	Candidate successfully aligns instruction with state-adopted standards at the appropriate level of rigor.	Candidate aligns instruction with state-adopted standards at the appropriate level of rigor.	Candidate minimally aligns instruction with state-adopted standards at the appropriate level of rigor.
	4　　3.8　　3.6	3.4　　3.2　　3　　2.8	2.6　　2　　1　　0
Designs instruction for students to achieve mastery. FEAP (a)1.c	Candidate successfully designs instruction for students to achieve mastery.	Candidate designs instruction for students to achieve mastery.	Candidate is unable to design or minimally designs instruction for students to achieve mastery.
	4　　3.8　　3.6	3.4　　3.2　　3　　2.8	2.6　　2　　1　　0
Demonstrates ability to gain insight about planning and	Candidate clearly and fully reflects about planning and delivery of instruction. Candidate	Candidate reflects about planning and delivery of instruction. Candidate	Candidate's reflection is missing or minimal. Lacks depth. Lacks

delivering instruction through written reflection.	provides a variety of examples to illustrate ideas.	provides a few examples to illustrate ideas.	examples to illustrate ideas.
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0

_____ /48

Assignment: Integrated Language Arts Reading, Writing, Spelling Lesson Plans – (ILARWS) Critical Task (38 points)
Course: LAE 6319/6305 Integrated Language Arts
Explanation of Artifact: Integrated Reading & Writing Lesson Plans-- Candidate will assess the *same (if possible)* student as he or she did for the BRI. Candidate will assess writing using a writing assessment tool, and spelling using a spelling assessment tool and relate it to the student's developmental stages as discussed in class. This information will be used to plan a **guided reading lesson, retelling in writing, spelling lesson plan** and **writing process instruction with reciprocal mapping** for either the individual student, a whole class, or small group of children needing similar instruction. Candidates will write **a reflection** on the process of linking instruction to assessment. Candidates will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading by engaging systematic problem solving to create an integrated lesson that includes Guided Reading, Writing, Vocabulary, and Spelling.

Course Objective(s)	1. Use assessment data to plan instruction. 2. Triangulate data to determine student's strengths and areas for growth 3. Create lessons to meet the needs of student 4. Convey high expectations to student. 5. Scaffold student with discussion to build comprehension. 6. Model intensive specific strategies to instruct student 7. Use Scribliolink to provide a link between the writing instruction in school and literacy at home.
FEAPs Florida Educator Accomplished Practices	(a)1.b. Sequences lessons and concepts to ensure coherence and required prior knowledge (a)1.d Selects appropriate formative assessments to monitor learning (a)1.e Uses diagnostic student data to plan lessons. (a)1.f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (a)2.c Conveys high expectations to all students.
PECs Professional Education Competencies	
SACs Subject Area Competencies, Reading, Sec. 35	
UCC Other Uniform Core Curriculum	
REC Reading Endorsement Competencies	2.A.3 Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text. 2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order

thinking skills for students with varying English proficiency levels. 2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting. 2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation). 2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes). 2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development. 2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts). 2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction. 2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.). 2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components. 2..G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes). 2.G.6 Triangulate data from appropriate reading assessments to guide instruction.

Procedures:

Integrated LA Lessons: Assessments – gathering data
1. You will use data from the BRI Protocol Report and from a two (2) writing samples
   a) BRI Protocol Report (separate assignment)
   b) Writing Samples: (1) Written Response; (2) Written Retelling

   Note: The writing samples will be collected as part of a guided reading lesson (*Patterns*, p. 237-238) that you will conduct with a student based on one of two text (or book) selections (see 1. Materials needed). The writing samples should be done by the student without the help of the teacher of the text (as reference).

2. Evaluate the spelling in the retelling and the response paper using the stages of spelling development (*Patterns* 9th ed. 332-334). Make a chart depicting the 5 stages and place spelling error on the chart.
3. Evaluate the student's writing of the retelling based on the 6-Traits rubric (found near the end of this assignment). Use the table directly below to summarize your findings.
   a) Analyze your student's paper using a copy of an appropriate 6-Trauts rubric identified in our course [Teacher Six-Point Writing Guide or Primary Continuum (for 6-Traits)].
   b) When you determine the score for each of the 6 traits, write the score in the second column along with a specific indicator that supports that score. In the third column, provide an example from the student's writing or, if this is not possible, provide a brief explanation related to what the student wrote.

