RED 4311: TEACHING INTERMEDIATE READING

FLORIDA INTERNATIONAL UNIVERSITY
COLLEGE OF EDUCATION
University Park Campus

Department: Curriculum and Instruction
Course Title: Contents and Methods of Teaching Intermediate Reading
Course Number: RED 4311
Credit: 3 semester hours
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CURRICULUM BACKGROUND

Course Description: RED 4311 is a required course in the Elementary Education program. In addition to supporting candidates’ development of understandings, skills and dispositions necessary for teaching literacy within the intermediate grades, this course addresses the question: In what ways does the school as a social institution serve and constrain the ideals of nurturing and developing educated professionals?

PREREQUISITES: (1) Admission into the Elementary Education (Grades 1-6 & ESOL Endorsement) program (or, admission to another College of Education program requiring literacy course work) with all lower division course prerequisites for the program completed with a C grade or better, (2) completion of RED 4150 with a grade of C or better. No Reading courses may be taken concurrently.

COREQUISITES/ OR ADDITIONAL REQUIREMENTS:
All students must register for the appropriate field experience course and are required to spend two hours a week in the field placement for this course alone.
All students must be fully admitted into the COE.
Students in the Elementary Education program must register for EDE 4941.
Early childhood students must register or EEC 4941.
Special Education students must register for EEX 4940.
Students taking the course for certification only MUST register for EDE 4941.

Curriculum for the Elementary Education Program

Every course in the Undergraduate Program in Elementary Education has been developed to deliver both the College and Program Outcomes. The COE Conceptual Framework forms the curriculum framework for all programs and courses within the programs. Likewise, the Program Outcomes form the framework for all courses in the program.
The course also meets standards from the following:

- College of Education’s Conceptual Framework
- Florida Teacher Certification Outcomes for Kindergarten to Grade 6 in Elementary Education
- Florida Educator Accomplished Practices, Preprofessional Level,
- Florida Reading Endorsement Competencies
- Florida ESOL Professional Standards
- International Reading Association, Classroom Teacher level

College of Education Conceptual Framework

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

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

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

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

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

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

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

- Adopting a critical eye toward ideas and actions (Being Analytical).
- Withholding judgment until understanding is achieved by being thoughtful in his/her actions (Managing Impulsivity).
- Working to see things through by employing systematic methods of analyzing problems (Persisting).
- Thinking about his/her own thinking (Reflective Thoughtfulness).
- Thinking and communicating with clarity and precision (Communicating Accurately).
- Showing curiosity and passion about learning through inquiry (Being Inquisitive).
- Showing a sense of being comfortable in situations where the outcomes are not immediately known by acting on the basis of his/her initiative and not from needing a script (Taking Responsible Risks).
- Recognizing the wholeness and distinctiveness of other people’s ways of experiencing and making meaning by being open-minded (Being Open-minded).
- Taking time to check over work because of his/her being more interested in excellent work than in expediency (Striving for Accuracy).
- Abstracting meaning from one experience and carrying it forward and applying it to a new situation by calling on his/her store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).
- Showing sensitivity to the needs of others and to being a cooperative team member (Thinking Interdependently), and,
- Showing a sense of care for others and an interest in listening well to others (Empathic Understanding) (Costa & Kallick, 2004).

**Florida Educator Accomplished Practices: Preprofessional Level**

The Florida State Standards Commission has established the following 12 standards as the competencies teacher candidates need to demonstrate upon successfully completing a preservice program.

1. **assessment:** The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and
physical needs.

2. communication: The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

3. continuous improvement: The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

4. critical thinking: The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

5. diversity: The preprofessional teacher establishes a comfortable environment, which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.


7. human development and learning: Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

8. knowledge of subject matter: The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

9. learning environments: The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques
and work to increase his/her knowledge and skills.

10. **planning**: The preprofessional teacher plans, implements, and evaluates effective instruction in a variety of learning environments.

11. **role of the teacher**: The preprofessional teacher works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

12. **technology**: The preprofessional teacher uses appropriate technology in teaching and learning processes.

