Course Description

An overview of the reading process, theoretical models of reading and language development, and instructional approaches. Focus is on evidence-based instruction of reading.

Class Format

RLA 513 is a combination of lecture, discussion, small group activities, field-based case assessments and candidate presentations.

Course Objectives

This course covers all aspects of an effective, research-based reading program, including the key components of balance reading instruction. Students will demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and written language processes and instruction; knowledge of current reading research; and an understanding of student and teacher competencies as delineated in the CT Blueprint for Reading Achievement and proficiency in developing a literacy curriculum including instruction in phonology and phonemic awareness, phonics and word identification, fluency, vocabulary skills, building comprehension, and construction meaning.

Required Texts

Available at the ECSU Bookstore


I will provide:

RLA 513 Spring 2009
Beyond the Blueprint Literacy in Grades 4-12 and Across the Content Areas (2007). CT State Department of Education.

**Supplemental Readings**

More references:
Allen, J. (2003). But they still can't (or won't read)! Helping children overcome roadblocks to reading. *Language Arts*, 80, 268-274. (Available in the library)


Resources

<table>
<thead>
<tr>
<th>Organization/Title</th>
<th>URL</th>
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</thead>
<tbody>
<tr>
<td>International Reading Association</td>
<td><a href="http://www.reading.org">http://www.reading.org</a></td>
</tr>
<tr>
<td>National Council of Teachers of English</td>
<td><a href="http://www.ncte.org">www.ncte.org</a></td>
</tr>
<tr>
<td>Association of Supervision and Curriculum Development</td>
<td><a href="http://www.ascd.org">www.ascd.org</a></td>
</tr>
<tr>
<td>Read, Write, Think</td>
<td><a href="http://www.readwritethink.org">www.readwritethink.org</a></td>
</tr>
<tr>
<td>Reading Rockets</td>
<td><a href="http://www.readingrockets.org">http://www.readingrockets.org</a></td>
</tr>
<tr>
<td>Connecticut’s Blueprint for Reading Achievement</td>
<td><a href="http://www.state.ct.us/sde/dtl/curriculum/currcbra.htm">http://www.state.ct.us/sde/dtl/curriculum/currcbra.htm</a></td>
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<tr>
<td>CT’s Beyond the Blueprint 4-12</td>
<td><a href="http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&amp;Q=321834">http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&amp;Q=321834</a></td>
</tr>
<tr>
<td>CT English Language Arts Curriculum Frameworks</td>
<td><a href="http://www.sde.ct.gov/sde/lib/sde/word_docs/curriculum/language_arts/february1csdeelaframework.doc">http://www.sde.ct.gov/sde/lib/sde/word_docs/curriculum/language_arts/february1csdeelaframework.doc</a></td>
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</tbody>
</table>
Learning Outcomes

By the end of the course the student will be able to articulate/demonstrate an understanding of:
1. The nature of the reading/language process as reflected by current research
2. The five “Big Ideas” in Reading as defined by the NRP
3. An understanding of language acquisition and emergent literacy
4. The role of metacognition in reading, writing, speaking, and listening
5. Effective evidence-based planning and instructional design for teaching reading
6. An understanding of respecting and valuing cultural, linguistic, and ethnic diversity
7. The need for developing authentic learning environments and learning strategies
8. The alignment of objectives, instruction and activities and assessment in literacy instruction
9. An experiential approach to literacy education
10. Themselves as readers, writers, and learners
11. The inextricable interconnectedness of language development, reading and writing
12. The alignment of state and national reading mandates with teacher knowledge and reading instruction

<table>
<thead>
<tr>
<th>OBJECTIVES/OUTCOMES, RELATIONSHIP TO STANDARDS, AND ASSESSMENT:</th>
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<tbody>
<tr>
<td>The candidates will demonstrate ability to:</td>
</tr>
<tr>
<td><strong>Objective/Outcomes</strong></td>
</tr>
<tr>
<td>IRA 1.1, 1.2; CCCT 1.3, 1.4, 1.5, 1.6</td>
</tr>
<tr>
<td>1. To understand evidence-based literacy instruction and its role in supporting readers to understand written text.</td>
</tr>
<tr>
<td>IRA 1.3; CCCT 1.1, 1.2</td>
</tr>
<tr>
<td>2. To understand the impact of background and linguistic knowledge on reading comprehension.</td>
</tr>
<tr>
<td>IRA 1.4; CCCT 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</td>
</tr>
<tr>
<td>3. To demonstrate and guide students by designing, delivering, and assessing differentiated reading instruction using strategies and techniques to build readers' fluency and comprehension.</td>
</tr>
<tr>
<td>IRA 1.4; CCCT 2.1, 2.2, 2.4, 2.5, 2.6</td>
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<tr>
<td>4. To develop an understanding of the relationship between vocabulary knowledge and comprehension.</td>
</tr>
<tr>
<td>IRA 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.1; CCCT 2.1, 2.2, 2.3,</td>
</tr>
<tr>
<td>2.5, 2.7</td>
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<tr>
<td>5. To develop a repertoire of motivating, data-driven differentiated pre-reading, during reading, and post reading strategies to support readers’ developing literacy profiles and cultural and linguistic backgrounds using a wide variety of curriculum materials and modeling positive dispositions towards lifelong reading and teaching reading.</td>
</tr>
<tr>
<td>IRA 4.1, 4.2, 4.3, 4.4; CCCT 2.1, 2.2, 2.7</td>
</tr>
<tr>
<td>6. To demonstrate and guide students through the development of reading lessons that increase students' reading skills and comprehension via attention to student interests, abilities and backgrounds, and by using a diverse selection of books of a variety of genres, non-print materials, and new literacies/technology-based information.</td>
</tr>
<tr>
<td>IRA 1.4, 2.1, 2.2, 2.3, 3.2, 3.3; CCCT 1.1, 1.2, 2.1, 2.2, 2.7</td>
</tr>
<tr>
<td>7. To understand individualized, differentiated instruction of spelling and the relationship of spelling to fluent reading, increased comprehension, and written language skills along a developmental continuum.</td>
</tr>
<tr>
<td>IRA 2.3, 4.1, 4.2; CCCT 3.3, 3.4, 3.5</td>
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<tr>
<td>8. To critique instructional materials in terms of their potential to support student reading skills and to support the knowledge of parents, colleagues</td>
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</table>
and support personnel through leading Professional Development.