Trait	Score and Supporting Indicator(s)	Example(s) from Student's Text

Ideas		
Organization		
Voice		
Word Choice		
Sentence Fluency		
Conventions		

4. You will use data from the BRI, evaluation of the student's writing (6-Traits) and the student's spelling to plan three data-driven lessons.
    a) Guided Reading (Instructional Level Material – BRI)
    b) Reciprocal Mapping (Instruction Level Material – BRI)
    c) Spelling Rule (Spelling Evaluation – *Patterns*, 9th ed., pages 331-344)

Integrated LA Lessons: Instruction – driven by data

(a) Guided Reading

1. Materials needed: Select two non-fiction literature books or two different non-fiction text selections from the student's instructional reading level (as determined by BRI). Both books must have the same pattern structure. For expository text, there are 5. See *Patterns* (9th ed.), pages 259-260:
    a. Description
    b. Sequence
    c. Comparison
    d. Cause and Effect
    e. Problem and Solution
2. Develop a Guided Reading Lesson Plan – See Patterns (9th ed.), page 237-238 for the steps. The focus of the teaching concept will be to have the student develop a map based on text pattern used by the author. Within the lesson, you will do Steps 2 and 3. For Step 4, you will ask the students to **write a written response** to the book. You will not be providing guidance for this step other than instructing the student to write a written response. You will then add a Step that is not on page 237: You will ask the student to **write a retelling** of what s/he remembers from the book. Again, instruct the student to write as much as s/he remembers, but do not guide the student in this writing. You will use the student's written response and retelling to evaluate the student's writing (6-Traits) and spelling development (*Patterns*, 9th ed., pages 332-336). For Step 5 on page 238, you will guide students through the completion of a map (graphic organizer) based on the text pattern. You will not be doing Step 6 on page 238 of *Patterns*.

(b) Reciprocal Mapping

1. Read the following article to develop your understanding about Reciprocal Mapping. It was written by Dr. Joyce Fine, Program Director for the MS in Reading Program at FIU:
    http://www.americanreadingforum.org/yearbook/yearbooks/05_yearbook/pdf/arf_05_fine.pdf

2. You do not need to develop a lesson plan for this next activity. Just follow the steps directly below. This activity will produce a second map and, hopefully, deeper understanding for your student of the value of recognizing text patterns in text.

   a. Explain to the student that you both will be using the map that your student developed for the guided reading book as reference.
   b. Explain that you will be reading the second expository book together (remember that you selected this book because it has the same text pattern as the book used for guided reading).
   c. Explain that when you finish reading, you will be making another map that mirrors the first one, because the text pattern is the same. You may guide the student in doing this, but try to keep the guiding to as little as necessary.
   d. Process through discussion with the student the following: By the end of this experience, you are working towards the student's "Aha!!!!! I see that books may have the same text pattern." You want to help the student understand that when s/he recognizes the author's text pattern, this may be a help to comprehension, because seeing the text pattern may help with making connections among the pieces of information in the text and for remembering information from the text more effectively.

3. Since you did not need to write a lesson plan for this activity, write a brief explanation about what you did, the insights you gained as a teacher about text patterns and reciprocal mapping, AND impressions you had about what your student learned though this Reciprocal Mapping experience.

(c) Spelling Rule Lesson
   1. Based on the data you gathered from your evaluation of the student's spelling, develop a short **<u>Direct Instruction</u>** lesson, using the lesson plan format for this course, to teach a spelling rule or element that the student is ready to learn (zone of proximal development). As examples, of the rule or element, use words from either of the two books you selected as part of the guided reading/reciprocal mapping assignment. Your lesson plan does not need to go beyond guided practice for <u>this</u> Direct Instruction lesson.
   2. Engage the student in the lesson.
   3. Write a brief explanation about the insights you gained as a teacher about teaching a spelling rule or element AND impressions you had about what your student learned though this experience.

Integrated LA Lesson: Summary Analysis and Reflection Paper
   Write an overarching reflection in which you discuss your developing abilities related to data-driven instruction:
   a. Discuss the prior knowledge and skills and strengths you brought to this assignment (assessment and integrated instruction).
   b. Discuss your areas for growth – that is, the areas related to any parts of this assignment that you intend to continue polishing as you continue your professional development in this program and elsewhere.

To be turned in:

       Assessments:
1. Student's written response (from Guided Reading Book)
2. Student's written recall of expository text (from Guided Reading Book)
3. Evaluation of Student's Spelling (*Patterns*, 9th ed.) – Spelling Chart
4. Evaluation of Student's Writing (6-Traits) – 6-Traits Chart

      Instruction
1. Guided Reading lesson plan with 1st Text Pattern Map
2. Reflection about Reciprocal Mapping Experience with Student (#3 under Reciprocal Mapping)
3. Lesson Plan for Spelling Rule or Element with Insights/Impressions
4. Summary Analysis and Reflection paper (a. and b.)