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**Florida Dept. of Education: Required for Teacher Certification**

**Elementary Education K–6 Language Arts and Reading Competencies and Skills**

**1 Knowledge of emergent literacy**
1. Identify the content of emergent literacy (e.g., oral language development, phonological awareness, alphabet knowledge, decoding, concepts of print, motivation, text structures, written language development). RED 3313

2. Identify instructional methods for developing emergent literacy. RED 4150

3. Identify common difficulties in emergent literacy development. RED 4150

4. Identify methods for prevention of and intervention for common emergent literacy difficulties. RED 4150

**2 Knowledge of reading**

1. Identify the processes, skills, and phases of word recognition that lead to effective decoding (e.g., pre-alphabetic, partial alphabetic, full alphabetic, graphophonemic, morphemic, syntactic, semantic). RED 3313, RED 4150, RED 4311

2. Identify instructional methods for promoting the development of decoding and encoding skills. RED 4150, RED 4311, RED 4110

3. Identify the components of reading fluency (e.g., accuracy, automaticity, rate, prosody). RED 4150, RED 4110

4. Identify instructional methods (e.g., practice with high-frequency words, timed readings) for developing reading fluency. RED 4110
5. Identify instructional methods and strategies to increase vocabulary acquisition (e.g., word analysis, choice of words, context clues, multiple exposures) across the content areas. **RED 4311, RED 4110**

6. Identify instructional methods (e.g., summarizing, monitoring comprehension, question answering, question generating, use of graphic and semantic organizers, recognizing story structure, use of multiple strategy instruction) to facilitate students’ reading comprehension. **RED 4110**

7. Identify essential comprehension skills (e.g., main idea, supporting details and facts, author’s purpose, fact and opinion, point of view, inference, conclusion). **RED 4150, RED 4311, RED 4110**

8. Identify appropriate classroom organizational formats (e.g., literature circles, small groups, individuals, workshops, reading centers, multiage groups) for specific instructional objectives. **RED 4150, RED 4311, RED 4110**

9. Identify appropriate uses of multiple representations of information (e.g., charts, tables, graphs, pictures, print and nonprint media) for a variety of purposes. **RED 4311**

10. Identify strategies for developing critical thinking skills (e.g., analysis, synthesis, evaluation). **RED 4311, RED 4110**

11. Identify instructional methods to teach a variety of informational and literary text structures. **RED 4311**

### 3 Knowledge of the process of constructing meaning from a variety of texts.

*Note* Due to the incorporation of the scientifically based reading research (SBRR) and the components of Florida’s formula for reading success, Competency 3 was revised in 2006, and the skills became part of Competency 2, *Knowledge of reading*.

### 4 Knowledge of literature

1. Identify characteristics and elements of a variety of literary genres (e.g., short stories, poetry, plays, personal narratives). **RED 3313**

2. Identify the terminology and appropriate use of literary devices. **RED 4150**

3. Identify and apply professional guidelines for selecting multicultural literature. **RED 3313**

4. Identify appropriate techniques for encouraging students to respond to literature in a variety of ways. **RED 4150, RED 4311**

### 5 Knowledge of writing

1. Demonstrate knowledge of the developmental stages of writing. **RED 4150**
2. Demonstrate knowledge of the writing process. RED 4311

3. Distinguish between revising and editing. RED 4311, RED 4110

4. Identify characteristics of the modes of writing (e.g., narrative, descriptive, expository, persuasive). RED 4150, RED 4311

5. Select the appropriate mode of writing for a variety of occasions, purposes, and audiences. RED 4150, RED 4311

6. Identify elements and appropriate use of rubrics to assess writing. RED 4311

6 Knowledge and use of reading assessment

1. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments. RED 4311

2. Identify oral and written methods for assessing student progress (e.g., informal reading inventories, fluency checks, think alouds, rubrics, running records, story retelling, portfolios). RED 4150, RED 4311,

3. Interpret assessment data (e.g., screening, progress monitoring, diagnostic) to guide instructional decisions. RED 4311, RED 4110

