

CRD 624 - Literacy Instruction in the Elementary School

Course Syllabus

Spring, 2020
Online course
(Feb. 18- March 30)

Faculty Information:

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I will respond to emails within 24-48 hours. For office meetings, please make appointments so that I can ensure my availability to you for face-to-face meetings.

COURSE TEXT

Reutzel, D. Ray, & Cooter, Robert B. (2015). Teaching children to read: The teacher makes the difference. (8th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

COURSE DESCRIPTION

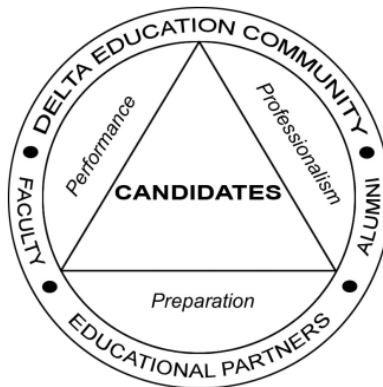
Selection and use of materials and teaching strategies for systematic reading and writing instruction utilizing the essential elements of reading, specific to phone- mic awareness, phonics, vocabulary, fluency, and comprehension in grades 1-6; study of appropriate instructional strategies for diverse learners; selection and use of materials and instructional strategies for teaching reading and writing in the content areas. 3

PURPOSE

The purpose of this course is to help graduate students to understand the role of the essential elements of reading; specifically phonemic awareness, phonics, vocabulary, fluency and comprehension. Emphasis is placed on the development of specific instructional strategies for diverse learners, including ELLs. This course also provides information on the selection and use of materials and instructional strategies for teaching reading in the content areas.

College of Education Conceptual Framework

DELTA P3 MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

Diversity Statement

In accordance with NCATE Standard IV, and Standard IV of the Middle Childhood/Generalist and Standard II of the Early Childhood/Generalist areas of the National Board for Professional Teaching Standards. Candidates will have opportunities to work with faculty and other candidates on projects dealing with ethnicity, race, socioeconomic levels and learning needs.

Diversity Proficiencies (D.P.) Expected of all Candidates (CF = Delta P3 Model;
DRS = Dispositions Rating Scale)

Candidates will:

1. Develop the capacity to teach in diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs (CF 1, 3; DRS 3)
2. Identify contextual factors that may influence student learning and act upon those factors in planning curriculum and instruction (CF 2, 3, 4; DRS 2)
3. Establish classroom and school climate that reflects the belief that all students have the ability to learn (CF 2, 3, 4; DRS 1, 2, 4)
4. Differentiate instruction and experiences based on contextual factors and the diverse needs of learners (CF 2, 3, 4, 5; DRS 1, 2, 4)
5. Use appropriate assessment strategies to serve the diverse needs of learners (CF 3, 4; DRS 1,2)

Program Learning Outcomes

This course helps students achieve the following program learning outcomes:

PLO 1: Demonstrate mastery of the appropriate content and skills

PLO 2: Demonstrate mastery of content knowledge

PLO 7: Exhibit professional dispositions associated with successful teaching

Course Student Learning Outcomes

At the completion of this course, candidates will be able to:

1. discuss basic information underlying literacy in the elementary school with diverse students, including ELLs, struggling readers, and students with learning disabilities (GP 1; NCATE 1.1; NPTBS – EC – I, VI; NPTBS – MC – I, II; IRA 1.2, 1.5; INTASC 1)
 - 1.1 Define literacy.
 - 1.2 Describe making transitions toward comprehensive literacy instruction
 - 1.3 Discuss theoretical roots of literacy instruction.
2. demonstrate techniques for teaching the essential elements of reading to diverse learners, including English Language Learners (GP 1; NCATE 1.1, 1.3, 4.4; NPTBS – EC – VI; NPTBS – MC – I, II, VI, VII; IRA 2.1-2.5; INTASC 4)
 - 2.1 Explain the structure of language acquisition, including among ELLs.
 - 2.2 Demonstrate strategies for facilitating oral language development among diverse learners, including ELLs.
 - 2.3 Describe strategies for increasing phonemic awareness in emergent readers
 - 2.4 Explain the use of phonics in the elementary classroom.

- 2.5 Demonstrate the use of vocabulary strategies appropriate in elementary grades.
 - 2.6 Model fluency strategies for teaching students to be fluent readers.
 - 2.7 Demonstrate ways to increase comprehension at all elementary grade levels
3. identify appropriate assessment strategies related to literacy (GP 4; NCATE 1.1, 1.3, 4.4; NPTBS – EC – I, III; NPTBS – MC – I, VIII; IRA 3.1-3.6; INTASC 8)
- 3.1 Discuss observation techniques a teacher might use to make Decisions about a student’s ability
 - 3.2 Compare and contrast various assessment models used in literacy instruction to meet the needs of struggling readers and ELLs.
 - 3.3 Describe how traditional assessment methods differ from comprehensive assessment procedures.
 - 3.4 Demonstrate the ability to derive grades from comprehensive literacy assessment strategies.
4. understand the relationship between vocabulary, fluency, and comprehension as related to the reading and writing processes for diverse learners, including ELLs and students identified as Tier 2 & 3 of RTI (GP 2; NCATE 1.1; NPTBS – EC – I, IX; NPTBS – MC – I, II; IRA 1.4; INTASC 1, 4)
- 4.1 Demonstrate the use of direct instruction for vocabulary, fluency, and comprehension instruction.
 - 4.2 Construct graphic and semantic organizers for vocabulary and comprehension instruction.
 - 4.3 Discuss the “evidence-based” principles of scientific research on vocabulary learning and fluency.
 - 4.4 Demonstrate strategies for knowledge-and-experience-based comprehension instruction.
 - 4.5 Describe the characteristics of fluent reading according to evidence-based research.
 - 4.6 Discuss the relationship between fluency and reading comprehension.
 - 4.7 Identify the ways these are developed for students identified as ELL and Tier 2, & 3 of RTI.
5. research and examine best practices for managing a literacy program (GP 1, 2; NCATE 1.1, 1.3; NPTBS – EC – II, IV, VI; NPTBS – MC – III, V, VIII; IRA 4.1-4.4; INTASC 5, 6)
- 5.1 Design and organize whole-class, small-group, learning centers, and professional space into a coherent classroom floor plan for all learners, including ELLs

- 5.2 Compare and contrast ways of organizing literacy instruction such as reading and writing workshops, core book units and themed literature units.
 - 5.3 Describe specific efficient reading and study strategies that can be taught within the context of content instruction.
 - 5.4 Demonstrate accommodations that can be made for struggling readers and English Language Learners to help them succeed in content area classrooms.
6. understand and describe the oral language development process (GP1; NCATE 1.1; NPTBS – EC – I; NPTBS – MC – I; IRA 1.3; INTASC 2)
- 6.1 Name and explain the stages of children’s oral language development, including language development in second language acquisition.
 - 6.2 Identify how children’s language growth is related to cognitive development.
7. understand and apply the research base for effective literacy instruction to include principles, techniques, theories, and philosophies for instructing diverse students, including ELLs and children with varied ethnic and socioeconomic backgrounds (GP 1; NCATE 1.1, 1.3, 4.4; NPTBS – EC – I, III, V, VI; NPTBS – MC – I, II, VI, VII, VIII; IRA 2.1-2.5, 3.1-3.6; INTASC 1)
- 7.1 Evaluate research on vocabulary, comprehension, and fluency instruction.
 - 7.2 Reflect on effective literacy instruction in terms of principles, techniques, theories and philosophies for instructing diverse students, including ELLs and children with varied ethnic and socioeconomic backgrounds.
8. understand the benefits of the use of technology in literacy instruction (GP 5; NCATE 1.1; NPTBS – EC – III, VI; NPTBS – MC – V, VI, VII; IRA 4.3; INTASC 6)
- 8.1 Discuss research findings related to technology use in literacy instruction.
 - 8.2 Demonstrate the use of technology in presentations related to literacy instruction.