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<tr>
<th>Assessment of student outcomes:</th>
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<tbody>
<tr>
<td>1. Outcomes 1 will be assessed through the Literacy Autobiography Project.</td>
</tr>
<tr>
<td>2. Outcomes 2, 3, and 7 will be assessed through the Small Group Literacy Lesson Plan.</td>
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<tr>
<td>3. Outcomes 2, 3, and 4 will be assessed through the Vocabulary &amp; Comprehension Lessons.</td>
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<tr>
<td>4. Outcomes 5 will be assessed through Phonological Awareness Assignment, as well as the Vocabulary &amp; Comprehension Lessons.</td>
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<tr>
<td>5. Outcomes 6 will be assessed through Technology Assignment, as well as the Small Group Literacy Lesson Plan and the Vocabulary &amp; Comprehension Lessons.</td>
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<tr>
<td>6. Outcome 8 will be assessed through class participation, written responses, and Parent Involvement Project.</td>
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<td>7. All outcomes will be assessed via quizzes, class participation, and the Reflective Journal.</td>
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## Standards Matrix

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<tr>
<th>IRA Standards</th>
<th>ECSU Education Unit Conceptual Framework</th>
<th>Connecticut Common Core of Teaching</th>
<th>NCATE Standards</th>
<th>INTASC Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 1.2, 1.3, 1.4, 3.1</td>
<td>Content Knowledge</td>
<td>Content 3, 4</td>
<td>1a, 1b, 1e</td>
<td>Principle 1, 7</td>
</tr>
<tr>
<td>2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4</td>
<td>Pedagogical Knowledge</td>
<td>Students 1, 2; Pedagogy 5, 6; Planning 1, 2; Instructing 3, 4, 5, 6; Assessing and Adjusting 7</td>
<td>1b, 1c, 1d, 1e, 1f, 1g, 3a, 3b, 3c</td>
<td>Principle 1-10</td>
</tr>
<tr>
<td>1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 4.3</td>
<td>Integration of Knowledge</td>
<td>Content 3, 4; Planning 1, 2</td>
<td>1a, 1b, 3a</td>
<td>Principle 1, 4, 7,</td>
</tr>
<tr>
<td>2.2, 3.1, 4.2</td>
<td>Technology as</td>
<td>Instructing 5</td>
<td>1a, 1b, 1e, 3c</td>
<td>Principle 6</td>
</tr>
</tbody>
</table>
### Teaching Tool

<table>
<thead>
<tr>
<th>1.3, 2.3, 3.3, 4.1, 4.2</th>
<th>Diversity</th>
<th>Students 2; Pedagogy 6; Professional and Ethical Practice 1, 2</th>
<th>1g, 3c, 4a, 4b, 4c, 4d</th>
<th>Principle 3, 5, 7, 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3, 3.4, 5.1, 5.2, 5.3, 5.4</td>
<td>Professionalism</td>
<td>Professional and Ethical Practice 1, 2; Reflection and Continuous Learning 3, 4; Leadership and Collaboration 5, 6</td>
<td>1g, 3c, 4d</td>
<td>Principle 7, 9, 10</td>
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</tbody>
</table>

**Technology:** All writing shall be done on the computer, unless the instructor approves exceptions ahead of time. Papers should be double-spaced with one-inch margins and 12-point font. The ability to communicate by e-mail and send electronic documents by *Word* attachment will facilitate the dissemination of class specific information and conversation. All work should be emailed to me *directly* at rubym@easternct.edu. The use of the Internet is an important resource for all writing and presentation projects. The Eastern library is a valuable source of electronically based information. You should check Blackboard regularly, at least once a week between classes, and are accountable for engaging in learning through Blackboard activities.