4. Use individual student reading data to differentiate instruction. RED 4311, RED 4110

5. Interpret a student’s formal and informal assessment results to inform students and parents. RED 4110

6. Evaluate the appropriateness (e.g., curriculum alignment, cultural bias) of assessment instruments and practices. RED 4311,

Florida Reading Endorsement Competencies

The Florida Reading Endorsement Competencies are described by indicating the following:

- Assignment
- Objective
- Assessment

COMPETENCY 1: Foundations in Language & Cognition
Has substantive knowledge of language structure and function and cognition for each of the five major components of the reading process.

1.C.1
- IRI Oral Reading Passages
- To identify the relationship between reading fluency principles and reading development
- Checklist
1. E. 1
  - IRI
  - To identify principles of syntactic function as related to language acquisition and reading development
- Checklist
1. E. 2
  - Chapters 7 & 8 of Temple, Ogle, Crawford, and Freppon’s *All Children Read*
  - To understand impact of variations in written language of different text structures on the construction of meaning
- Examination
1. E. 3
  - IRI and Lesson Plan
  - To identify cognitive levels and development of meaning
- Checklist and Rubric
1.F.5
  - Lesson Plans
  - To understand the impact of dialogue, writing to learn and print environment upon reading development
- Rubric

**COMPETENCY 2: Foundations of Research-Based Practices**

Understands the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery.

2.C
  - Fluency checks and Lesson Plans
  - To identify explicit, systematic instructional plans for scaffolding fluency development.
  - Checklist and rubric

2.D
  - Lesson Plans
  - To identify explicit, systematic instructional plans for scaffolding vocabulary and concept development.
  - Rubric

2.E
  - Lesson Plans and Strategy Presentation
  - To identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition.
  - Rubrics

2.F.2
  - Lesson Plans
To identify explicit, systematic instructional plans for scaffolding content area vocabulary development and reading skills.

Rubric

**COMPETENCY 3: Foundations of Assessment** Understands the role of assessments in guiding reading instruction and instructional decision making for reading progress of struggling readers.

3.1
- IRI and *All Children Read* chapter 10
- To describe or recognize appropriate test formats and type of test items for assessing the major elements of reading growth.
- Rubric and examination

3.2
- Lesson Plans
- To understand the role of assessment in planning instruction to meet student learning needs.
- Rubric

3.6
- *All Children Read* (Temple, Ogle, Crawford, Freppon) chapter 10
- To demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments.
- Examination

3.11
- IRI & *All Children Read* chapter 14
- To identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students
- Checklist & Examination

3.12
- IRI & *All Children Read* chapter 14
- To identify reading assessment techniques appropriate for monitoring and diagnosing reading progress of LEP students

**COMPETENCY 4: Foundations of Differentiation** Has a broad knowledge of students from differing profiles, including students with disabilities and students from diverse populations.

4.8
- IRI
- To identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.
- Rubric

4.10
- *All Children Read* (Temple, Ogle, Crawford, Freppon) chapter 10
- To identify structures and procedures for monitoring student reading progress.
• Examination

**COMPETENCY 5: Application of Differentiated Instruction** Has knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations.

5.1
• Lesson Plans
  • To apply knowledge of scientifically based reading research in each of the major reading components as it applies to reading instruction.
  • Rubric

5.2
• Lesson Plans
  • Apply research-based practices and materials for preventing problems and accelerating both language and literacy development.
  • Rubric

5.3
• Lesson Plans
  • To identify techniques for scaffolding instruction for children having difficulty in each of the five major components of reading growth.
  • Rubric

5.7
• Lesson Plans
  • Apply research-based instructional practices for developing both general and specialized content area vocabulary.
  • Rubric

5.8
• Lesson Plans
  • Apply research-based instructional practices for developing students’ critical thinking skills.
  • Rubric

5.9
• Lesson Plans
  • Apply research-based instructional practices for facilitating reading comprehension.
  • Rubric

5.12
• *All Children Read* (Temple, Ogle, Crawford, Freppon) chapter 10
  • To identify reliable and valid assessment procedures to validate instructional applications.
  • Examination

5.13
• Lesson Plans
• Identify and set goals for instruction and student learning based on assessment results to monitor student progress.
• Rubric

Florida ESOL Performance Standards

The preprofessional teacher of English as a Second Language is one who:

1. **Conducts ESOL programs** within the parameters, goals, and stipulations of the Florida Consent Decree.