Materials for Integrated LA Instruction:

Six Traits Scoring Guide for Creative Writing

Word Choice 1	3	5
The writer struggles with a limited vocabulary, searching for words to convey meaning: • Vague • Redundancy • Jargon or clichés • Words are used incorrectly • Language leaves reader wondering what writer's trying to say	Language is functional, even if it lacks punch; it gets the message across: • Words correct and adequate; they simply lack flair • Familiar words and phrases • Attempts colorful language but sometimes seem overdone • Energetic verbs, phrases liven things up now and then	Words convey the intended message in a precise, interesting and natural way: • Words are specific and accurate • Language is natural and never overdone • Lively verbs, precise nouns and modifiers • Striking words and phrases • Clichés, jargon used sparingly
Sentence Fluency 1	**3**	**5**
The reader has to practice quite a bit in order to give this paper a fair interpretive reading: • Choppy, incomplete, rambling or awkward • Phrasing does not sound natural • Sentences begin the same way • Endless connectives • Does not invite expressive oral reading	The text hums along with a steady beat, more pleasant or businesslike than musical, more mechanical than fluid: • Sentences usually grammatical, hang together • Some variation in sentence length and structure • Reader sometimes has to hunt for clues that show how sentences interrelate Parts of the text invite expressive oral reading	Easy flow and rhythm when read aloud. Sentences are well built, with strong and varied structure: • Sentences make meaning clear • Purposeful sentence beginnings • The writing has cadence • Vary in length as well as structure • Fragments, if used, add style
Conventions 1	**3**	**5**
Errors in spelling, punctuation,	Reasonable control over a limited	Demonstrates a good grasp of

usage and grammar, capitalization, and/or paragraph repeatedly distract the reader and make the text difficult to read: • Paragraphing is missing, irregular, or too frequent • Errors in grammar/usage are very noticeable • Punctuation often missing or incorrect • Spelling errors are frequent • Must read once to decode; again for meaning • Extensive editing required for publication	range of standard writing conventions. Conventions are sometimes handled well and enhance readability: • Paragraphing is attempted • Problems with grammar/usage not serious • Terminal (end-of-sentence) punctuation is usually correct • Spelling is usually correct or phonetic on common words • Moderate editing required for publication	standard writing conventions, uses conventions effectively to enhance readability. Errors tend to be so few and so minor that the reader can easily overlook them: • Paragraphing tends to be sound • Grammar and usage are correct • Punctuation is accurate • Spelling is generally correct • May manipulate conventions—especially grammar/spelling for stylistic effect • Only light editing for publication • Gr. 7+--writing is sufficiently long and complex to allow using a wide range of conventions
Ideas and Content 1	**3**	**5**
As yet, the paper has no clear sense of purpose or central theme. To extract meaning form the text, the reader must make inferences based on sketchy details: • Still in search of topic • Information is very limited or unclear • Text may be repetitious, reads like disconnected thoughts • Everything seems as important as everything else	The writer is beginning to define the topic, even though development is still basic or general: • Easy to see where the writer is headed • Difficulty going from general observations to specifics • Ideas are reasonably clear • Support is attempted, but falls short of fleshing out the main point	Paper is clear and focused. Holds the reader's attention. Relevant anecdotes and details enrich the central theme or storyline: • Ideas are fresh and original • Writing from knowledge or experience • Relevant, telling, quality go beyond the obvious • Topic developed in an enlightening, purposeful way • Every piece adds something to the whole
Organization 1	**3**	**5**
Writing lacks a clear sense of direction. Ideas, details or events seem loosely strung together; no identifiable internal structure: • Sequencing needs work • No real lead, no real conclusion • Pacing feels awkward • Connections between ideas are confusing • Hard for the reader to get a grip	Organization is strong enough to move the reader through the text without undue confusion: • Recognizable introduction and conclusion • Sequencing is logical, but predictable • Pacing fairly well controlled • Transitions often work well but are sometimes fuzzy • Organization sometimes supports the main storyline	Organization enhances and showcases the central idea or storyline. The order, structure or presentation of information is compelling and moves the reader through the text: • Sequencing is logical and effective • An inviting introduction; a satisfying conclusion • Pacing is well controlled • Thoughtful transitions • Flows smoothly, the reader hardly thinks about it
Voice 1	**3**	**5**

Writer seems indifferent, uninvolved or distanced from the topic and/or the audience. Writing is lifeless or mechanical; technical or jargonistic: • Hard to sense the writer. Does not seem to reach out to an audience • Monotone • May communicate on a functional level, but it does not move reader • Writer does not seem at home with the topic	Sincere, but not fully engaged or involved. Pleasant or even personable, but not compelling • Communicates in an earnest, pleasing manner • General, dispassionate language • Writing hides as much of the writer as it reveals • Aware of an audience, to weigh words carefully	Writer speaks directly to the reader; writing is individualistic, expressive and engaging. Writer is involved in the text, writing to be read: • Strong interaction with the writer, person behind the words • Appropriate for the purpose and audience • Narrative is honest, appealing, and written from the heart • Expository or persuasive, reflects a strong commitment, anticipates the reader's questions, and shows why the reader should care