MAJOR STUDENT ACTIVITIES

1. Group Discussions (4 @ 5 points each =20 pts)

Discussion groups will explore topics related to reading assignments, literacy instruction, observations/assessments of children’s response to literacy instruction, and instructional implications. You must submit a 200-300 word response to each prompt and must submit at least 2 substantive responses (100-200 words) to your peers’ discussions. Active participation in the discussions will be monitored and is the expectation for all students.

Your responses must be courteous, timely, thoughtful, and carefully written.

2. Research Portfolio (40 pts.)

Develop and maintain a portfolio of research-based instructional strategies for K-6 students. The portfolio must contain 5 research entries that summarize and evaluate the research. Include the following topics: (1) the efficacy of specific teaching strategies, (2) effective strategies for ELLs, (3) effective strategies for struggling readers, (4) grouping configurations, and (5) reading materials and/or assessments for K-6 students. See Att. 1

3. Observation of Student Engagement in Literacy Instruction (10 points)

- a. Observe a pre-selected literacy lesson.
- b. Reflect and report on the observation and make recommendations. See Att. 2

4. Assessment of Literacy Skills (20 pts.) See Att. 5

- a. Using a variety of assessments, you will assess one (K-6th grader) who is a struggling reader, analyze the findings, and develop a Plan of Action for literacy instruction.
 - i. First, select an elementary student in grades K -6.
- b. Second, administer the following assessments and record the student's performance. The assessments are located in the Class Materials on the Home page- select "Assessment of Literacy Skills". The assessments for this assignment can be found at the end of the syllabus. Administer the assessments in the following order:
 - i. Yopp-Singer Test of Phonemic Segmentation
 - ii. Phonics Inventory
 - iii. San Diego Quick Test
 - iv. Reading Passages for Comprehension Assessment
 - v. Writing Assessment
- c. Third, analyze the student's performance to determine the most beneficial instructional practices. Note error patterns and gaps in the student's current level of understanding. You will use the assessment results to develop a plan of action and a reading lesson for that same student.

5. Guided Reading Lesson Plans and Teaching (80 pts. for plans and teaching)

- a. One guided reading lesson will be developed and taught to the struggling reader you assessed.
- b. Before planning your lesson for your struggling reader, go to the following link and view the video: [Guided Reading With ESL Elementary Students](#)
- c. Use a strategy from the video as you develop and implement the guided reading lesson for your struggling reader. When you reflect on your instruction, include an explanation of how the strategy is effective in meeting the needs of both ELLS and your struggling reader.
- d. The lesson will be videotaped and submitted as evidence of instruction. The videotaped lesson will also contain references to specific literacy research (please see the Research Portfolio assignment description). See Att. 3. A-B

6. Reflection on Teaching Practices (20 pts.)

A 2-page reflection paper will be written and submitted as evidence of your ability to objectively reflect on your own literacy practices. Use the Reflection Guide (in the Guided Reading Lesson & Reflection Folder in the Class Materials) for your paper. See Att. 3-C

7. Professional Development PowerPoint Presentation (10 pts.)

Small groups will develop and present an original professional development PowerPoint presentation on an approved reading topic. The presentation will present peers with information, strategies, and resources that will improve the delivery of literacy instruction in diverse classrooms. Sample topics include motivation, the essential elements of reading instruction, students with special needs, English Language Learners, differentiating reading instruction, etc. See Att. 4

8. Tests (2 @ 150 pts. each) Two tests will be given. The tests will cover the reading assignments, content from the class meetings, and group discussions.

EVALUATION AND GRADING

Assignment/Quiz/Activity	Evaluation	Point Value
Group Discussions	Word count, timeliness, and quality of the postings	4 @ 5 pts each = 20 points
Research Portfolio	Rubric -See Att. 1 at the end of the syllabus	40 points
Observation of Student Engagement in Literacy Instruction	Rubric - See. Att. 2 at the end of the syllabus	10 points
Assessment of Literacy Skills	Scoring guide-See Att 3 at the end of syllabus	20 points
Guided Reading Lesson Plans and Teaching (. for plans and teaching)	Scoring guide-See Att 3A -B at the end of syllabus	80 points
Reflection on Teaching Practices	Rubric- See Att. 3-C at the end of the syllabus	20 points
Professional Development PowerPoint Presentation	Rubric- See Att. 4 at the end of the syllabus	10 pts.
Tests		2 @ 150 points each = 300 points
Total Possible Points		500

Grading Scale:

468 – 500 A
418 – 467 B
368 – 417 C
323 – 367 D
0 – 322 F

Based on the following Scale:

94-100 = A
84-93 = B
74-83 = C
65-73 = D
0-64 = F

ATTENDANCE (DSU Attendance Policy)

Regular and punctual attendance at all scheduled online classes and activities is expected of all students and is regarded as integral to course credit. Attendance shall be taken at each online class meeting.

A student will be considered to be in attendance in an online class when the individual 1) participates in online discussion about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance.

The last date of attendance will be the date the student last logged into the course and met one of the four criteria above.

Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and make-up work are established for each class, and are announced in writing at the beginning of the term. Each student is directly responsible to the individual professor for absences and for making up work missed. A student with active participation less than 75% will be dropped and receive a grade of F in the class.

PARTICIPATION

Students are expected to participate in all online group discussions and class meetings. Failure to participate in the weekly group discussion will count as an absence. Only authorized absences will be recognized for make-up work/test missed. Students will be entitled to make up work according to the following regulations: in cases of personal illness and illness within the student's immediate family (medical excuse required); in cases of death in the immediate family; personal emergencies (handled on an individual basis at the discretion of the instructor); and absences authorized by the Vice-President for Academic Affairs.

TECHNOLOGY ISSUES

The Office of Information Technology (OIT) provides 24/7 technical support for all campus Canvas users. Students may contact OIT for technical assistance several ways. If you experience technical difficulties or need technical assistance with this course, contact OIT's 24-hour Help Desk via email at helpdesk@deltastate.edu. Or you

may contact them by phone at 662-846-4444 or 866-264-1465 (toll-free). Please include the course name and your 900# when contacting the Help Desk.

Additional information concerning technical assistance can be found by clicking the Help button on the course Home Page.

ACADEMIC HONESTY POLICY

Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document.

Cheating and Plagiarism

DEFINITIONS:

Cheating - taking credit for work which has been completed by another person, or assisting others in the misrepresentation of their academic work. Examples include, but are not limited to the following:

- taking answers from another student's paper or allowing answers to be taken from one's own paper during an examination or quiz;
- the use of notes or any other aid not specifically allowed or approved by the instructor; • unauthorized access to an un-administered examination or quiz and dissemination of the same;
- collaboration on take-home examinations unless specifically approved by the instructor; • receiving editorial assistance on a course assignment beyond that expressly allowed by the instructor;
- collaborating with another person in the preparation of any assignment offered for credit when such collaboration is prohibited by the instructor; and
- submitting the same work for credit in more than one course, regardless of whether or not such submission occurs within the same term. An exception may be granted if the student receives written permission in advance from his/her instructor(s).

Plagiarism - the appropriation of ideas, facts, phrases, or additional materials (such as maps, charts, artwork, or computer programs) from any source without giving proper credit or offering appropriate documentation. Any material in a paper, report, art-work, or computer program which is not acknowledged is understood to be the original work of the author, unless the material is considered general knowledge. Students who are unsure whether they have used and documented source material correctly should consult with their instructor prior to submission of the assignment.