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**STUDENTS WITH DISABILITIES:** If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

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**Grading Scale**
### Evaluation

<table>
<thead>
<tr>
<th>Attendance and Participation</th>
<th>10%</th>
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<tbody>
<tr>
<td>Quizzes (4)</td>
<td>10%</td>
</tr>
<tr>
<td>Literacy Autobiography w/a Research Lens</td>
<td>10%</td>
</tr>
<tr>
<td>Phonological Awareness Project</td>
<td>10%</td>
</tr>
<tr>
<td>Small Group Reading Lesson</td>
<td>10%</td>
</tr>
<tr>
<td>Parent Involvement Project</td>
<td>15%</td>
</tr>
<tr>
<td>Vocabulary and Comprehension Lessons</td>
<td>15%</td>
</tr>
<tr>
<td>Technology Project</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Reflection Journal</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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</table>

**Class attendance participation**

As class discussion comprises 10% of your grade, the expectation is that everyone will be prepared to participate in class discussions each week. Discussion formats will be whole group, as well as small groups and pairs. Information discussed and shared in class discussions will be important for other work and assignments in this course. Other work in the class should reflect information gathered through the class discussions as well as other appropriate resources.

Class attendance is mandatory. If you must be absent for any reason, **written notification is required.**
Incomplete | Acceptable | Proficient | Distinctive
---|---|---|---
Absent, unengaged, distracted, daily assignments not completed (0-7) | Attentive, active in pairs and small groups, all work due is completed (8) | Acceptable plus active participation in large group discussions, keenly motivated (9) | Proficient plus fully-engaged without dominating, insightful observations and questions; passionate. (10)

Target 8

Quizzes (4) 10%

Assignments

Writing standards: It is expected that all written work will reflect professional standards of communication. Complete sentences, proper punctuation, capitalization and spelling, and generally accepted rules of grammar are the hallmark of educational professionals. Excessive errors will be reflected in reduced assigned points or in a request to re-submit the assignment. Please use a standard font type such as Times New Roman, Arial or Courier of no less than 12 point size. You may either 1 ½ space or double space.

GRADING CRITERIA

Your final grade for the course will represent a comprehensive, integrative evaluation of punctual attendance, class participation, and completion of all class assignments. This grade will reflect your commitment to learning and the level of knowledge, understanding, and performance skill you demonstrate. All major assignments will be graded using rubrics provided in advance of the assignments to guide your completion. As part of our reflective process, you will self-grade your work. We will confer if we do not agree on a grade. **YOU MUST HAND IN A COMPLETED RUBRIC THAT ACCOMPANIES EACH ASSIGNMENT.** Candidates who do not achieve Target standard will receive feedback and are required to revise.

Assignment #1 Literacy Autobiography/Memoir with a Research Lens 10%

Write a 3-5-page paper addressing the following:

- How did you learn to read?
- Describe strategies from *Putting Reading First* that you recall having been used when you were learning to reading.
- How might early instruction as described in *Putting Reading First* have been supportive to you as a beginning reader?
- What was surprising or new to you as you read *Putting Reading First*?
- What are your strengths and weaknesses as a reader?
- What are the characteristics of your current reading habits?

**Rubric: 1 Literacy Autobiography/Memoir with a Research Lens**

<table>
<thead>
<tr>
<th>Indicator Met</th>
<th>2 Partially Met</th>
<th>1 Not Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well articulated description of memories of learning to read with supporting examples.</td>
<td>Description of experiences with learning to read</td>
<td>Little information provided regarding early experiences with learning to read</td>
<td></td>
</tr>
<tr>
<td>Well articulated description of strategies from PRF and personal memoir of learning to read; examples given</td>
<td>Description of strategies from PRF and personal memoir of learning to read</td>
<td>Little information provided connecting PRF content and early experiences with learning to read</td>
<td></td>
</tr>
<tr>
<td>Reflection on the five big ideas of reading described in PRF and the impact they had or could have had on personal reading experience; supporting examples cited</td>
<td>Comments on the five big ideas of reading described in PRF and personal reading experience;</td>
<td>Little or no reflection on five big ideas of reading described in PRF and the impact on personal reading experience</td>
<td></td>
</tr>
<tr>
<td>Well articulated analysis of what was new or familiar in PRF document; examples cited</td>
<td>List of what was new or familiar information in PRF</td>
<td>Little or no commentary on what was new or familiar in PRF</td>
<td></td>
</tr>
<tr>
<td>Application of research-based information from PRF to reflect on personal reading strengths and weaknesses and current reading habits</td>
<td>Reflection on personal reading strengths and weaknesses and current reading habits; little connection to PRF</td>
<td>Personal reading habits or strength and weaknesses as reader stated</td>
<td></td>
</tr>
</tbody>
</table>

**Target: 13 points**

**Assignment #2  Phonological Awareness Assessment 10%**
Use the Phonological Awareness Assessment you received in class (the handout with the subtests arranged and numbered in accordance with the hierarchy of skills under “the phonological umbrella” (i.e., skills are labeled 1.1, 1.2, etc.)