Rubric: Integrated L.A. Reading, Writing and Spelling Lesson

Criteria	Mastery	Proficient	Limited
Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domains of specific texts. REC2.A.3 Disposition: Applying Past Knowledge to New Situations	Candidate correctly applies appropriate instructional practices (guided reading) determined by the student's strengths and needs, text structure and the reading demands of domains of specific texts	Candidate applies appropriate instructional practices (guided reading) determined by the student's strengths and needs, text structure and the reading demands of domain specific texts.	Candidate is limited in applying appropriate instructional practices (guided reading) determined by the student's strengths and needs, text structure and the reading demands of domain specific texts.
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate scaffolds discussion during Guided reading lesson to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	Candidate correctly scaffolds discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.	Candidate scaffolds discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels .	Candidate is limited in scaffolding discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels

REC2.A.7 Disposition: Being Analytical			
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate models a variety of strategic activities that students can use to foster comprehension and self-correcting during guided reading. REC2.A.8 Dispositions: Reflective Thoughtfulness	Candidate correctly models a variety of strategic activities that students can use to foster comprehension monitoring and self-correcting.	Candidate somewhat models a variety of strategic activities that students can use to foster comprehension monitoring and self-correcting.	Candidate is limited in modeling a variety of strategic activities that students can use to foster comprehension monitoring and self-correcting.
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate uses writing experiences to enhance oral language. REC2.B.4 Disposition: Applying Past Knowledge to New Situations	Candidate successfully uses writing experiences to enhance oral language.	Candidate uses writing experiences to enhance oral language.	Candidate is limited in using writing experiences to enhance oral language.
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate applies intentional practices to scaffold development of phonological awareness REC2.C.1 Disposition: Persisting	Candidate correctly applies intentional practices to scaffold development of phonological awareness.	Candidate somewhat provides practices to scaffold development of phonological awareness. (e.g. blending and segmenting syllables, onset-rimes, and phonemes.)	Candidate is limited in providing practices to scaffold development of phonological awareness. (e.g. blending and segmenting syllables, onset-rimes, and phonemes.)
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate understands and applies knowledge of how variation in phonology across languages affects English language learners' reading and writing development during the spelling lesson. REC2.C.3	Candidate successfully understands and applies knowledge of how variation in phonology across languages affects English language learners' reading and writing development.	Candidate somewhat understands and applies knowledge of how variation in phonology across languages effects English language learners' reading and writing development.	Candidate somewhat understands and applies knowledge of how variation in phonology across languages effects English language learners' reading and writing development.

Disposition: Being Open-Minded			
	4　　3.8　　3.6	3.4　　3.2　　3　　2.8	2.6　　2　　1　　0
Candidate uses writing experiences in conjunction with phonological instruction to enhance reading achievement. REC2.C.4 Disposition: Taking Responsible Risks	A candidate successfully uses writing experiences in conjunction with phonological instruction, to enhance reading	A candidate successfully uses writing experiences in conjunction with phonological instruction, to enhance reading	A candidate successfully uses writing experiences in conjunction with phonological instruction, to enhance reading
	4　　3.8　　3.6	3.4　　3.2　　3　　2.8	2.6　　2　　1　　0
Candidate applies intentional explicit, systematic instructional practices to scaffolding phonics development on a continuum form the individual phoneme=grapheme level through the multi-syllabic word level during the spelling lesson. REC 2.D.1 Disposition: Taking responsible risks.	Candidates successfully applies intentional explicit, systematic instructional practices to scaffolding phonics development on a continuum form the individual phoneme=grapheme level through the multi-syllabic word level.	Candidates somewhat applies intentional explicit, systematic instructional practices to scaffolding phonics development on a continuum form the individual phoneme=grapheme level through the multi-syllabic word level.	Candidates apply intentional explicit, systematic instructional practices to scaffolding phonics development on a continuum form the individual phoneme=grapheme level through the multi-syllabic word level.
	4　　3.8　　3.6	3.4　　3.2　　3　　2.8	2.6　　2　　1　　0
Candidate successfully uses oral/aural language and writing experiences to enhance phonics instruction. REC2.D.3 Disposition: Thinking analytically	Candidate successfully uses oral/aural language and writing experiences to enhance phonics instruction.	Candidate somewhat uses oral/aural language and writing experiences to enhance phonics instruction.	Candidate is limited in using oral/aural language and writing experiences to enhance phonics instruction.
	4　　3.8　　3.6	3.4　　3.2　　3　　2.8	2.6　　2　　1　　0
Candidate applies intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate and reading endurance during guided reading lesson. REC2.E.1	Candidate successfully applies intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate and reading endurance	Candidate applies intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate and reading endurance	Candidate is limited in applying intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate and reading endurance.