PENALTIES FOR DISHONESTY

If it is believed that an academic honesty violation has occurred, the instructor should schedule a conference with the student to present the violation and evidence. If,

following the consultation, the faculty member still believes the student has committed an act of academic dishonesty, the faculty member may recommend an appropriate sanction, such as a grade of zero on the test, examination, or paper in question, retake of a test or examination, extra work, failure in the course, suspension, or a combination of these sanctions. The faculty member shall inform the student of the recommended sanction. The faculty member then shall submit a written report of the matter (including Cheating/Plagiarism Document) to the department/division chair, the dean of the school/college in which the course was offered, and, if different, the student's academic dean, and the Provost, with a copy to the student. In the case of a graduate student, the dean of the Graduate Studies shall be given a copy. This notification will remain confidential in compliance with policies protecting student privacy. If the recommended sanction is dismissal, the provost shall inform the president, and the president shall direct the registrar to inform the student of the recommendation of the dismissal. In each case, copies of the notification of a recommended sanction shall be sent by the registrar to the faculty member, the department/division chair, the dean of the school or college in which the course was offered, and if different, the student's academic dean.

CIVILITY ONLINE/NETIQUETTE:

All communication for online discussions, emails, and other forms of communication should be appropriate, reflect professionalism, and should utilize Standard English and grammar. Refrain from all profanity and personal discussions. Use the following guidelines for communicating in this course:

- In most situations, typing in all caps is inappropriate. Most readers tend to perceive it as shouting.
- Sarcasm can (and will) backfire. Err on the side of being overly polite and ensure there is no sarcastic tone in your message.
- Make an effort to exhaust your search options before asking a question. For questions related to class structure such as due dates or policies, refer to the syllabus.
- Always make an effort to use proper punctuation, spelling and grammar.
- Stick to the basic black text color—if you need to emphasize something in your sentence use bold or italicized words.
- Keep email messages short and to the point.
- Personal information should not be shared in Canvas.

Taken from Erstead, W. (2014). 9 netiquette guidelines online students should know.

<http://www.rasmussen.edu/student-life/blogs/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

ADA STATEMENT

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

For assistance and to make arrangements for accommodation for disabilities, please contact Dr. Richard Houston, at the Reily Health Center, 846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor and present documentation in a

timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.)

ADDITIONAL COURSE-SPECIFIC RULES, POLICIES, EXPECTATIONS

Please note that all work is expected to be of graduate level quality in appearance and the level of thinking and writing used. All written work turned in for a grade will be evaluated for content and for mechanics of writing. (Detailed directions for assignments and grading criteria are located at the end of the syllabus.)

Technology Statement

As this is an online course, candidates will use a variety of Canvas functions. Candidates will use the Internet to access various websites and the electronic journals in the Delta State University Library. A word processor will be used to complete major writing assignments.

Diversity Statement

In accordance with NCATE Standard IV, and Standard IV of the Middle Childhood/Generalist and Standard II of the Early Childhood/Generalist areas of the National Board for Professional Teaching Standards. Candidates will have opportunities to work with faculty and other candidates on projects dealing with ethnicity, race, socioeconomic levels and learning needs.

Diversity Proficiencies (D.P.) Expected of all Candidates (CF = Delta P3 Model; DRS = Dispositions Rating Scale)

Candidates will:

1. Develop the capacity to teach in diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs (CF 1, 3; DRS 3)
2. Identify contextual factors that may influence student learning and act upon those factors in planning curriculum and instruction (CF 2, 3, 4; DRS 2)
3. Establish classroom and school climate that reflects the belief that all students have the ability to learn (CF 2, 3, 4; DRS 1, 2, 4)
4. Differentiate instruction and experiences based on contextual factors and the diverse needs of learners (CF 2, 3, 4, 5; DRS 1, 2, 4)
5. Use appropriate assessment strategies to serve the diverse needs of learners (CF 3, 4; DRS 1,2)

See the Course Schedule below for assignment due dates, online class meetings, and test dates.

COURSE SCHEDULE

Week of... (Mon. –Sun.)	Reading Assignments, Course Assignments, Discussions, Exams
Week 1 Feb. 18- 25	<i>Introduce Yourself! Review the instructor's introduction and submit your own introduction via the Discussions function by the 3rd day of class (Feb. 20th)</i>

<p>Gather your research for the Research Portfolio</p>	<p>Reading Assignment: Effective Reading Instruction (Chpt. 1) & Developing Children’s Oral Language to Support Literacy (Chpt. 2)</p> <p>Virtual Online Chat TBD</p> <p><i>Discussion 1- Due Feb. 22:</i> <i>Discuss one of the following topics. Respond to at least one peer who discussed a topic that is different from yours.</i> A. <i>Discuss how the 7 Pillars of Effective Reading Instruction reflect your own literacy instruction. Describe how you can improve at least 2 weak areas.</i> B. <i>Which theory(ies) of oral language development do you feel most explain how children's oral language develops? Choose a diverse characteristic (culture, language, socioeconomic status, ability, gender, etc.) and describe how your selection justifies oral language development among children with that characteristic.</i></p> <p>Observation of Student Engagement DUE Feb. 24th</p> <p>Begin “Research Portfolio” assignment, be sure to include research articles that investigate effective teaching strategies for ELLs and struggling readers-Att. 1</p>
<p>Week 2 Feb. 25 – March 3</p> <p>Identify a struggling reader for the assessment and the literacy lesson</p>	<p>Reading Assignment: Early Reading Instruction (Chpt. 3); Phonics (Chpt. 4); Three Cueing Systems (Handouts & Course Links); Reading Fluency (Chpt. 5)</p> <p>Online Class Meeting TBD</p> <p>Research Portfolio DUE Feb. 28</p> <p>Reading Assignment: Increasing Reading Vocabulary (Chpt. 6)</p> <p><i>Discussion 2- March 1:</i> <i>What is the connection between reading fluency, vocabulary, and comprehension? Describe how that connection is impacted by diversity such as struggling readers, ELLs, and low socioeconomics?</i></p>
<p>Week 3 March 3 – March10</p> <p>Administer the assessments and complete the Plan of Action</p>	<p>Test #1- MidTerm Exam (Chpts. 1-6) March 7</p> <p>Reading Assignment: Teaching Reading Comprehension (Chpts. 7); Assessment (Chpt. 10)</p> <p><i>Discussion 3- Due March 9:</i> <i>How should assessment data impact guided reading instruction? Discuss specific examples.</i></p> <p>Reading Assignment: Guided Reading Instruction (Handouts); Teaching Writing (Chpt. 8); Cambourne’s Conditions of Learning (Handout)</p>

<p>Use the plan of action to develop your literacy lesson</p>	<p>Assessment of Literacy Skills (Plan of Action) DUE March 10th</p>
<p>Week 4 March 10 - 17</p> <p>Teach your literacy lesson and submit the video</p> <p>Form groups for Professional Development Presentation assignment</p>	<p>Reading Assignment: Evidence-based Programs (Chpt. 9); Effective Reading Instruction and organization in Grades K-3 (Chpt. 11); Effective Academic Literacy Instruction in Grades 4-8 (Chpt. 12)</p> <p>Online Class meeting– TBD</p> <p><i>Discussion 4- Due Oct. March 12</i> <i>How does literacy instruction for K-3 differ from literacy instruction for 4-8th grade? Explain if Cambourne's Conditions of Learning should be applied in both settings? Justify your response.</i></p> <p>Guided Reading Lesson Plan, Teaching, Video & Reflection DUE- March 15</p>
<p>Week 5 March 17 - 24</p>	<p>Professional Development Presentation- DUE March 24th</p> <p>Test # 2 Final Exam (Chpts. 7-12) March 27th-</p>

Att. 1

**CRD 624
Effective Literacy Instruction
Research Portfolio**

Develop and maintain a portfolio of research-based instructional strategies for teaching reading and writing to elementary students (K-6). The portfolio will have two purposes. The first purpose is to acquaint you with the research-base that influences most of the literacy instruction and materials that are marketed to elementary schools. Such programs are generally accepted on the merits of the advertising expertise that accompanies the claims that are made. Rarely do buyers question or evaluate the research that supports the claims. A close examination of the research often reveals methodologies, samples, and time frames that do not mirror the school setting for which a program has been purchased. On the other hand, knowledge of the research that is

touted to support instructional methods and programs will facilitate making informed decisions about methods and materials that meet the needs of your students.