1. Identify a young student in grades k-2, or an older student who is experiencing reading difficulty (decoding).
2. Identify the student (pseudonym), provide age, grade, reading level (if known), and any other information you may have regarding the student’s reading progress.
3. Administer the assessment. You may do this in one sitting or several, depending upon the student (age, focus, etc.). Note the administration time and conditions.
4. Upon completion of administration, categorize the results and record them on a “T-chart” noting skills “mastered” and “not mastered”.
5. Analyze the results and write a summary paragraph. Tell what phonological competencies the child has mastered and identify areas needing instruction.
6. Identify instructional activities you would employ to support the student’s needs as identified by your assessment. If the child has mastered all areas assessed, give some thought to the level of automaticity of the responses and comment.

You must hand in the protocol (actual pages on which you marked your student’s responses – keep a copy for your records!) and a written report based upon the #2-6 above.

**Report**

**Introduction:**
- Student Name (or pseudonym)
- Evaluator Name
- Date of Evaluation
- Date of Birth (student)
- Student Grade
- School
- Other information regarding reading progress

**Data:**
- The completed reader protocol
- Forms from your assessment
- Scores from Protocol; quantitative data (T-Chart; see above)
- Observation notes from your session with your student; qualitative data (Must be coherent written observations of what the student could and could not do written in paragraph form)

**Analysis:**
- A written summary of the findings which synthesizes the information about your student’s profile as assessed on this instrument.
- Interpretation of the student’s demonstrated performance.
Summary:

a. Tell what phonological competencies the child has mastered and identify areas needing instruction.

Intervention/Remediation Plan:

a. Include a brief and succinct intervention plan that is based on your evaluation.

b. Be specific regarding instructional strategies, amount of time, materials, location, suggestions for the classroom teacher and home. (What would you recommend as the reading specialist to help this student become more effective and/or efficient as a beginning reader?)

c. Connection intervention to the student’s developmental learning level, state standards and curriculum expectations.
**Introduction**

- **3** Indicator Met: Well written; includes all required information; reflection on child’s current status included
- **2** Partially Met: Includes all required information
- **1** Not Met: Incomplete

**Data**

- **3** Indicator Met: Protocol, quantitative and qualitative data included as specified
- **2** Partially Met: Quantitative and qualitative data presented
- **1** Not Met: Incomplete

**Analysis**

- **3** Indicator Met: Reflective analysis of student performance, which synthesizes what is known about the student
- **2** Partially Met: Reflective analysis of student performance based on current assessment
- **1** Not Met: Incomplete

**Summary**

- **3** Indicator Met: Statement integrates student performance data, research-based information regarding early reading benchmarks, student’s strengths and weaknesses, and next steps
- **2** Partially Met: Student performance is summarized and strengths and weaknesses are identified
- **1** Not Met: Incomplete

**Intervention/Remediation Plan**

- **3** Indicator Met: Intervention plan based on data & analysis of student needs. Specific instructional strategies, time, materials, etc. are defined. Suggestions are made for home connection. Intervention is appropriate for student’s developmental learning level & aligned with state standards
- **2** Partially Met: Intervention plan is based on data and analysis of student needs. Specific instructional strategies, time, materials, location are defined. Intervention is appropriate for student’s developmental learning level.
- **1** Not Met: Incomplete

**Total: / 15**

**Total Points:**

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**Target 13 points**
Assignment #3 Small Group Reading Lesson

In a group of four to five classmates choose a children’s book to read and discuss as a book club. The purposes are (1) To learn about reading in a group setting and (2) To implement book discussion techniques that support comprehension. Consider and discuss the five “Big Ideas” of reading as defined by the NRP and how the book you read can be used in instruction and supporting student relative to the “Big Ideas.” Use the provided Lesson Plan to design one small group lesson using the book you have chosen. Your group will report to the class on the book, the experience, and the lesson you have designed.

An assignment report can be submitted for your group. Please retain individual copies for your personal files.

Sample Small Group Reading Lesson

1. **Sounds for Single Letters and Common Letter Patterns** (5 minutes)
   **Objective:** Review previous lesson; introduce sh and ch
   **Review:** Single consonants b, d, p, m, n, r, s, v, w, and x, short vowels, and the digraph th, using letter cards. (Especially b and p, and short short i and e---child tends to confuse these sounds.)
   **Introduce:** sh and ch, using letter cards. Explain that when these letters are together in a word, sh says /sh/ (as in ship, shack, shell) and ch says /ch/ (as in chocolate, chop, chief). Have the child trace and say the letters and their sounds repeatedly.
   **Assessment:** Mix the new and review sounds together and go through them one more time, to see if the child can remember the new ones. Chart data.

2. **Phonics Concepts** (5-10 minutes)
   **Objective:** Review “consonants and vowels”; introduce closed syllable rule
   **Review:** Which letters are vowels and which are consonants, by asking the child to name the vowels, and then asking what we call the other letters.
   **Introduce:** The closed syllable rule. First explain the rule: Closed syllables have one and only one vowel, and they end in a consonant. Closed syllables always have a short vowel sound. Use the following words as examples: at, flap, bend, truck, pot.
   **Assessment:** Give the child a list of 12 words, 6 of which are closed and 6 of which are not closed (crunch, sip, bee, strike, mast, foil, end, sick, spoon, go, twice, drop). Have the child circle the closed syllables and tell what vowel sound each closed syllable word will have.

