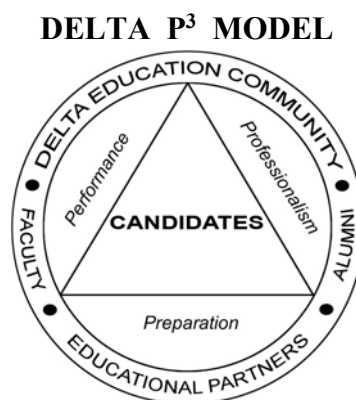


**Delta State University**  
**Division of Teacher Education, Leadership, & Research**  
**Elementary Graduate Program**  
**Course Syllabus**  
**Summer I**

- I. Course Designation: CRD 624 Literacy Instruction in the Elementary School**  
 Selection and use of materials and teaching strategies for systematic reading and writing instruction utilizing the essential elements of reading, specific to phonemic 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 literacy in the content areas. (3) Pre-requisites and/or co-requisites: None
- II. Conceptual Framework**



**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)

### III. General Course Goals/Objectives

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.

### IV. Subject Matter/Content

#### A. Primary Texts and Resources

Reutzel, D. Ray, & Cooter, Robert B. (2012). *Teaching children to read: The teacher makes the difference*. (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN - 978-0133548686

#### B. Content Topics

In this course, emphasis is placed on the development of specific instructional strategies for diverse learners, including English Language Learners. This course also provides information on the selection and use of materials and instructional strategies for teaching all of the essential components of literacy instruction.

#### C. Technology Statement

Candidates will use a variety of technology resources as teaching and learning tools. These will include, but not be limited to, PowerPoint, video recordings, podcasts, and the Internet. Also, candidates must use a word processor to complete major writing assignments and webcams and microphones/headsets for synchronous online class meetings.

#### D. Diversity

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 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)

\*CF = Delta P3 Model; DRS = Dispositions Rating Scale

### V. Specific Course Objectives

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.

**VI. Major Course Activities:** Detailed directions for each assignment are provided in the Learning Modules for this course.

## **CRD 624 Requirements**

**\*\*\*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 are located at the end of the syllabus.)**

- **Group Discussions (20 points)**

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 question (2 questions per week) and must submit at least 2 substantive responses (100-200 words) to your peers' discussions. Thus, a minimum of 4 discussion responses are required each week in order to earn 4 points per week to total 20 pts (2 of your own responses to the questions and 2 responses to your peers). Active participation in the discussions will be monitored and is the expectation for all students.

- **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

- **Observation of Student Engagement in Literacy Instruction (10 points)**

A formal observation of a literacy lesson will be recorded and reported. Forms for recording and reporting observations will be distributed at a later date. See. Att. 2

- **Assessment of Literacy Skills (20 pts.)**

Using a variety of assessments, you will assess one (K-6<sup>th</sup> 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.

Second, administer the following assessments and record the student's performance. The assessments are located in the "Assessment of Literacy Skills" document on the homepage. Assessments can be found at the end of the syllabus.

Administer the assessments in the following order:

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

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.

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

One guided reading lesson will be developed and taught to the struggling reader you assessed.

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

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.

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

- **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 on the HomePage) for your paper.

See Att. 3-C

- **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

- **Tests (2 @ 150 pts. each)**

Two tests will be given. The tests will cover the information in the course textbook and group discussions.

### CRD 624

Below is a list of weekly topics, reading assignments and course assignments. Chapter readings are from the course text. Handouts are located on the Home Page. **Note the Synchronous Class Meetings and test dates and make preparations to participate when they are scheduled.**

<b>CRD 624 Summer Course Schedule</b>	
<b>Week of... (Monday-Sunday)</b>	<b>Reading Assignments, Course Assignments, discussions, Exams</b>
May 27 – June 1	<p><i>Introduce Yourself! Review the instructor's introduction and submit your own introduction via the Discussions function by the 3rd day of class.</i></p> <p>Reading Assignment: Effective Reading Instruction (Chpt. 1) &amp; Language Learning (Chpt. 2)</p> <p><i>Discussion 1- Due May 29<sup>th</sup> :</i>  <i>Discuss one of the following topics. Respond to at least one peer who discussed a topic that is different from yours.</i></p> <p><i>A. 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></p> <p><i>B. 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><b>Observation of Student Engagement DUE June 1<sup>st</sup></b></p>
Form groups for Professional Development Presentation assignment	