The second purpose of this assignment is to provide you with a research-based resource that will guide you as you design and implement the literacy lessons you will teach for this course and in your own classroom. Schools are flooded with suggestions and ideas that appear to meet the literacy needs of diverse students. In fact, many of us have had the experience of creating a fun activity for teaching a particular set of vocabulary words that was quite successful and well-received at the time. However, the same strategy for a different set of words at a different time did not prove to be as successful. Using educational research to guide instruction allows us to discover what works most of the time in the learning setting. This portfolio will be such a guide.

The portfolio must contain entries from 5 research articles from peer-reviewed sources and other exemplary sources such as national research grants. The entries should cover the following topics:

- (1) the efficacy of specific teaching strategies for any of the essential elements of reading instruction (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing instruction
- (2) effective teaching strategies for ELLs
- (3) effective teaching strategies for struggling readers
- (4) grouping configurations
- (5) reading materials and/or assessments for K-6 students.

Each entry must contain the following components:

- Bibliographic Entry (APA format)
- Summary - Summarize the research article in 1 page or less. Include the researchers/organization, sample, method, results, and discussion.
- Evaluation - Evaluate the research in 1/2 to 1 page as it would apply to your teaching setting. Compare the sample and strategy with your students and predict how the strategy would impact your classroom.
- Implications for planning and teaching - Discuss in 1 page how the results of the research have informed you about literacy instruction. In other words, what will you do with the new information you have gained? How will the information change your instructional practices? Who will benefit or suffer harm from the researched strategy and how will you mediate the impact?

Since this assignment will serve as a research-base for your own instruction, **at least 2 of the portfolio entries must be reflected in the lesson that is taught during this course.** Thus, appropriate instructional strategies/materials in your lesson plans must include explicit references (footnotes, citations, etc.) to at least 2 of the research articles in your portfolio.

The portfolio will be graded according the following scale:

Bibliographic Entries are correct.....	2
Summaries accurately represent the articles.....	8
Evaluations are justified and reflect reputable standards	10

Implications for planning and instruction represent evidence-based literacy instruction.....20

Total 40

Att. 2

**Observation of Student Engagement in Literacy Instruction
Observation Guide
CRD 624**

Observe the boy with the burgundy shirt: Record the instructional activities and the student’s engagement with /response to the activities. Note the impact the student’s response has on the instruction and his/her own learning. You may not view all of the items listed below.

Develop a report that summarizes the observation, discusses recommendations you may have for the teacher, and describes professional development goals you have considered after observing the instruction.

- **Materials used during lesson:**

- **Review of previous skills/story:**

- **New skill instruction/reinforcement:**

▪ **Practice**

▪ **Wrap-Up :**

Directions for development of the Observation Report:

After reflecting on the observations noted above, develop a report on the following:

- (1) Summarize the students' response to the literacy instruction.
- (2) Discuss two recommendations you would make to the teacher to increase the positive impact of the lesson on your particular student and justify your recommendations.
- (3) Finally, identify and describe one professional goal you have developed for your own literacy instruction practices as a result of this observation.

The report will be graded according to the following scale:

Summary of student's engagement with/response to lesson is detailed	3	_____
Recommendations and justifications reflect best practices in literacy instruction	5	_____
Identification and description of a professional goal represent appropriate reflection of personal strengths and weaknesses	2	_____
	Total	10

Att. 3-A

CRD 624
Guided Reading Lesson

Before planning your lesson for your struggling reader, go to the following link and view the video: [Guided Reading With ESL Elementary Students](#) .

Reflect on your child's assessment results and develop a Literacy lesson that will address the deficits you noted. Ground your instruction in research-cite at least 2 research articles from your Research Portfolio. Use a strategy from the video as you develop and implement the guided reading lesson for your struggling reader. Use the provided lesson plan format to organize your instruction. Your total lesson should last no longer than 60 minutes. The timeframes in italics are suggestions. Be sure to adjust times to fit the needs of younger elementary children. Video your lesson. Review your video and reflect on your instruction. Include an explanation of how the strategy is effective in meeting the needs of both ELLS and your struggling reader.

Lesson Plan Format

- I. Review of familiar skills/story (motivating activity) *2 minutes*
- II. Word Study (hands-on) *5 minutes*
- III. Guided Reading Instruction *40 minutes*
 - A. New skill instruction/reinforcement
 - B. New vocabulary
 - C. Text preview
 - D. Reading of text
 - E. Comprehension check/New skill assessment (written/hands-on/verbal)
- IV. Fluency practice *5 minutes*
- V. Writing exercise *8 minutes*

VI. Wrap-Up (motivating activity/ progress toward goals)

Att. 3-B

CRD 624
Guided Reading Lessons
Scoring Guide for Plan & Teaching

Elementary Student _____ Grade _____
Inst. Level _____

Title of Text _____

	Lesson Plan	Teaching
1. Review of previous skills/story (motivating) Activity is motivating and engaging.		
2. Word Study (hands-on/technological) Activity accurately represents word-study principles.	5 ____	5 ____
3. Guided Reading Instruction Clear delineation of before, during, and after reading activities with appropriate scaffolding. Adheres to guided reading procedures.	25 ____	25 ____
A. New skill instruction/reinforcement		
B. New vocabulary		
C. Text preview		
D. Reading of text		
E. Comprehension check/New skill assessment (written/hands-on/verbal/technological)		
4. Fluency practice Practice clearly represents an acceptable fluency strategy with accurate and appropriate teacher modeling and student practice.	5 ____	5 ____
5. Writing exercise Activity addresses a weakness from the assessment as well as a connection to the text read during the lesson.	5 ____	5 ____

6. Wrap-Up (motivating activity/ progress toward goals)

Total Possible 40

40

Att. 3-C

Rubric for Reflection and Self-Evaluation of Guided Reading Rubric

Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Rating → Indicator ↓	0 - 1 Indicator Not Met	2 - 3 Indicator Partially Met	4 Indicator Met	Score
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Insights on Implementation of Strategies for ELLs	Provides no reflection on ELL strategy from the prescribed video and no reflection on how that strategy meets the needs of both ELLs and struggling readers	Provides insufficient reflection on ELL strategy from the prescribed video or fails to insightfully reflect on how that strategy meets the needs of both ELLs and struggling readers.	Reflects on ELL strategy from the prescribed video and insightfully reflects on how that strategy meets the needs of both ELLs and struggling readers.	
Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	

Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	

Att. 4

CRD 624

Professional Development PowerPoint Presentation

Develop a PowerPoint presentation that provides your colleagues with effective and practical literacy strategies that can be easily translated into the classroom. Consider the following topics: essential elements of reading instruction, motivation, developmental appropriateness, diverse learners (high or low performers, children with special needs, ELLs, adolescent readers, etc.), and content-area literacy. Note the criteria listed in the rubric.