3. **Reading and Spelling Phonetically Regular Words in Isolation** (10-15 minutes)
   **Objective:** Review oral segmentation of closed syllables and word building including ending /th/. Introduce decoding and spelling of closed syllables with /sh/ and /ch/.
   **Phonemic awareness:** Oral phoneme segmentation. Using colored blocks, have the child segment the following words into phonemes: mat, time, trick
Review decoding of closed single consonant words and closed syllables with th, all vowels, using a word-building activity. Teacher builds words such as the following for the child to read: bat, pat, path, bath, thin, pet, pit.

Introduce decoding of closed syllables with /sh/ and /ch/ using the word-building activity. Teacher builds the following words for the child to read: fish, wish, dish, ship, shop, chop, chip, chin.

Review spelling of closed single consonant words and closed syllables with th, all vowels, using the word-building activity, with words such as the following: man, mad, math, bit, bet, Beth.

Assessment: Teacher says the word and the child builds it using letter tiles or cards.

Introduce and model spelling of closed syllables with sh and ch (all vowels), using the word-building activity. Provide opportunities for students to build words.

Assessment: Provide words such as the following to build: shin, mush, chum, chat, bash, shed for children to build.

If time permits and if child is meeting with success, try some closed syllable words with blends during word-building in both reading and spelling (e.g., smash, trash, chest, nest). Also, if time permits, child may try building some words for the teacher to read.

4. Reading and Spelling Phonetically Irregular Words (5-10 minutes)

Objective: Practice and increase fluent reading and spelling of taught irregular words; teach new words (could, would, should).

Review: One-minute speed drill on the, to, do, of, was, some, come, were, they, have, said, are. Select several words for spelling.

Introduce: could, should, and would, using Fernald tracing technique (child traces and says each letter and then the whole word, then turns the paper over and writes the word from memory. Repeat if the child has trouble writing a word from memory.)

Assessment: Mix the new and review words together and go through them one more time, to see if the child recognizes the new words. Ask child to write the words.

5. Fluency Activity (5 minutes)

Objective: Practice fluent reading of short /a/ and /i/ cvc words

Do a one-minute speed drill on CVC words with a (man, lap, hat, bag, etc.)

Do another one-minute speed drill on CVC words with i (pin, fit, lip, big, etc.)

(See attached.)

Assessment: Chart data.

6. Reading in Context (10-15 minutes)

Objective: Provide opportunity for application of taught decoding and fluency skills with cvc words and understand what is read.

Child reads Chad is the Champ.

Introduce the book by looking at the cover, title, and pictures with the child. Tell the child that the book is about a boy who likes to draw. Ask the child if s/he enjoys drawing or other kinds of art work. What kinds of things does s/he like to draw and why?
Words to be discussed before the child reads: sketch, contest
List at least 5 sample comprehension questions (both literal and inferential), to be asked during and after reading.
Assessment: Observe fluency and assess responses to comprehension questions.

7. Listening Comprehension (5-10 minutes)
   **Objective:** Provide opportunity for child to hear fluent connected text read, learn new vocabulary, and develop listening comprehension

   **Read aloud and discuss** as much as possible of either Amazing Grace or Aunt Harriet’s Underground Railroad in the Sky. (Child will pick preferred book—book to be finished next session if necessary.)

   List at least 2 vocabulary words to be discussed before reading.

   List at least 5 sample comprehension questions (literal and inferential), to be discussed during and after reading. Questions should include the taught vocabulary words.

   Assessment: Through response to comprehension questions.
### Rubric for Lesson Plan

Student(s)’s Name(s): ____________________________

Course: ____________

Date: ____________

Instructor: ________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary (4 points)</th>
<th>Target (3 points)</th>
<th>Acceptable (2 points)</th>
<th>Not Acceptable (1 points)</th>
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</thead>
<tbody>
<tr>
<td>Appropriateness of skills addressed within each step</td>
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<tr>
<td>Appropriateness of instructional activities within each step</td>
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<td>Appropriateness of examples provided within each step</td>
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<tr>
<td>Overall coherence among different steps (objectives, instructional activities, assessment) of the lesson</td>
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<tr>
<td>Quality of behavioral objectives</td>
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<td>Quality of written language</td>
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<td>Thoroughness, Inclusion of all instructional materials</td>
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**Total Score: / 28** ___________ Points

**Target 23**

Score will be multiplied by 10 and divided by 28 to achieve the 10% point weighting.
Assignment #4  Parent Involvement Project  15%

This assignment is intended to enhance school/home connections and build a closer partnership with parents to help their children learn.