2. **Recognizes the major differences and similarities** among the different cultural groups in the United States.

3. **Identifies, exposes, and reexamines cultural stereotypes** relating to LEP and non-LEP students.

4. **Uses knowledge of cultural characteristics** of Florida's LEP population to enhance instruction.

5. **Determines and uses appropriate instructional methods** and strategies for individuals and groups using knowledge of first and second language acquisition processes.

6. **Applies current and effective ESOL teaching methodologies** in planning and delivering instruction to LEP students.

7. **Locates and acquires relevant resources** in ESOL methodologies.

8. **Selects and develops appropriate ESOL content** according to student levels of proficiency in listening, speaking, reading, and writing taking into account basic interpersonal communicative skills and cognitive academic language proficiency skills as they apply to the ESOL curriculum.

9. **Develops experiential and interactive literacy activities** for LEP students using current information on linguistic and cognitive processes.

10. **Analyzes student language** and determines appropriate instructional strategies using knowledge of phonology, morphology, syntax, semantics, and discourse.

11. **Applies essential strategies** for developing and integrating the four language skills of listening comprehension, oral communication, reading, and writing.
12. **Applies content-based ESOL approaches** to instruction.

13. **Evaluates, designs, and employs instructional methods** and techniques appropriate to learner's socialization and communication needs based on knowledge of language as a social phenomenon.

14. **Plans and evaluates instructional outcomes** recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.

15. **Evaluates, selects, and employs appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.**

16. **Designs and implements effective unit plans** and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.

17. **Evaluates, adapts, and employs appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school levels.**

18. **Creates a positive classroom environment** to accommodate the various learning styles and cultural backgrounds of students.

19. **Considers current trends** and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.

20. **Administers tests** and interprets test results applying basic measurement concepts.

21. **Uses formal and alternative methods of assessment/evaluation of LEP students including measurement of language, literacy, and content metacognition.**

22. **Develops and implements strategies** for using school, neighborhood, and home resources in the ESOL classroom.

23. **Identifies major attitudes** of local target groups toward school teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.

24. **Develops, implements, and evaluates instructional programs** in ESOL based on current trends in research and practice.

25. **Recognizes indicators of learning disabilities**, especially hearing and language impairment, and limited English proficiency.
# Reading Endorsement Competency Indicators