	Criteria	Target 2	Acceptable 1	Unacceptable 0
Content	Information, explanations, demonstrations, etc. significantly increases audience understanding and knowledge of literacy development and/or literacy instruction while providing knowledge and strategies that can be readily applied in the classroom.			
Applicability	Purpose and usefulness of the concept are clearly defined. The presenter(s) shares suggestions to expand upon the usefulness of the concept, thus presenting sound information for master teachers of reading. Additionally, at least 3 practical resources that could be			

	readily used in the classroom are shared.			
Research Support	The content is well-supported by current research which bolsters the strategies/suggestions that are offered by the presentation.			
Audience Engagement	The presentation engages the audience with questioning and/or solicitation of participation in interactive activities.			
Delivery	The PowerPoint utilizes links and graphics that greatly enhances the viewers' understanding of the content and is accompanied by high-quality handouts and/or other useful resources.			
	Total			

Att. 5

Assessment of Literacy Skills

Using a variety of assessments, you will assess one elementary student (K-6th grader) who is a struggling reader, analyze the findings, and develop a Plan of Action for literacy instruction. First, select an elementary student in grades K -6. Administer the following assessments and record the student's performance.

Grading criteria:

Criteria	Possible Points	Points Earned
Notes on Assessment documents demonstrate correct procedures	4	
Student assessment responses accurately recorded, interpreted, and analyzed	5	
Plan of Action reflects assessment notes	3	
Plan of Action denotes accurate analysis of student performance	5	
Plan of Action demonstrates the teacher's ability to prioritize instruction based on assessment results	3	

Total Points	20	

Administer the assessments in the following order:

1. Yopp-Singer Test of Phonemic Segmentation
2. Phonics Inventory
3. Reading Passages for Comprehension Assessment
4. Writing Assessment

Analyze the student's performance to determine the most beneficial instructional practices. Note error patterns and gaps in the student's current level of understanding. You will use the assessment results to develop a plan of action and a reading lesson for that same student.

Yopp-Singer Test of Phonemic Segmentation:

Directions for Administering:

1. Have one [test sheet for each child](#) in the class.
2. Assess children individually in a quiet place.
3. Keep the assessment playful and game-like.
4. Explain the game to the child exactly as the directions specify.
5. Model for the child what he or she needs to do with each of the practice words. Have them break apart each word with you.

Children are given the following directions upon administration of the test:

Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to say the word slowly, and then tell me each sound in the word in order. For example, if I say "old," you should say "oooo-lll-d" (The teacher says the sound, not the letters.) Let's try a few words together.

The practice items are *ride*, *go*, and *man*. The teacher should help the child with each sample item - segmenting the item for the child if necessary and encouraging the child to repeat the segmented words. Then the child is given the 22 item test. If the child responds correctly, the teacher says, "That's right." If the child gives an incorrect response, he or she is corrected. The teacher provides the appropriate response. The teacher circles the numbers of all correct answers. If the child breaks a word apart incorrectly, the teacher gives the correct answer:

	Child Says	You say
Uses onset and rime Repeats word Stretches word out	/d/ - /og/ dog d - o - g	/d-/o-/g/ /d-/o-/g/ /d-/o-/g/

Spells letters in word	"d" - "o" - "g"	/d-/o-/g/
Says first and last sounds	/d/ - /g/	/d-/o-/g/
Says another word	bark	/d-/o-/g/
Says a sentence	I don't know	/d-/o-/g/

The child's score is the number of items correctly segmented into all constituent phonemes. No partial credit is given. For instance, if a child says "/c-/at/" instead of "/c-/a/-/t/," the response may be noted on the blank line following the items but is considered incorrect for purposes of scoring. Correct responses are only those that involve articulation of each phoneme in the target word.

A blend contains two or three phonemes in each of these and each should be articulated separately. Hence, item 7 on the test, *grew*, has three phonemes /g/-/r/-/ew/. Digraphs such as /sh/ in item 5, *she*, and the /th/ in item 15, *three*, are single phonemes. Item 5, therefore has two phonemes and item 15 has three phonemes. If a child responds with letter names instead of sounds, the response is coded as incorrect, and the type of error is noted on the test.

Students who obtain high scores (segmenting all or nearly all of the items correctly) may be considered phonemically aware. Students who correctly segment some items are displaying emerging phonemic awareness. Students who are able to segment only a few items or none at all lack appropriate levels of phonemic awareness. Without intervention, those students scoring very low on the test are likely to experience difficulty with reading and spelling.

Record the student's name, responses, and score on this sheet.

Yopp-Singer Test of Phonemic Segmentation

Student's name _____ Date _____

Score (number correct) _____

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say "old," you should say /o/-/l/-/d/."

(Administrator: Be sure to say the sounds, not the letters, in the word.) Let's try a few together.

Practice items:(Assist the child in segmenting these items as necessary.)

ride

go

man

Test items:(Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

1. dog _____
2. keep _____
3. fine _____
4. no _____
5. she _____
6. wave _____
7. grew _____
8. that _____
9. red _____
10. me _____
11. sat _____

12. lay _____
13. race _____
14. zoo _____
15. three _____
16. job _____
17. in _____
18. ice _____
19. at _____
20. top _____
21. by _____
22. do _____

PHONICS INVENTORY

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Phonics is a way of teaching reading and spelling that stresses symbol-sound relationships, used especially in beginning instruction.

- To become skillful readers, children must learn how to decode words instantly and effortlessly.

- The role of effective phonics instruction is to help children understand, apply, and learn the alphabetic principle and conventions of written language.
- Students need to be individually assessed so that they can be grouped according to instructional needs. That is the purpose of the current tool.

Materials

- [Teacher Instructions](#)
- [Student copy of Phonics Inventory](#)
- [Teacher's copy of Phonics Inventory](#)

Procedure

1. Place child's name and test date at the top of teacher's copy.
2. The use of colored markers/pens will make it easier to measure student growth during the year.
3. Circle the items missed by the child. On the additional testing, continue to circle items missed but place a slash mark through newly acquired knowledge from previous testing.
4. Place a slash mark and date where test has been stopped.
5. Place students into instructional groups based on student need.
6. Re-evaluate students periodically to measure results of systematic, explicit teaching of phonics.

PHONICS INVENTORY: Teacher Instructions

1. **Alphabet Names** - "Tell me the name of these letters."
2. **Consonant Sounds** - "Tell me the sound that this letter makes."
3. **Consonant Digraphs** - "Tell me what sound these letters make together."
4. **Consonant Blends** - "Tell me what sound these letters make together."

5. **Name Vowels - DO NOT SHOW STUDENTS THESE LETTERS.** "Tell me the names of the letters we call vowels."
6. **Vowel Sounds - DO NOT SHOW STUDENTS THESE WORDS.** "Listen carefully to the words I say to you. Tell me the vowel you hear in each word."
7. **Double Vowels** - "Do you know what happens when two vowels come together?" Circle **know rule** if child can tell you the rule. "Try to read these words. Not all of them are real words." Circle **applies rule** if child is able to complete this activity with 90% accuracy.
8. **Final "e" Rule** - "Do you know what happens when the vowel is in the middle of the word and the word ends with an 'e'?" Circle **knows rule** if child can tell you the rule. "Try to read these words." Circle **applies rule** if the child is able to complete this activity with 90% accuracy.
9. **Diphthongs** - "Some vowels make their own special sounds. Read these words."
10. **Short Vowels** - "These are make-believe words. Read each of these words using a short vowel sound."
11. **Reversals** - ":Read these words as quickly as you can."
12. **Prefixes** - "Sometimes we add a prefix to the beginning of a word. Read these make-believe words."
13. **Suffixes** - "Sometimes we add a suffix to the end of the word. Read these make-believe words."
14. **Compound Words** - "Do you know what we call two words that are put together to make a new word? Read these make believe words."
15. **Silent Letters** - "Read these words."
16. **Vowel + R** - Read these make-believe words."
17. **Syllabication - HAND THE STUDENT A PENCIL** "Divide these words into syllables (parts) with your pencil after I say the word."