**Read a book or at least 3 journal articles (from peer-reviewed journals only!) on a literacy topic** of your choice based on the needs of your students and your understanding of the importance of building home:school partnerships. Assess needs through a survey or interview regarding school/home connections and building a partnership with parents to help their children learn. Focus on parent perceptions and feelings regarding current school/home connections and building a partnership. Focus on questions and concerns regarding parental involvement at home. Plan, implement, and reflect on a project to use your readings to connect with parents. You could: create a newsletter, create or add to a webpage or wiki, conduct a parent workshop, create an informational Power Point for parents or PTO group, create a family information backpack, etc.

As part of your project, include appropriate books and magazines to read aloud to children, to read together with children, and for children to read to parents. Suggest creative literature activities. Include exemplary web sites for parents and children. Submit a copy of what you create. If you create a workshop, submit focuses, activity sheets, and hand-outs.

Ensure that your parent project is culturally sensitive, responds to diversities, and includes referrals to appropriate technology to support literacy development.

**Write-up includes:**
- Research-based evidence explaining why is it important to build a partnership with parents/primary caregivers and to develop strong school/home connections.
- Classroom practices that build a strong school/home connection.
- Critical reflection of your parent involvement project, including implications for future school/home connections.
<p>| Categories                  | 1 Indicator Not Met                                                                                                                                                                                                 | 2 Indicator Partially Met                                                                                                                                                                                                 | 3 Indicator Met                                                                                                                                                                                                 | Score |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Needs Assessment            | • No, or minimal, evidence to communicate with parents to assess needs. • No, or minimal analysis and synthesis to plan appropriate parent involvement project.                                                                 | • Attempts to communicate with parents to assess needs for improving parent involvement. • Analyzes information to plan parent appropriate parent involvement project, but lacks comprehensive synthesis.                                           | • Effectively communicates with parents to assess needs for improving parent involvement. • Comprehensive analysis and synthesis of information to plan appropriate parent involvement project.                                           |       |
| Application of Theory and Research | • Is inappropriate and not based on needs assessment. • Does not effectively promote a school/home partnership. • Lacks developmentally appropriate information, activities, and strategies.                                                                 | • Is generally based on needs assessment. • Mostly promotes a school/home partnership. • Mostly reflects developmentally appropriate information, activities, and strategies.                                                                 | • Is closely linked to needs assessment. • Strongly promotes a school/home partnership. • Reflects developmentally appropriate information, activities, and strategies.                                                                 |       |
| Diversity                   | • Demonstrate s no, or little, effort to be culturally sensitive and demonstrate respect for                                                                                                                          | • Makes attempt to be culturally sensitive and generally demonstrates respect for diversity.                                                                                                                                                                                                                                           | • Is culturally sensitive and strongly demonstrates respect for diversity.                                                                                                                                                                                                  |       |</p>
<table>
<thead>
<tr>
<th>Technology</th>
<th>Implications for Professional Growth</th>
<th>Written Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No, or little, attempt to incorporate technology.</td>
<td>• Some analysis of parent-involvement project effectiveness, based on theory and research.</td>
<td>• Organization and presentation of ideas is exemplary with great clarity and cohesiveness; professional presentation.</td>
</tr>
<tr>
<td>• Some attempt to incorporate technology.</td>
<td>• Includes a general plan to expand parent involvement.</td>
<td>• Organization and presentation of ideas is effective; professional presentation.</td>
</tr>
<tr>
<td>• Effectively incorporates technology.</td>
<td>• Substantial analysis of parent involvement project effectiveness, including insights based on theory and research.</td>
<td>• Few spelling, grammar, and/or mechanical errors.</td>
</tr>
<tr>
<td></td>
<td>• Identifies specific plans to expand parent involvement.</td>
<td>• Mostly follows APA format.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Follows APA format.</td>
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</tbody>
</table>

Score: /18  Total Points: __________

Target 15
Assignment #5  Vocabulary and Comprehension Lessons  

Choose a reading selection (at least 6 pages and it may be from a picture book, basal selection, novel, poetry collection or a piece of nonfiction) and develop two (2) reading comprehension lessons, one to address pre-, during, and post-reading strategies. One of the lessons should address vocabulary development and each of the lessons should include how you will assess the student's growth. Be sure to align objectives with instruction/instructional activities, and assessment.  
Do not copy lessons from your curriculum or the Internet. A score of ZERO will be recorded for copied lessons.  

The Department Lesson Plan format must be used; see next page.
Content Standards: Identify one or two primary local, state or national curricular standards this lesson is designed to help students attain. How will the learning tasks lead students to attain the identified standards?

Learner Background: Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Student Learning Objective(s): Identify specific and measurable learning objectives for this lesson.

Assessment: How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Materials/Resources: List the materials you will use in each learning activity including any technological resources.