Dispositions Persisting:			
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate correctly applies comprehensive instructional practices, including writing experiences that integrate the reading components. REC2.G.1 Disposition: Communicating Accurately	Candidate correctly applies comprehensive instructional practices, including writing experiences that integrate the reading components.	Candidate applies comprehensive instructional practices, including writing experiences that integrate the reading components.	Candidate is limited in applying comprehensive instructional practices, including writing experiences that integrate the reading components.
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate correctly identifies instructional practices to develop students' metacognitive skills in reading REC2.G.2 Dispositions: Thinking Analytically	Candidate correctly identifies instructional practices to develop students' metacognitive skills in reading).	Candidate identifies instructional practices to develop students' metacognitive skills in	Candidate is limited in identifying instructional practices to develop students' metacognitive
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate triangulates data from appropriate reading assessments to guide instruction. REC2.G.6 Disposition: Managing Impulsivity	In designing the unit plan, candidate correctly triangulates data from appropriate reading assessments to guide instruction.	In designing the unit plan, candidate triangulates data from appropriate reading assessments to guide instruction.	In designing the unit plan, candidate is limited in triangulating data from appropriate reading assessments to guide instruction.
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Candidate sequences lessons and concepts to ensure coherence and required prior knowledge. FEAP (a)1.b	Candidate successfully sequences lesson and concepts to ensure coherence and required prior knowledge	Candidate sequences lesson and concepts to ensure coherence and required prior knowledge	Candidate has limited or no alignment to sequence lessons and concepts to ensure coherence and required prior knowledge
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Develops learning experiences that require students to demonstrate a variety	Candidate successfully develops learning experiences that require students to	Candidate develops learning experiences that require students to demonstrate a variety	Candidate fails to develop learning experiences that require students to

of applicable skills and competencies. FEAP (a) 1.f	demonstrate a variety of applicable skills and competencies.	of applicable skills and competencies	demonstrate a variety of applicable skills and competencies
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Selects appropriate formative assessments to monitor learning. FEAP (a)1.d	Candidate successfully selects Appropriate formative assessments to monitor learning	Candidate selects Appropriate formative assessments to monitor learning	Candidate fails to selects appropriate formative assessments to monitor learning
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Uses diagnostic student data to plan lessons. FEAP (a)1.e	Candidate successfully uses diagnostic student data to plan lessons	Candidate uses diagnostic student data to plan lessons	Candidate fails to use diagnostic student data to plan lessons
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Conveys high expectations to all students. FEAP (a)2.c	Candidate successfully conveys high expectations to all students.	Candidate conveys high expectations to all students.	Candidate fails to convey high expectations to all students.
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0
Demonstrates ability to gain insight about planning and delivering integrated, data-driven LA instruction through written reflection.	Candidate clearly and fully reflects about planning and delivery of integrated, data-driven LA instruction. Candidate provides a variety of examples to illustrate ideas.	Candidate reflects about planning and delivery of integrated, data-driven LA instruction. Candidate provides a few examples to illustrate ideas.	Candidate's reflection is missing or minimal. Lacks depth. Lacks examples to illustrate ideas.
	4 3.8 3.6	3.4 3.2 3 2.8	2.6 2 1 0

_____/76 divided by 2 = _____/38

Assignment: 50 Strategy Presentation
Form small groups and orally report on ways to assess students' vocabulary knowledge and an appropriate vocabulary strategy with modification for diverse students from the Vocabulary textbook. Candidate self-assesses his or her presentation.

Course Objective(s)	1. Candidates will learn ways to assess student's vocabulary 2. Candidates will collabaorate with other teachers to create an interactive presentation 3. Candidates will lean mulitple strategies for teaching vocabulray to diverse students.
FEAPs Florida Educator Accomplished	

Practices	
PECs Professional Education Competencies	
SACs Subject Area Competencies, Reading, Sec. 35	
UCC Other Uniform Core Curriculum	
REC Reading Endorsement Competencies	2.B.5 (3.2., 5.12) Recognize, describe, and incorporate appropriate oral language assessments to guide instruction. 2. F.8 Candidate recognizes, describes and presents appropriate vocabulary assessments to guide instruction

Procedures:

1. Students, in pairs of two, will create a report that will include ideas for creating a vocabulary rich environment that is conducive to language arts learning for diverse students. Candidates are encouraged to incorporate technology and community resources.

2. They will identify ways to assess student's vocabulary knowledge.

3. They will select one strategy appropriate for K-12 students from the Vocabulary textbook that they wish to demonstrate with active participation with the class.