Name _____

Teacher _____

Phonics Inventory

B A I S C D F E P T M L R Z

J U H G W X Q K V Y N O

r o n l m y t v k p z i a

1. j u s h b g w f d x e c q

m s f l r n h v w z b c

2. d p t j g k y x q

3. sh ch th wh ng ph tch

gr sl cr pl st bl fl tr cl

4. dr gl sp fr scr str

5. Name the Vowels

6. Teacher reads words with short vowels and records short vowels

teal vie shoal seep raid ray

7. feast fair peel moat

Know rule

Applies rule

fade cube cone file lane

8. tune joke wife

maul foil cowl soy rout

9. awl boon rook

fis gud hin sut jav bam

10. nib pud nel ruft rist rook

pal even no saw raw ten

tar won pot rats nap tops

11. read meat lap never keep

repan conjump inwell dellike

display enstand combent ungate

12. excry proread prehead

smalling booker floorest dation

skimmance meatness chairly

13. waterful burnaten broukous

nightbank dinnerplayer basketmeat

broomfeather paperjumper eatmobile

14. spaderoom carthouse

know knit write wrong walk comb

15. lamb might gnaw sleigh high half

16. flir worb vark mer burk

17. Syllabication

bombardment

revolver

combination

entertain

refreshment

calculate

establishment

cucumber

Phonics Inventory

(Student Copy)

B A I S C D F E P T M L R Z

J U H G W X Q K V Y N O

r o n l m y t v k p z i a

1.

j u s h b g w f d x e c q

m s f l r n h v w z b c

2.

d p t j g k y x q

3. sh ch th wh ng ph tch

gr sl cr pl st bl fl tr cl

4. dr gl sp fr scr str

5. Name the vowels.

6. Tell me the vowel you hear in each word.

teal vie shoal seep raid ray

7. feast fair peel moat

fade cube cone file lane

8. tune joke wife

maul foil cowl soy rout

9. awl boon rook

fis gud hin sut jav bam

10. nib pud nel ruff rist rook
pal even no saw raw ten
tar won pot rats nap tops

11. read meat lap never keep

repan conjump inwell dellike

display enstand combent ungate

12. excry proread prehead

smalling booker floorest dation

skimmance meatness chairly

13. waterful burnaten broukous

nightbank dinnerplayer basketmeat

broomfeather paperjumper eatmobile

14. spaderoom carthouse

know knit write wrong walk comb

15. lamb might gnaw sleigh high half

16. flir worb vark mer burk

17. **Syllabication** (copy for student to mark on)

bombardment

combination

refreshment

establishment

revolver

entertain

calculate

cucumber

The San Diego Quick Reading Assessment

Administering the Test

1. Have the student read aloud each word from a card at least two years below their grade. If the student misses any words, go to easier lists until they make no errors. This is their base reading level.
2. Have the student read each subsequent card in sequence. Record incorrect responses. Be sure to have the student read every word so you can determine her decoding strategies.
3. Continue the assessment until the student misses at least three words on one of the lists.

Scoring the Test

Use the assessment results to identify the student's independent (no more than one error on a list), instructional (two errors on a list), and frustration (three or more errors) levels. End this portion of the assessment when the child misses three or more words in one column.

Preprimer see	Primer you	Grade1 road
-------------------------	----------------------	-----------------------

play me at run go and look can here	come not with jump help is work are this	live thank when bigger how always night spring today
Grade 2 our please myself town early send wide believe quietly carefully	Grade 3 city middle moment frightened exclaimed several lonely drew since straight	Grade 4 decided served amazed silent wrecked improved certainly entered realized interrupted
Grade 5 scanty business develop considered discussed behaved splendid acquainted escaped grim	Grade 6 bridge commercial abolish trucker apparatus elementary comment necessity gallery relativity	Grade 7 amber dominion sundry capillary impetuous blight wrest enumerate daunted condescend
Grade 8 capacious limitation pretext intrigue delusion immaculate ascent acid	Grade 9 conscientious isolation molecule ritual momentous vulnerable kinship conservatism	Grade 10 zany jerkin nausea gratuitous linear inept legality aspen

binocular embankment	jaunty inventive	amnesty barometer
-------------------------	---------------------	----------------------

San Diego Quick Reading Assessment

Student Copy

--1

me

play

see

at

run

go

and

look

can

here

-1

not

come

you

with

jump

help

is

work

are

this

1

live

road

thank

when

bigger

how

always

night

spring

today

2

our

myself

please

town

early

send

wide

believe

quietly

carefully

3

city

moment

middle

frightened

exclaimed

lonely

several

drew

since

straight

4

served

decided

amazed

silent

wrecked

improved

certainly

entered

realized

interrupted

5

scanty

business

develop

considered

discussed

behaved

splendid

acquainted

escaped

grim

6

bridge

commercial

abolish

trucker

apparatus

elementary

comment

necessity

gallery

relativity

7

amber

dominion

sundry

capillary

impetuous

blight

enumerate

daunted

condescend

wrest

8

capacious

limitation

pretext

intrigue

delusion

immaculate

ascent

acid

binocular

embankment

9

conscientious

isolation

molecule

ritual

momentous

vulnerable

kinship

conservatism

jaunty

inventive

10

zany

jerkin

nausea

gratuitous

linear

inept

legality

aspen

amnesty

barometer

Reading Passages for Comprehension Assessment

Directions: Begin at the reading passage that indicates 1 level below the child's highest instructional level on the San Diego Quick Reading Assessment. For example, if the child's highest instructional level on the San Diego Quick Reading Assessment is 3, have the child begin reading at Reading Passage Level 2. Note miscues as the child reads. Ask the questions at the end of each passage. The specific scoring guide for Independent, Instructional, and Frustration ratings are listed after the questions for each passage. End this part of the assessment if the child scores "Frustration" (misses half or more of the questions). Since the goal of this assessment is to determine the child's "Instructional" level, have the child read the previous story if s/he scores "Frustration" on the first story that is read.

Level 1 The Fireplace

The man came in from outside. He shook the snow off his boots. He had a bundle of wood in his arms. He put some wood on the fire. Then, he put the fire screen in front. The fire in the fireplace was warm. It warmed the man's toes. The man sat down in his chair. He rocked forward and backward. His cat came and sat on his lap. Then, they took a little nap together.

Questions:

___What did the man shake from his boots?

___Why did the man put the fire screen in front?

Comprehension: 0 errors =Independent, 1 error = Instructional, 2 errors=Frustration

Grade 2 Artist at Work!

The people at the zoo wanted Ruby to feel at home, so they built a large pen for her to stay in. It had lots of trees and green plants. They gave her logs and toys to play with. They even brought in other elephants so that the animals could play together. Ruby would not play with them and just stayed alone. One day Ruby's keeper saw her doing

something unusual. The elephant held a stick in her trunk, moving it here and there in the dirt. Then she stepped back and looked at the lines she had made on the ground. Ruby did this several times.