<table>
<thead>
<tr>
<th>Indicator code</th>
<th>Indicators</th>
<th>Indicator Applied</th>
<th>Assignment</th>
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</thead>
</table>
| 1.C.1 | Specific Indicator C: Fluency  
- Identify the principles of reading fluency as they relate to reading development |  | Fluency checks; IRI oral passages - rubric |
| 1.E.1 | Specific Indicator E: Comprehension  
- Identify principles of syntactic function as they relate to language acquisition and reading development (e.g., phrase structure, types of sentences, sentence manipulations)* |  | IRI; 6 Traits Writing Assessment - checklists; Lesson Plans - rubric; |
| 1.E.2 |  |  | Chapters 7 & 8 of ACR textbook – examination |
| 1.E.3 |  |  | IRI & Lesson plans – checklist & rubric |
| 1.F.5 | Specific Indicator F: Integration of the major reading components  
- Understands the impact of dialogue, writing to learn, and print environment upon reading development. |  | Lesson plan reflections – rubric |
| 2.C | Specific Indicator C: Fluency  
Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g., rereading, self-timing, independent reading material, reader’s theater, etc.) |  | Fluency Checks & Lesson Plans - rubric |
| 2.D | Specific Indicator D: Vocabulary  
- Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g., common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc.) |  | Lesson plans – rubric |
<p>|  | Specific Indicator E: Comprehension |  | Lesson plans &amp; |</p>
<table>
<thead>
<tr>
<th>2.E</th>
<th>• Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition (e.g., key questioning strategies such as reciprocal teaching, analysis of relevance of details, prediction; “think-aloud” strategies, sentence manipulation, paraphrasing, etc.)</th>
<th>strategy presentation – rubrics</th>
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</thead>
<tbody>
<tr>
<td>2.F.2</td>
<td>Specific Indicator F: Integration of the major reading components • Identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills (e.g., morphemic analysis, semantic analysis, reciprocal teaching, writing to learn, etc.)</td>
<td>Lesson plans – rubric</td>
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<td>3.1</td>
<td>Specific Indicators • Describe or recognize appropriate test formats and types of test items for assessing the major elements of reading growth: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension</td>
<td>IRI &amp; ACR chapter 10 – checklist &amp; examination</td>
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<td>3.2</td>
<td>• Understands the role of assessment in planning instruction to meet student learning needs</td>
<td>Lesson plans – rubric</td>
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<td>3.6</td>
<td>• Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, diagnosis, progress monitoring, and outcome measures). • Identify interpretive issues that may arise when English language tests are used to assess reading growth in LEP students*</td>
<td>IRI &amp; ACR chapter 14 - checklist &amp; examination</td>
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<td>3.11</td>
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<td>3.12</td>
<td>Identify reading assessment techniques appropriate for diagnosing and monitoring reading progress of LEP students and students with disabilities in the area of reading</td>
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<td>4.8</td>
<td>• Identify strategies effective and more skilled readers use for word recognition and comprehension in contrast to those strategies used by beginning and/or struggling readers.</td>
<td>IRI - checklist</td>
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<td>4.10</td>
<td>- Identify structures and procedures for monitoring student reading progress</td>
<td>ACR chapter 10 - examination</td>
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<td>5.1</td>
<td>- Apply knowledge of scientifically based reading research in each of the major reading components as it applies to reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension).</td>
<td>Lesson Plans - rubric</td>
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<td>- Apply research-based practices and materials for preventing problems and accelerating both language and literacy development.</td>
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<td>ACR chapter 10 – examination</td>
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<td>5.13</td>
<td>- Identify and set goals for instruction and student learning based on assessment results to monitor student progress</td>
<td>Lesson Plans – rubric</td>
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<td>6.9</td>
<td>Demonstrate knowledge of goal setting and monitoring of student progress with appropriate instructional materials.</td>
<td>Lesson Plans - rubric</td>
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application that promotes increases in student learning trends in reading over time.

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<td>#2  #9</td>
<td>1.4  3.3</td>
<td>• Task 3 • Chapters 1, 11, 12</td>
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<td>#2  #9</td>
<td>1.1</td>
<td>• Task 3 • Chapters 11, 12, 13, &amp; 14</td>
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<tr>
<td></td>
<td>#7  #15</td>
<td>3.3</td>
<td></td>
</tr>
</tbody>
</table>
Textbooks:
Temple, Charles; Ogle, Donna; Crawford, Alan; Freppon, Penny All Children Read: Teaching for Literacy in Today’s Diverse Classrooms

Assessment Book:
Johns, Jerry (9th Ed.) Basic Reading Inventory

Suggested Reading

Tompkins, Gail (2003). 50 Literacy Strategies

*Self-selected journal articles from the Reading Teacher on culturally and linguistically diverse learners.

*Children's Multicultural Literature Books for intermediate grades

II. COURSE OBJECTIVES:
Upon completion of this course, participants will have the following understandings, skills, and dispositions:

Curriculum Design Table: Florida Educator Accomplished Practices (FEAP)

Understandings
Assessment-
1.0 Understand that goals, instruction, and assessment should be aligned.
2.0 Understand the nature and multiple causes of reading and writing difficulties.