4. They will give suggestions for modifying the strategy for use with diverse students.

5. <u>Each member of the group must be present for the presentation.</u>

6. Candidate completes the Self-Assessment Checklist for Oral Reports and turns it in with a reflection.

Self-Assessment Checklist of Oral Reports			
	3 Mastery	2 Proficient	1 Limited
Delivery	*Holds attention of entire audience with the use of direct eye contact, seldom looking at notes * Speaks with fluctuations in volume and inflection to maintain audience interest and emphasize key points	*Displays minimal eye contact with audience while reading mostly from notes. * Speaks in even volume with little or no inflection	*Holds no eye contact with audience, as entire report is read from notes. *Speaks in low volume and/or monotonous tone
Content/ Organization	**Demonstrates full knowledge by answering all class questions with explanations and elaboration. *Provides clear purpose and subject: pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	*Is uncomfortable with information and is able to answer only rudimentary questions *Attempts to define purpose and subject: provides weak examples, facts , and /or statistics, which do not adequately support the subject: supplies very thin data or evidence	*Does not have grasp of information and cannot answer questions about subject *Does not clearly define subject and purpose: provides weak or no support of subject; gives insufficient support for ideas or conclusion
Enthusiasm/ Audience Awareness	*Demonstrates strong enthusiasm about topic during entire presentation *Significantly increases audience understanding	*Shows little or mixed feelings about the topic being presented	*Shows no interest in topic presented *Fails to increase audience understanding of knowledge of topic

	and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	*Raises audience understanding and knowledge of some points	

Rubric for 50 Strategy presentation

Criteria	Mastery	Proficient	Limited
Candidate recognizes, describes and presents appropriate vocabulary assessments to guide instruction REC 2.F.8	Candidate recognizes, describes and presents multiple appropriate vocabulary assessments to guide instruction.	Candidate recognizes, describes and presents appropriate vocabulary assessments to guide instruction.	Candidate is limited in recognizing, describing and presenting appropriate vocabulary assessments to guide instruction.
	3 2.5 2.2	2 1.5 1.2	1 .5 .2
Candidate describes ways to create a vocabulary rich environment	Candidate thoroughly describes ways to create a vocabulary rich environment	Candidate describes ways to create a vocabulary rich environment	Candidate fails to describe ways to create a vocabulary rich environment
	3 2.5 2.2	2 1.5 1.2	1 .5 .2
Candidate presents a vocabulary strategy that is hands-on and incorporates technology and/or community resources	Candidate skillfully presents a vocabulary strategy that is hands-on and incorporates technology and/or community resources	Candidate presents a vocabulary strategy that is hands-on and incorporates technology and/or community resources	Candidate minimally presents a vocabulary strategy or it may not be hands-on or incorporate technology and/or community resources
	3 2.5 2.2	2 1.5 1.2	1 .5 .2
Candidate participates with group in planning and in presenting vocabulary activity. Candidate self-assesses using the Self-assessment Checklist for Oral Reports and writes a reflection. REC 2. B.5	Candidate actively participates with group in planning and in presenting vocabulary activity. Candidate completes all of the Self-assessment Checklist for Oral Reports and writes a thorough reflection.	Candidate participates with group in planning and in presenting vocabulary activity. Candidate completes the Self-assessment Checklist for Oral Reports and writes a reflection	Candidate minimally participates with group in planning and in presenting vocabulary activity. Candidate does not complete a Checklist for Oral Reports or write a reflection.
	3 2.5 2.2	2 1.5 1.2	1 .5 .2
	Total=__ /12		

Assignment: Thematic Unit Plan, Critical Task (66 points)
Course: LAE 6319/6305 Integrated Language Arts Thematic Unit Plan
Explanation: Individually or groups of two candidates will create a thematic unit plan by applying the principles of research-based reading instruction and integrating the six components of reading by engaging systematic problem solving to create a unit plan. The unit plan will be in the format of a planning cluster that includes assessments, the six components of reading, the 6 language arts, technology and other instructional strategies and activities that enhance learning, as well as a written explanation of each part describing a classroom management plan for managing resources, time, and space to instruct students with the learning activities and centers. Students will then write a summary analysis and reflection on the experience.

Course Objective(s)	1.
FEAPs Florida Educator Accomplished Practices	(a)2.a Organizes, allocates, and manages the resources of time, space, and attention. (a)2.b. Manages individual and class behaviors through a well-planned management system.
PECs Professional Education Competencies	
SACs Subject Area Competencies, Reading, Sec. 35	Compentency 4 – **Knowledge of learning enviroments and procedures that support reading** 4.2 Apply appropriate grouping practices for specific instructional purposes in reading. 4.5 Determine organizational and classroom management proactice for multiple reading programs to support diverse learners.
UCC Other Uniform Core Curriculum	F. g Classroom Management
REC Reading Endorsement Competencies	2. A3 Apply appropriate instructional practices determined by the student's strengths and needs, text structure, and the reading demands of domain specific text. 2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement. 2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels. 2.A..8 Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting. 2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation). 2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes). 2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners' reading and writing development. 2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards). 2.D,1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a 2.D.2 Recognize and apply an English language learner's home language as a foundation and strength to support the development of phonics in English. 2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts). 2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.). 2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components. 2.G.2 Identify instructional practices to develop students' metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
	Determine appropriate procendures an delivery methods to integrate speaking and listing, reading, writing and viewing for diverse learners across content areas.