Questions:

___ How did the zoo people show Ruby they wanted her to feel at home?

___ What kind of animal was Ruby?

___ What did Ruby do that was unusual?

Comprehension: 0 error= Independent, 1 error= Instructional, 2+ errors= Frustration

Grade 3

New State Quarters

They were the first five states to join the United States. So they were the first of the 50 states to be honored with new quarters. You'll get to see the last five state quarters in 2008. Kids love the idea. "It's nice to have a change," says Sara, from Cleveland. "I'll collect all 50 for show-and-tell." That's just what the U.S. government wants. Quarters are made for just a few cents. But they are worth 25 cents when you use them. If people keep the coins instead of spending them, the government will get to keep the difference. It could add up to more than \$5 billion. Not exactly small change!

Questions:

___ Which states were the first to be honored with new quarters?

___ What does Sara plan to collect?

___ What is the main idea of the passage?

Comprehension: 0 error= Independent, 1 error= Instructional, 2+ errors= Frustration

4th Grade

My Visit With Dinosaur Sue

Today our class visited the Field Museum of Natural History. We went to see the new dinosaur exhibit. At first I wasn't interested in seeing an old pile of bones. Why would anyone want to learn about something that's not around anymore?

First we walked into a big room. I looked up, and up and up. I was staring at the bones of a giant beast! It almost filled the room. Two huge, dark holes in its bony head stared back at me. It was Dinosaur Sue, the museum's Tyrannosaurus Rex skeleton.

Our guide told us all about Sue. He said that when she was living, Sue weighed more than 150 fourth graders put together! He told us to look at her teeth. She had 60 of them! They were long and sharp. One tooth looked as long as my school ruler. The guide said the T. Rex's teeth showed that she was a meat eater. I'm glad I wasn't around when the dinosaurs were alive. I might have been lunch!

As I looked at it, I imagined what the dinosaur had looked like when it was alive. No one knows what colors dinosaurs were, but I pictured it as brownish-gray. I could see it crashing through the grass and trees searching for food.

Questions:

___ Why did the class visit the museum?

___ How did the narrator describe dinosaur skeletons?

___ How much did the dinosaur weigh when it was living? Was it heavy or light?

___ Did the narrator's feels about the museum visit change

___ What does the word "exhibit" mean in this story?

Comprehension: 0-1 error= Independent, 2 errors= Instructional, 3+ errors= Frustration

5th Grade

Hero's Corner

This month our spotlight shines on Dr. Walter Turnbull. He was born in Mississippi in 1944. Dr. Turnbull grew up in a time when there were few opportunities for African Americans. However, Turnbull refused to let this stop him from making the most of his singing talent. He believed that anyone with the desire to succeed could, and he proved it. Turnbull overcame many difficulties to reach his goal. He finished college and went on to earn his master's degree in music. Eventually, he earned a doctorate, the highest college degree a person can receive.

Instead of pursuing his dream to become an opera singer, Dr. Turnbull chose to seek another dream. He decided to share his talent and time with young people. In 1968 he started a boys' choir in Harlem. That choir led to the founding of a special school called the Choir Academy of Harlem. The school now has more than 500 students. Instruction centers on music but also includes college preparation classes in English, math, and science. Almost all the academy's students go on to college. The Boys Choir of Harlem has become famous worldwide for its wonderful performances. There is now a Girls Choir of Harlem that is working toward a similar goal.

Questions:

___ Who is Dr. Walter Turnbull?

___ What is the main idea of this passage?

___ What is one word you would use to describe Dr. Turnbull's attitude about life?

___ What do the students learn at the Choir Academy of Harlem?

___ What does the word "talent" mean in this passage?

___ What goal is the Girls Choir of Harlem working toward?

Comprehension: 0-1 error= Independent, 2-3 errors= Instructional, 4+ errors= Frustration

6th Grade

President Honors "Grandmother of the Glades"

For more than 70 years, Marjory Stoneman Douglas has fought to preserve and protect Florida's Everglades. Through her writings and speeches, she has described the importance of this wetland area and its plants and animals. On November 30, Douglas was honored for her long and tireless efforts. During a ceremony at the White House, President Bill Clinton awarded her the Medal of Freedom.

The Medal of Freedom is the highest presidential honor that a nonmilitary person can receive. During the presentation the tiny woman rose slowly from her wheelchair. To many she might not have looked like a determined activist, yet even at age 103 Douglas is still strong and outspoken.

Douglas was born in April 7, 1890. She grew up mainly in Massachusetts. Unlike most women of her generation, she attended college. After her graduation her father convinced her to visit Miami, Florida. Douglas moved there in 1915 and became a reporter for the Herald, a newspaper that her father had founded. Though few women worked in journalism, Douglas found the career that she was meant to pursue.

Douglas soon fell in love with the Everglades. The Everglades that Douglas loved so dearly was then a large area of wetlands stretching from Lake Okeechobee to the southern tip of Florida.

Questions:

___What is the Medal of Freedom?

___Why was the Medal of Freedom given to Marjory Douglas?

___How old was Marjory when she received the Medal of Freedom?

___Why wouldn't Marjory appear to be a determined activist?

___What does the phrase "fought to preserve" mean in this passage?

___What was unusual about Marjory?

Comprehension: 0-1 error= Independent, 2-3 errors= Instructional,

4+ errors= Frustration

Grade 7

Making the Team

It has been my lifelong dream to play on the middle school softball team. I began playing softball when I was in the second grade. My older brother taught me to play. He is three years older than I am. He practices with me every afternoon and always attends my games with my parents.

This year, I started sixth grade. The middle school softball team tryouts were announced last month. Every day since the announcement, my brother has helped me prepare for the team tryouts. The tryouts were held last Saturday morning. Twenty-three students from my grade tried out for the team. The team only has spaces for five sixth grade students. I know I worked as hard as I could to prepare for the tryouts. I felt like I had done a good job at the tryouts, but I was still nervous on Saturday night and Sunday morning, waiting for the team list to be posted.

On Sunday afternoon, my parents took me to the school to see who had made the team. I was so happy when I saw my name on the list. It is so exciting to be a part of the team. When we left the school, my parents said we should go out for pizza. It would just be a little family celebration in my honor. They called my brother, and he met us at the restaurant. He walked in with a big smile on his face. He was really proud of me. My parents were very proud too, although they warned me about keeping my grades up and making sure I did all my homework every day. They do not need to worry about those things. I'll work very hard to stay on the team.

Questions:

___What is the lifelong dream of the character in the passage?

___Could all of the students who tried out for the team become members of the team?

___How did the character's family feel about her being on the softball team?

___What does the word "proud" mean in this passage?

___What is the main idea of this passage?

___How did the girl feel when she saw her name on the list?

Comprehension: 0-1 error= Independent, 2-3 errors= Instructional, 4+ errors= Frustration

8th Grade

The Story of St. Valentine

The Roman Emperor Claudius II was fighting many wars. He wanted a strong army, but many men did not want to be soldiers. Claudius thought the men wanted to stay home to be with their wives and children instead of leaving to fight wars.

Claudius thought of an awful solution to his problem. He decided to cancel all marriages! No one in all of Rome could get married. Claudius thought that if the men couldn't get married, the men would ignore the women and want to be soldiers.

Valentine, who was a priest, believed that people needed to get married.

He thought that if they were not married, they would be tempted to sin by living together without being married. So he secretly and illegally married couples anyway! He performed the weddings in secret places, so the Roman soldiers would not find out.

But they did find out. Valentine was arrested and brought before the Emperor. The Emperor thought Valentine was a well spoken and wise young man, and encouraged him to stop being a Christian and become a loyal Roman. Valentine would not deny his beliefs, and he refused. He was sent to prison until he could be executed. While he was in prison, he sent out letters to his friends and asked to be prayed for by writing *Remember your Valentine*.