	<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>June 2 – 8</p> <p>Identify a struggling reader for the assessment and the literacy lesson</p>	<p><b>Synchronous Class Meeting June 3<sup>rd</sup> from 5 -6 p.m.</b></p> <p>Reading Assignment: Early Reading Instruction (Chpt. 3); Phonics (Chpt. 4); Three Cueing Systems (Handouts &amp; Course Links); Reading Fluency (Chpt. 5)</p> <p><b>Research Portfolio DUE June 5<sup>th</sup></b></p> <p>Reading Assignment: Increasing Reading Vocabulary (Chpt. 6)</p> <p><i>Discussion 2- Due June 6:</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><b>Test #1- MidTerm Exam (Chpts. 1-6; Available June 7-8th)</b></p>
<p>June 9 – 15</p> <p>Administer the assessments and complete the Plan of Action</p> <p>Use the plan of action to develop your literacy lesson</p>	<p><b>Synchronous Class Meeting June 10<sup>th</sup> from 5 -6 p.m.</b></p> <p>Reading Assignment: Teaching Reading Comprehension (Chpts. 7); Assessment (Chpt. 10)</p> <p><b>Assessment of Literacy Skills (Plan of Action) DUE June 12<sup>th</sup></b></p> <p>Reading Assignment: Guided Reading Instruction (Handouts); Teaching Writing (Chpt. 8); Cambourne’s Conditions of Learning (Handout)</p> <p><i>Discussion 3- Due June 14<sup>th</sup> :</i>  <i>How should assessment data impact guided reading instruction? Discuss specific examples.</i></p> <p><b>ELL Observation video-</b> See Guided Reading Assignment</p>



	<p>Instructions for link to video.</p>
<p>June 16 -22</p> <p>Teach your literacy lesson and submit the video</p>	<p>Reading Assignment: Evidence-based Programs and Standards for Reading Instruction (Chpt. 9); Literacy Instruction for Grades K-3 (Chpt. 11); Literacy Instruction for Grades 4-8 (Chpt. 12)</p> <p><i>Discussion 4- Due June 18<sup>th</sup> :</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><b>Guided Reading Lesson Plan, Teaching, Video &amp; Reflection</b>  <b>DUE-June 22<sup>nd</sup></b></p>
<p>June 23 - 26</p>	<p><b>Professional Development Presentation- DUE June 24<sup>th</sup></b></p> <p><b>Test # 2 Final Exam (Chpts. 7-12; Available June 25<sup>th</sup> - 26<sup>th</sup>)</b></p>

### VII. Methods of Instruction:

The instructional methods used to accomplish the goals and learner outcomes include readings, group discussion, simulations, and demonstrations.

**VIII. Evaluation Methods:**

Group Discussion	20 pt.
Observation of Student Engagement in Literacy Instruction	10 pts.
Research Portfolio	40 pts.
Assessment of Literacy Skills	20 pts.
Guided Reading Instruction	80 pts. for plans and teaching
Reflection on Teaching Practices	20 pts.
Group Professional Development PowerPoint	10 pts.
Tests (2 @ 150 pts each)	300 pts. each
<b>Total</b>	<b>500 pts.</b>

**Grading scale for this course:**

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

**Based on the following scale:**

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

**IX. General course information:**

**Division of Teacher Education  
Ewing 389, Phone 662-846-4370**

**A. Office Hours.** No consistent office hours will be observed during the summer. I can be reached by email using the Blackboard portal for this course. I can also be reached by phone at 846-4370 during the hours of 8-9 a.m. and 12-1 p.m., Monday through Friday.

**B. Library.** Requirements for courses include activities, projects, and/or papers where use of the University library is essential. Library hours are posted on the university website. However, library resources are also available online. DSU students may secure access information by visiting the DSU Roberts Library.

**C. Class Participation.** Students are expected to participate in all online group discussions. 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.

A course grade of F is automatically given when total absences exceed 25 percent of scheduled classes and activities. Absences begin accumulating at the first class discussion. Please refer to the University policy on class attendance and absences in the *DSU Bulletin*.

**D. Course Deadlines.** Failure to meet a course deadline for submitting projects, activities, and/or papers will result in a grade penalty. At the discretion of the instructor, for each late project, activity, or paper, the grade can be lowered by as much as one letter. Incompletes will

not be given except for extenuating circumstances determined by the instructor and with prior approval of the division chair. For a grade of I, the instructor has the prerogative to reduce the final course credit grade by one letter. Please refer to the university policy on grades in the *DSU Bulletin*.

**E. Examinations.** Students are expected to take tests at the scheduled times. Time frames will be designated and posted before the tests become active for response.

**F. Cheating and Plagiarism.** Cheating and plagiarism are not to be tolerated. Cheating and plagiarism will not be tolerated. If it is established that a violation has occurred, at a minimum, the candidate will receive a 0 on the test/project/paper/examination in question. The violation will be recorded in the student's dispositions file and referred to the dean, chair, and advisor. In addition to a 0, a second offense will be referred to a dispositions committee and the candidate may be denied admission to the next level in the program.