Procedures:

1. Form groups of candidates who are interested in creating a Thematic Unit Plan at the same level (primary, intermediate, secondary). The group of candidates will complete a **thematic unit plan** planned similarly to the charts in the *Patterns* text, chapter 12. (You may put the graphic clusters on multiple 81/2 x 11 inch papers.) Based on the NGSSS or the CCSS, decide on a unit topic that is appropriate for your grade. It must include a minimum of two instructional lessons/activities from each chapter in the *Patterns* by Tompkins book. Candidates must write the chapter beside each activity listed in the cluster.

2. The unit plan will be in the format of a planning cluster that includes assessments, ESE and ESL activities, the six components of reading, the 6 language arts and other instructional strategies and activities that enhance learning. Describe appropriate procedures and delivery methods to integrate these across content.

3. The graphic cluster will provide the basis for the **written explanation of each part.** Explain characteristics and purposes of reading materials, methods for integrating the Language Arts and how you will involve students to improve attitudes toward reading and for motivating students to engage in academic and personal reading.

4. In addition, describe a **classroom management plan**. In this plan, explain how you would organize and manage resources of time, space, and reading programs diverse learners. Include ways to instruct students so they would have opportunity to participate in all the activities. A separate diagram would enhance this description.

5. Candidates will write **a summary analysis and reflection paper** on the Thematic Unit Plan by first giving the name of the unit, a brief description of the topic, listing the main objectives to be learned, and the texts the students would be reading, as well as a response to each row of the rubric as a guideline. For instance, respond to each row of the rubric as if it were posed as a question. For example, the first question is:

> Q.1. How would you provide opportunities for student extended discussion?
> Q.2. How did you recognize, describe, and incorporate appropriate comprehension assessments to guide instruction?
> Q.3. How did you recognize, describe, and incorporate appropriate oral language assessments to guide instruction?
> Q. 4 through 22
> Be sure to respond to each row. This Summary and Analysis paper along with all graphics will be uploaded to TaskStream.

Turn in your graphic of the clusters and the written explanation with each cluster and Summary Analysis paper with the names of each candidate who participated in the curricular design of the Thematic Unit Plan.

Rubric for Critical Task
Thematic Unit with Summary Analysis and Reflection on unit plan

Standards	Mastery (3 points)	Proficient (2 points)	Limited (1 point)

Candidate provides opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement. REC2.A.4 Q.1	Candidate skillfully provides opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.	Candidate provides opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.	Candidate is limited in providing opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate recognizes, describes, and incorporates appropriate comprehension assessments to guide instruction. REC2.A.9 Q.2	Candidate skillfully recognizes, describes and incorporates appropriate comprehension assessments to guide instruction.	Candidate recognizes, describes and incorporates appropriate comprehension assessments to guide instruction.	Candidate is limited in recognizing, describing and incorporating appropriate comprehension assessments to guide instruction.
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate recognizes, describes, and incorporates appropriate oral language assessments to guide instruction. REC2.B.5 Q.3	Candidate correctly recognizes, describes, and incorporates appropriate oral language assessments to guide instruction.	Candidate recognizes, describes, and incorporates appropriate oral language assessments to guide instruction.	Candidate is limited in recognizing, describing, and incorporating appropriate oral language assessments to guide instruction.
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate recognizes, describes, and incorporates appropriate phonological awareness assessments to guide instruction. REC2.C.5 Q.4	Candidate correctly recognizes, describes, and incorporates appropriate phonological awareness assessments to guide instruction.	Candidate recognizes, describes, and incorporates appropriate phonological awareness assessments to guide instruction.	Candidate is limited in recognizing, describing, and incorporating appropriate phonological awareness assessments to guide instruction.
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate recognizes and applies an English language learner's home language as a foundation and strength to support the development of phonics in English.	Candidate correctly recognizes and applies an English language learner's home language as a foundation and strength to support the development of phonics in English.	Candidate recognizes and applies an English language learner's home language as a foundation and strength to support the development of phonics in English.	Candidate is limited in recognizing and applying an English language learner's home language as a foundation and strength to support the development of phonics in English.