Valentine was martyred on the 14th or the 24th of February in the year 269 or 270. We celebrate Valentine's Day on February 14th in honor of St. Valentine.

Questions:

___ What was the name of the Emperor who ruled during Valentine's lifetime?

___ What problem did the Emperor have?

___ What law was made to help the Emperor solve his problem?

- ___ Were people married after the Emperor passed his new law?
- ___ Valentine disobeyed the Emperor's orders twice. What two things did he refuse to do?
- ___ What does the word "executed" mean in this story?
- ___ What does the word "martyred" mean in this story?

Comprehension: 0-1 error= Independent, 2-3 errors= Instructional, 4+ errors= Frustration

Student Passages

The Fireplace

The man came in from outside. He shook the snow off his boots. He had a bundle of wood in his arms. He put some wood on the fire. Then, he put the fire screen in front. The fire in the fireplace was warm. It warmed the man's toes. The man sat down in his chair. He rocked forward and backward. His cat came and sat on his lap. Then, they took a little nap together.

Artist at Work!

The people at the zoo wanted Ruby to feel at home, so they built a large pen for her to stay in. It had lots of trees and green plants. They gave her logs and toys to play with. They even brought in other elephants so that the animals could play together. Ruby would not play with them and just stayed alone.

One day Ruby's keeper saw her doing something unusual. The elephant held a stick in her trunk, moving it here and there in the dirt. Then she stepped back and looked at the lines she had made on the ground. Ruby did this several times. This gave her keeper an idea.

New State Quarters

They were the first five states to join the United States. So they were the first of the 50 states to be honored with new quarters. You'll get to see the last five state quarters in 2008. Kids love the idea. "It's nice to have a change," says Sara, from Cleveland. "I'll collect all 50 for show-and-tell." That's just what the U.S. government wants. Quarters are made for just a few cents. But they are worth 25 cents when you use them. If people keep the coins instead of spending them, the government will get to keep the difference. It could add up to more than \$5 billion. Not exactly small change!

My Visit With Dinosaur Sue

Today our class visited the Field Museum of Natural History. We went to see the new dinosaur exhibit. At first I wasn't

interested in seeing an old pile of bones. Why would anyone want to learn about something that's not around anymore?

First we walked into a big room. I looked up, and up and up. I was staring at the bones of a giant beast! It almost filled the room. Two huge, dark holes in its bony head stared back at me. It was Dinosaur Sue, the museum's Tyrannosaurus Rex skeleton.

Our guide told us all about Sue. He said that when she was living, Sue weighed more than 150 fourth graders put together! He told us to look at her teeth. She had 60 of them! They were long and sharp. One tooth looked as long as my school ruler. The guide said the T. Rex's teeth showed that she was a meat eater. I'm glad I wasn't around when the dinosaurs were alive. I might have been lunch!

As I looked at it, I imagined what the dinosaur had looked like when it was alive. No one knows what colors dinosaurs were, but I pictured it as brownish-gray. I could see it crashing through the grass and trees searching for food.

Hero's Corner

This month our spotlight shines on Dr. Walter Turnbull. He was born in Mississippi in 1944. Dr. Turnbull grew up in a time when there were few opportunities for African Americans. However, Turnbull refused to let this stop him from making the

most of his singing talent. He believed that anyone with the desire to succeed could, and he proved it. Turnbull overcame many difficulties to reach his goal. He finished college and went on to earn his master's degree in music. Eventually, he earned a doctorate, the highest college degree a person can receive.

Instead of pursuing his dream to become an opera singer, Dr. Turnbull chose to seek another dream. He decided to share his talent and time with young people. In 1968 he started a boys' choir in Harlem. That choir led to the founding of a special school called the Choir Academy of Harlem. The school now has more than 500 students. Instruction centers on music but also includes college preparation classes in English, math, and science. Almost all the academy's students go on to college. The Boys Choir of Harlem has become famous worldwide for its wonderful performances. There is now a Girls Choir of Harlem that is working toward a similar goal.

President Honors "Grandmother of the Glades"

For more than 70 years, Marjory Stoneman Douglas has fought to preserve and protect Florida's Everglades. Through her writings and speeches, she has described the importance of this wetland area and its plants and animals. On November 30, Douglas was honored for her long and tireless efforts. During a ceremony at the White House, President Bill Clinton awarded her the Medal of Freedom. The Medal of Freedom is the highest presidential honor that a nonmilitary person can receive. During

the presentation the tiny woman rose slowly from her wheelchair. To many she might not have looked like a determined activist, yet even at age 103 Douglas is still strong and outspoken.

Douglas was born in April 7, 1890. She grew up mainly in Massachusetts. Unlike most women of her generation, she attended college. After her graduation her father convinced her to visit Miami, Florida. Douglas moved there in 1915 and became a reporter for the Herald, a newspaper that her father had founded. Though few women worked in journalism, Douglas found the career that she was meant to pursue.

Douglas soon fell in love with the Everglades. The Everglades that Douglas loved so dearly was then a large area of wetlands stretching from Lake Okeechobee to the southern tip of Florida.

Making the Team

It has been my lifelong dream to play on the middle school softball team. I began playing softball when I was in the second grade. My older brother taught me to play. He is three years older than I am. He practices with me every afternoon and always attends my games with my parents.

This year, I started sixth grade. The middle school softball team tryouts were announced last month. Every day since the announcement, my brother has helped me prepare for the team tryouts. The tryouts were held last Saturday morning. Twenty-three students from my grade tried out for the team. The team only has spaces for five sixth grade students. I know I worked as hard as I could to prepare for the tryouts. I felt like I had done a

good job at the tryouts, but I was still nervous on Saturday night and Sunday morning, waiting for the team list to be posted.

On Sunday afternoon, my parents took me to the school to see who had made the team. I was so happy when I saw my name on the list. It is so exciting to be a part of the team. When we left the school, my parents said we should go out for pizza. It would just be a little family celebration in my honor. They called my brother, and he met us at the restaurant. He walked in with a big smile on his face. He was really proud of me. My parents were very proud too, although they warned me about keeping my grades up and making sure I did all my homework every day. They do not need to worry about those things. I'll work very hard to stay on the team.

The Story of St. Valentine

The Roman Emperor Claudius II was fighting many wars. He wanted a strong army, but many men did not want to be soldiers. Claudius thought the men wanted to stay home to be with their wives and children instead of leaving to fight wars.

Claudius thought of an awful solution to his problem. He decided to cancel all marriages! No one in all of Rome could get married. Claudius thought that if the men couldn't get married, the men would ignore the women and want to be soldiers.

Valentine, who was a priest, believed that people needed to get married. He thought that if they were not married, they would be tempted to sin by living together without being married. So he secretly and illegally married couples anyway! He performed the weddings in secret places, so the Roman soldiers would not find out.

But they did find out. Valentine was arrested and brought before the Emperor. The Emperor thought Valentine was a well spoken and wise young man, and encouraged him to stop being a Christian and become a loyal Roman. Valentine would not deny his beliefs, and he refused. He was sent to prison until he could be executed. While he was in prison, he sent out letters to his friends and asked to be prayed for by writing *Remember your Valentine*.

Valentine was martyred on the 14th or the 24th of February in the year 269 or 270. We celebrate Valentine's Day on February 14th in honor of St. Valentine.

Writing Assessment

Provide a few pictures or objects and invite the student to interact with them. Engage the child in a discussion about the picture or objects. Ask the child to write 3-5 sentences about the picture or objects. Younger children may write some words if they do not know what a sentence is. Do not assist with spelling or grammar. This writing assessment will provide valuable information about the child's strengths and weaknesses with writing.