**G. Accountability for Individual Work.** Unless otherwise directed, all papers and assignments are to represent the individual student's efforts. Students submitting a personal assignment that represents the collaborative works of others or the work of another individual will not be given credit for the assignment. If the offense constitutes cheating or plagiarism, university policy will be followed.

### **I. Bibliography:**

- Biermiller, A. (2006). Vocabulary development and instruction: A prerequisite for school learning. In D. K. Dickerson & S. B. Neuman (Eds.) *Handbook of early literacy* (Vol 2, pp 41-51). New York: Guilford Press.
- Calkins, L. (2001). *The art of teaching reading*. New York, NY: Longman.
- Cooter, R. , & Cooter, K. (2010). *Improving content literacy in urban, high poverty middle schools: An inter-professional staff development model*. Research paper presentation at the Association of Literacy Educators and Researchers, Omaha, NE.
- Cordova, R. A., & Matthisen, A. (2010 March). Reading, writing, and mapping words into being: Shared teacher inquiries into whose literacies count. *The Reading Teacher*,63(6), 452-463.
- Fountas, I., & Pinnell, G. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Hiebert, E., & Reutzel, D. (2010). *Silent reading revisited: New directions for teachers and researchers*. Newark, DE: International Reading Association.
- Johnson, D. (2001). *Vocabulary in the elementary and middle school*. Boston, MA: Allyn & Bacon.
- Lervag, A., & Aukrust, V. (2010). Vocabulary knowledge is a critical determinant of the difference in reading comprehension growth between first and second language learners. *Journal of child Psychology and Psychiatry*, 51(5), 612-620.
- McGee, L., & Ukrainetz, T. (2009). Using scaffolding to teach phonemic awareness in preschool and kindergarten. *The Reading Teacher*,62(7), 599-603.
- National Institute for Literacy. (2010). *Early beginnings: Early literacy knowledge and instruction*. Jessup, MD: Author.

- Nettles, D. (2007). *Toolkit for teachers of literacy*. Boston, MA: Allyn & Bacon.
- Reutzel, D., & Cooter, R. (2011). *Strategies for reading assessment and instruction: Helping every child succeed*. (4<sup>th</sup> ed.). Boston: Pearson/Allyn & Bacon.
- Saaristo-Helin, K. (2009). Measuring phonological development: A follow-up study of five children acquiring Finnish, *Language and Speech*, 52(1), 55-77.
- Shanahan, T., & Beck, I. (2006). Effective literacy teaching for English-language learners. In D. August & T. Shanahan (Eds.), *Developing literacy in second language learners: Report of the National Literacy Panel on language minority children and youth* (pp.415-488). Mahwah, NJ: Lawrence Erlbaum.
- Stahl, K. (2009). Assessing the comprehension of young children. In S. E. Israel and G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp.428-448). New York: Routledge.
- Temple, C., Ogle, D., Crawford, A., & Freppon, P. (2005). *All children read: Teaching for literacy in today's diverse classrooms*. Boston, MA: Allyn & Bacon.
- Tompkins, G. (2006). *Literacy for the 21<sup>st</sup> century: A balanced approach*. (4<sup>th</sup> ed.) Upper Saddle River, NJ: Merrill Prentice Hall.
- Tracey, D., & Morrow, L. (2006). *Lenses on reading: An introduction to theories and models*. New York: Guilford Press.

#### **X. Disabilities Statement and Policy:**

It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs. Students are also directed to contact the Disability Director for the University who will coordinate the accommodations process.

#### **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.....	2
Summaries.....	8
Evaluation.....	10
Implications for planning and instruction .....	20
<hr style="width: 100px; margin-left: auto; margin-right: 0;"/> Total	40

Att. 2

**Guided Reading Observation Guide  
CRD 624**

**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:**

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

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- **New skill instruction/reinforcement:**

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- **Practice**

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- **Wrap-Up :**

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**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 are 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) *5minutes*
- 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 *5minutes*
- V. Writing exercise *8minutes*
- 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 \_\_\_\_\_

	<b>Lesson Plan</b>	<b>Teaching</b>
1. Review of previous skills/story (motivating)		
2. Word Study (hands-on/technological)	5 ____	5 ____
3. Guided Reading Instruction	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	5 ____	5 ____
5. Writing exercise	5 ____	5 ____
6. Wrap-Up (motivating activity/ progress toward goals)	_____	_____

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
<b>Insights on Effective Instruction and Assessment</b>	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.	
<b>Insights on Implementation of Strategies for ELLs</b>	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.	
<b>Alignment Among Goals, Instruction and Assessment</b>	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.	
<b>Implications for Future Teaching</b>	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.	
<b>Implications for Professional Development</b>	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.