REC2.D.2 Q.5			
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate recognizes, describes, and incorporates appropriate phonics assessments to guide instruction. REC2.D.4 Q.6	Candidate correctly recognizes, describes, and incorporates appropriate phonics assessments to guide instruction.	Candidate recognizes, describes, and incorporates appropriate phonics assessments to guide instruction.	Candidate is limited in recognizing, describing, and incorporating appropriate phonics assessments to guide instruction.
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics). REC2.E.2 Q.7	Candidate uses oral/aural language and writing experiences to enhance fluency by selecting or having the students write multiple poems and/or songs related to the unit topic.	Candidate uses oral/aural language and writing experiences to enhance fluency by selecting or having the students write a poem and/or song related to the unit topic.	Candidate fails to use minimally uses oral/aural language and writing experiences to enhance fluency by selecting or having the students write a poem and/or song related to the unit topic.
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Recognize, describe, and incorporate appropriate fluency assessments to guide instruction. REC2.E.3 Q.8	Candidate correctly recognizes, describes, and incorporates appropriate fluency assessments to guide instruction and explicit, systematic instructional practices to guide instruction.	Candidate recognizes, describes, and incorporates appropriate fluency assessments to guide instruction and explicit, systematic instructional practices to guide instruction.	Candidate is limited in recognizing, describing, and incorporating appropriate fluency assessments to guide instruction and explicit, systematic instructional practices to guide instruction.
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.). REC2.F.1 Q.9	Candidate correctly applies intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).	Candidate applies intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).	Candidate is limited in applying intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate provides for continual integration, repetition, and meaningful use of domain specific	Candidate correctly provides for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.	Candidate provides for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.	Candidate is limited in providing for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.

vocabulary to address the demands of academic language. REC2.F.2 Q.10			
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate incorporates vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots). REC2.F.3 Q.12	Candidate correctly incorporates vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).	Candidate incorporates vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).	Candidate is limited in incorporating vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary REC2.F.4 Q. 13	Candidate correctly provides an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.	Candidate provides an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.	Candidate is limited in providing an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate incorporates instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content. REC2.F.5 Q. 14	Candidate correctly incorporates instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.	Candidate incorporates instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.	Candidate is limited in incorporating instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate uses oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts,	Candidate correctly uses oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).	Candidate uses oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).	Candidate is limited in using oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).

word charts for secondary). REC2.F.6 Q.15			
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate uses multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.). REC2.F.7 Q.16	Candidate correctly uses multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).	Candidate uses multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).	Candidate is limited in using multiple methods of vocabulary instruction (e.g. multiple contexts, examples and non-examples, elaborations, etc.).
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate uses resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading). REC2.G.3 Q. 17	Candidate correctly uses resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	Candidate uses resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).	Candidate is limited in using resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidates Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts). REC2.G.4 Q. 18	Candidate correctly uses research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).	Candidate uses research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).	Candidate is limited in using research-based guidelines for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency (e.g., young adult literature, informational texts).
	3 2.5 2.2	**2 1.5 1.2**	**1 .5 .2**
Candidate organizes, allocates, and manages the	Candidate effectively organizes, allocates and manages the resources of	Candidate organizes, allocates and manages the resources of time, space and attention.	Candidate fails to effectively organize, allocates and manages

	3 2.5 2.2	2 1.5 1.2	1 .5 .2
resources of time, space, and attention. FEAP (a).2.a Q. 19	time, space and attention.		the resources of time, space and attention.
	3 **2.5** **2.2**	**2** **1.5** **1.2**	**1** **.5** **.2**
Candidate manages individual and class behaviors through a well-planned management system. FEAP (a).2.b Q.20	Candidate effectively manages individual and class behaviors through a well-planned management system	Candidate manages individual and class behaviors through a well-planned management system	Candidate fails to manage individual and class behaviors through a well-planned management system
	3 **2.5** **2.2**	**2** **1.5** **1.2**	**1** **.5** **.2**
Competency 4-Knowledge of learning environments and procedures that support reading Q 21 SAC 4.2	Candidate effectively determines appropriate procedures and delivery methods to integrate speaking and listening, reading writing and viewing for diverse learners across content areas 4.2.	Candidate determines appropriate procedures and delivery methods to integrate speaking and listening, reading writing and viewing for diverse learners across content areas 4.2	Candidate is limited in determining appropriate procedures and delivery methods to integrate speaking and listening, reading writing and viewing for diverse learners across content areas 4.2
	3 **2.5** **2.2**	**2** **1.5** **1.2**	**1** **.5** **.2**
Competency 4-Knowledge of learning environments and procedures that support reading Q22 SAC 4.5	Candidate effectively organizes classroom management practices for multiple reading programs to support diverse learners. 4.5	Candidate organizes classroom management practices for multiple reading programs to support diverse learners. 4.5	Candidate is limited in organizing classroom management practices for multiple reading programs to support diverse learners. 4.5
	3 **2.5** **2.2**	**2** **1.5** **1.2**	**1** **.5** **.2**
	Total= ____/63		

LAE 6319/6305 Syllabus – Index