Learning Activities:
Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

Initiation: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning, and why this is important)

Lesson Development: Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

Closure: Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)
**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with learning differences. These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

*Note: Differentiated instruction may not be necessary in every lesson. However, it is expected that teachers will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.*

<table>
<thead>
<tr>
<th>Which students do you anticipate may struggle with the content/learning objectives of this lesson?</th>
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<tbody>
<tr>
<td><strong>Student name</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Which students will need opportunities for enrichment/higher level of challenge?</th>
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</thead>
<tbody>
<tr>
<td><strong>Student name</strong></td>
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<td>---</td>
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</tbody>
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**Notes**
Technology Assignment                              10%

Technology Resources and Supporting Reading Instruction

For this assignment, you should:
(1) Visit at least one site from each of the 13 categories.
(2) Identify the sites that you visit and briefly describe your findings (3-4 sentences).
(3) Considering the ‘five big ideas” important in reading instruction, as identified by the National Reading Panel, select a minimum of five of the sites you visited and describe how you might use the information from these sites to support your teaching and student learning.

1. Readers’s Theater
http://mywebpages.comcast.net/dkreiger/ReadersTheaterWebquest/t-index.htm
http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm
http://www.stemnet.nf.ca/CITE/langrt.htm
http://mywebpages.comcast.net/dkreiger/ReadersTheaterWebquest/t-index.htm
http://library.thinkquest.org/5291/skit.html

2. The Big Ideas of Reading
http://reading.uoregon.edu/big_ideas/trial_bi_index.php

3. Fluency
http://www.prel.org/products/re_/fluency-1.htm
http://www.readingrockets.org/article/11200

4. Spelling
http://www.readingrockets.org/article/8845

5. Comprehension
http://www.readingrockets.org/article/12444

6. Vocabulary
http://survey.prel.org/cs/rel/create/rvb?x-template=pdf_co.form
http://www.readingrockets.org/article/9943

7. Curriculum Mapping
http://reading.uoregon.edu/appendices/maps.php

8. Core Reading Programs
   http://reading.uoregon.edu/curricula/core_program.php
   http://reading.uoregon.edu/curricula/con_guide.php

9. Leveled Book Database
   http://fm7.haskins.yale.edu/fmi/iwp/cgi?db=ERS%20Leveled%20Books-&-loadframes

10. Decodable Text
    http://www.flyleafpublishing.com/
    http://www.auburn.edu/academic/education/reading_genie/decodable.html

11. Student Center Activities
    http://www.fcrr.org/Curriculum/studentCenterActivities.htm
    http://www.fcrr.org/Curriculum/studentCenterActivities23.htm
    http://www.fcrr.org/Curriculum/studentCenterActivities45.htm

12. Reading Rockets
    http://www.readingrockets.org/
    http://www.readingrockets.org/teaching/reading101

13. Differentiated Instruction

Technology Rubric

<table>
<thead>
<tr>
<th>Categories</th>
<th>1 Indicator Not Met</th>
<th>2 Indicator Partially Met</th>
<th>3 Indicator Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified one site from each of the 13 categories</td>
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<tr>
<td>Findings and important facts from each of the 13 sites identified and described. (Minimum 3-4 sentences)</td>
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<tr>
<td>A minimum of five sites that feature research and evidence-based information/resources regarding reading instruction are reflected upon, in depth, and connections for direct application to support teaching and student learning are addressed.</td>
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</table>

Target 8 Score /9 Total Points: ____
Reading Reflection Journal: Self-Monitoring Your Reading of Professional Texts and Literature, and Implications for Teaching Strategies: 10%

Monitor your weekly reading of professional texts and journal articles. Each week, you will make one journal entry reflecting on how the information you read fits with your current schema and knowledge base regarding research and evidence-based reading instruction. You will file your journal entry into a notebook focusing on a variety of topics of interest to reading professionals. This will be added to throughout your tenure in the program and used to support you in your Capstone experience.