	<b>Criteria</b>	<b>Target 2</b>	<b>Acceptable 1</b>	<b>Unacceptable 0</b>
<b>Content</b>	Information, explanations, demonstrations, etc. significantly increased audience understanding and knowledge of literacy development and/or literacy instruction while providing knowledge and strategies that can be readily applied in the classroom.			
<b>Applicability</b>	Purpose and usefulness of the concept were clearly defined. The presenter shared 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 were shared.			
<b>Research Support</b>	The content was well-supported by current research which bolstered the strategies/suggestions that were offered by the presentation.			
<b>Audience Engagement</b>	The presentation engaged the audience with questioning and/or solicitation of participation in interactive activities.			
<b>Delivery</b>	The PowerPoint utilized links and graphics that greatly enhanced the viewers' understanding of the content <b>and</b> was accompanied by high-quality handouts and/or other useful resources.			
			<b>Total:</b>	

## Assessment of Literacy Skills

Using a variety of assessments, you will assess one elementary student (K-6<sup>th</sup> 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.

Administer the assessments in the following order:

6. Yopp-Singer Test of Phonemic Segmentation
7. Phonics Inventory
8. Reading Passages for Comprehension Assessment
9. 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-llll-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	/d/ - /og/	/d-/o-/g/
Repeats word	dog	/d-/o-/g/
Stretches word out	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 \_\_\_\_\_

12. lay \_\_\_\_\_

2. keep \_\_\_\_\_

13. race \_\_\_\_\_

- |         |       |           |       |
|---------|-------|-----------|-------|
| 3. fine | _____ | 14. zoo   | _____ |
| 4. no   | _____ | 15. three | _____ |
| 5. she  | _____ | 16. job   | _____ |
| 6. wave | _____ | 17. in    | _____ |
| 7. grew | _____ | 18. ice   | _____ |
| 8. that | _____ | 19. at    | _____ |
| 9. red  | _____ | 20. top   | _____ |
| 10. me  | _____ | 21. by    | _____ |
| 11. sat | _____ | 22. do    | _____ |

## PHONICS INVENTORY

*Printed with Permission from the Reading Success Network of the Southern California Comprehensive Assistance Center*

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

10.       fis gud hin sut jav bam  
          nib pud nel ruft rist rook
11.       pal even no saw raw ten  
          tar won pot rats nap tops  
          read meat lap never keep
12.       repan conjump inwell dellike  
          display enstand combent ungate  
          excry proread prehead
13.       smalling booker floorest dation  
          skimmance meatness chairly  
          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	Primer	Grade1
-----------	--------	--------

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

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

# San Diego Quick Reading Assessment

Student Copy

--1	-1	1
me	not	live
play	come	road
see	you	thank
at	with	when
run	jump	bigger
go	help	how
and	is	always
look	work	night
can	are	spring
here	this	today

2	3	4
our	city	served
myself	moment	decided
please	middle	amazed
town	frightened	silent
early	exclaimed	wrecked
send	lonely	improved
wide	several	certainly
believe	drew	entered
quietly	since	realized
carefully	straight	interrupted

<b>5</b>	<b>6</b>	<b>7</b>
<b>scanty</b>	<b>bridge</b>	<b>amber</b>
<b>business</b>	<b>commercial</b>	<b>dominion</b>
<b>develop</b>	<b>abolish</b>	<b>sundry</b>
<b>considered</b>	<b>trucker</b>	<b>capillary</b>
<b>discussed</b>	<b>apparatus</b>	<b>impetuous</b>
<b>behaved</b>	<b>elementary</b>	<b>blight</b>
<b>splendid</b>	<b>comment</b>	<b>enumerate</b>
<b>acquainted</b>	<b>necessity</b>	<b>daunted</b>
<b>escaped</b>	<b>gallery</b>	<b>condescend</b>
<b>grim</b>	<b>relativity</b>	<b>wrest</b>

<b>8</b>	<b>9</b>	<b>10</b>
<b>capacious</b>	<b>conscientious</b>	<b>zany</b>
<b>limitation</b>	<b>isolation</b>	<b>jerkin</b>
<b>pretext</b>	<b>molecule</b>	<b>nausea</b>
<b>intrigue</b>	<b>ritual</b>	<b>gratuitous</b>
<b>delusion</b>	<b>momentous</b>	<b>linear</b>
<b>immaculate</b>	<b>vulnerable</b>	<b>inept</b>
<b>ascent</b>	<b>kinship</b>	<b>legality</b>
<b>acid</b>	<b>conservatism</b>	<b>aspen</b>
<b>binocular</b>	<b>jaunty</b>	<b>amnesty</b>
<b>embankment</b>	<b>inventive</b>	<b>barometer</b>

## 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

**4<sup>th</sup> 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.

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## **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.