Rubric for Reading Reflection Journal

<table>
<thead>
<tr>
<th>Indicator Met</th>
<th>Partially Met</th>
<th>Not Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well articulated response. Identification of Big Idea(s), strategies, examples, and reflection on impact of learning on changes in thinking about reading and implications for approaches to reading instruction.</td>
<td>Comments on the five big ideas of reading address in reading. Examples cited that will impact instruction.</td>
<td>Little or no reflection on five big ideas of reading. No elaboration or reflection.</td>
<td>Total Points:</td>
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<tr>
<td>10 Points</td>
<td>8 Points</td>
<td>0-6 Points</td>
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# Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong>&lt;br&gt;1/27</td>
<td>- Introductions &lt;br&gt;- Learning Theories and Reading Instruction &lt;br&gt;- Best Practice.</td>
<td>Connecticut Blueprint/ Beyond the Blueprint Standards: IRA &amp; CT</td>
<td>Work on Assignment #1; &lt;br&gt;Readings for Session 2</td>
</tr>
<tr>
<td><strong>Session 2</strong>&lt;br&gt;2/3</td>
<td>- Current literacy views; establishing a literacy climate &lt;br&gt;- Scientific approach to Reading Instruction &lt;br&gt;- National Reading Panel Panel Report &lt;br&gt;- The Big Picture &lt;br&gt;- Differentiated Instruction &lt;br&gt;- Reading Assessment</td>
<td><em>Putting Reading First</em>&lt;br&gt;<em>Lyon article</em>&lt;br&gt;<em>Krensky article</em>&lt;br&gt;CORE Pg. 1-16</td>
<td>Work on Assignment #1; &lt;br&gt;Readings for Session 3 including Leu assessment</td>
</tr>
<tr>
<td><strong>Session 3</strong>&lt;br&gt;2/10</td>
<td>- Structure of English &lt;br&gt;- Structure of Spanish &lt;br&gt;- Print Awareness &lt;br&gt;- Letter Knowledge &lt;br&gt;- Phonological and Phonemic Awareness</td>
<td>CORE pg. 19-110&lt;br&gt;Leu Ch. 1 &amp; 2&lt;br&gt;Review Fox Ch 1</td>
<td>Assignment #1 (Literacy Autobiography) due&lt;br&gt;Readings For Session 4 and Leu assessment</td>
</tr>
<tr>
<td><strong>Session 4</strong>&lt;br&gt;2/17</td>
<td>- Explicit &amp; Differentiated Code Instruction &lt;br&gt;- Brain &amp; the Processor Systems &lt;br&gt;- Sight Words &lt;br&gt;- Irregular Words &lt;br&gt;- Alphabetic Principle &lt;br&gt;- ELL Students &lt;br&gt;- Vowel Patterns &amp; Syllable Types</td>
<td>CORE: pg. 115-156&lt;br&gt;Leu Ch. 3 &amp; 4&lt;br&gt;Review Fox Ch.2&lt;br&gt;Beck 7</td>
<td>Work on Assignment #2; &lt;br&gt;Readings for Session 5 and Leu assessment</td>
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</table>
| Session 5 2/24 | - Stages of Reading & Spelling Development  
- English Orthography  
- Principles of Code Instruction  
- Components of an Explicit Code Lesson  
- Automaticity and Fluency  
- Early Alphabetic/Early Letter Naming Stage | CORE: pg.159-235  
Leu Ch. 5 & 6  
Review Fox Ch. 3 | Assignment #2 (Phonological Awareness) due  
Readings for Session 6 and Leu assessment |
| Session 6 3/3 | - Continue “Code”  
- Using technology to support reading comprehension | CORE pg. 241-314  
Web pages | Complete the technology assignment |
| Session 7 3/10 | - Orthographic Syllable Juncture  
- Derivational Constancy  
**QUIZ #2** | CORE pg. 241-314  
Leu Ch. 7 & 8 | Readings for Session 8 and Leu Assignment |
| Session 8 3/17 | - Fluency  
Why fluency?  
- Strategies for Developing Fluency | CORE: pg. 319-398  
Review Fox Ch. 5  
Beck, McKeown, Kucan: Chapters assigned in class | Technology Assignment Due  
Readings for Session 9 (assigned in class)  
- Be prepared to report on Beck et al. chapter(s) on 10/28.  
- Bring a book to class to use to identify the vocabulary to teach. |
| 3/24 | Spring Break |  |
| Session 9 3/31 | - Vocabulary: Strategies to teach directly and develop independent learners of vocabulary.  
- Tiers of Words  
- Word Consciousness  
- Vocabulary & Comprehension | CORE: Ch. 405-601  
Sections assigned in class  
Leu Ch. 9 & 10  
Review Fox Ch. 4 | Remember: Bring a book to class to use to identify the vocabulary to teach 10/28.  
Readings for Session 10 and Leu assignment |
<table>
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<tr>
<th>Session 10</th>
<th>4/7</th>
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<tbody>
<tr>
<td><strong>Session 10</strong> 4/7</td>
<td>-Comprehension: Strategies for Before, During, and After reading. -Supporting Strategic Readers -Graphic Organizers -Introduction to Text Structure <strong>QUIZ #3</strong></td>
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<th>Session 11</th>
<th>4/14</th>
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<tr>
<td><strong>Session 11</strong> 4/14</td>
<td>-Comprehension: -Narrative Reading -Story Structure -Strategy Application -Writing in Response to Literature -Assessing comprehension-formal and informal methods</td>
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<tr>
<th>Session 12</th>
<th>4/21</th>
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<tr>
<td><strong>Session 12</strong> 4/21</td>
<td>-Expository/Informational Reading -Text Structure/Features -Considerate Texts -Strategy Application -Synthesizing information -Supporting comprehension through technology</td>
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</table>
| Session 13 | -Habits and behaviors of lifelong readers  
-Strategies to read a variety of genres/Content Areas | Blachowicz & Ogle Ch 9 & 10  
-Good, Simmons, & Smith Article | Readings for Session 14 |
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<tr>
<td>4/28</td>
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| Session 14 | -Interest Assessment  
-Reading-writing connection  
-Book selection & strategies to connect kids and books; creating a literate world | CORE pg. 743-755  
Resources pg. 755-797 | Readings for Session 15  
Assignment #5 due (Vocabulary and Comprehension) |
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<tr>
<th>Session 15</th>
<th>-Core Reading Programs</th>
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RLA 513 Spring 2009

Release Form

I, __________________________ agree to allow Dr. Ruby to use quotes from my written work in her reflections/texts. I understand that my quotation will be attributed to a pseudonym and I will not be identified in any way in the text.

Signed: ______________________

Date: ________________________