Human Development and Learning
1.0 Recognize that literacy can be a means for transmitting moral and cultural values.

Knowledge of Subject Matter
1.0 Perceive reading as the process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation.
2.0 Understand the interrelation of reading and writing, and listening and speaking.
3.0 Understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually.
4.0 Know relevant reading research from general education and how it has influenced literacy education.
5.0 Know classic and contemporary children’s and young adults’ literature, and easy-reading fiction and non-fiction for adults, at appropriate levels.

Learning Environments
1.0 Understand how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment).

Planning
1.0 Recognize the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders.)
2.0 Understand that goals, instruction, and assessment should be aligned.

Skills
Assessment
1.0 Teach students to monitor their own word identification through the use of syntactic, semantic, and graphophonemic relations.

Communications
1.0 Communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction.

Continuous Improvement
1.0 Apply research for improved literacy.

Critical Thinking
1.0 Provide direct instruction and model when and how to use multiple comprehension strategies, including retelling.
2.0 Model questioning strategies.
3.0 Teach students to connect prior knowledge with new information

Human Development and Learning
1.0 Recognize the importance of literacy for personal and social growth.

Learning Environments
1.0 Create a literate environment that fosters interest and growth in all aspects of literacy.
2.0 Provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes.
3.0 Provide opportunities for creative and personal responses to literature, including storytelling.

**Planning**
1.0 Use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth.
2.0 Teach students to monitor word identification through the use of syntactic, semantic, and graphophonemic relations.
3.0 Use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning.
4.0 Teach students to use context to identify and define unfamiliar words.
5.0 Guide students to refine their spelling knowledge through reading and writing.
6.0 Teach students to recognize and use various spelling patterns in the English language as an aid to word identification.
7.0 Teach students planning strategies most appropriate for particular kinds of writing.
8.0 Teach students to draft, revise, and edit their writing.

**Technology**
1.0 Use instructional and information technologies to support literacy learning.

**Disposition**

**Assessment**
1.0 Use multiple indicators to determine effectiveness of the literacy curriculum.

**Diversity**
1.0 Recognize how differences among learners influence their literacy development.

**Ethics**
2.0 Recognize the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders).

**Knowledge of Subject**
1.0 Understand the nature and multiple causes of reading and writing difficulties.

**Course Requirements:**
All participants are expected to be actively involved in all parts of this course. This means activities both in class and outside of the university setting. Specifically, all participants must:
1. Participate in the course-related field experience requirements,
2. Follow all the requirements listed under Student Responsibilities,
3. Demonstrate learning of the content of the course related to both the Course Understandings and the Course Skills, and
4. Engage in serious critical thinking about the role of literacy in the intermediate grades and how teachers can help children gain further control over written communication.

**Student Responsibilities:** All participants enrolled in RED 4311 are expected to meet all
of the following requirements. Failure to meet any of these will result in the grade in this course reduced accordingly.

1. Students will download the SSS ([http://www.firn.edu/doe](http://www.firn.edu/doe)) and IRA standards ([http://www.reading.org](http://www.reading.org)).
2. Attendance is mandatory. Each unexcused absence will result in a 3 point deduction from class participation points. Excused absences are ones in which appropriate documentation is furnished (e.g., doctor’s note, hospital receipt). In class activity points can be earned only when present in class on the day the activity occurs.
3. Students will arrive in class on time and ready to begin.
4. Students will remain in class until it is dismissed.
5. Participate in all journal writing activities in the class.
6. Engage in all in-class simulations and cooperative activities.
7. Pass in all assignments at the beginning of the class period on the date specified in the schedule of classes.
8. Meet the field experience requirements.
9. If a student receives unsatisfactory grades, it is the student’s responsibility to contact the professor to set up an appointment.
10. Complete and upload e-Folio assignment at minimum level of proficient.
11. Laptop use is not permitted in class.

**Quality of Work**

1. Assignments must reflect students’ own thought and effort. Cheating, including recycling another student’s assignment as your own, or plagiarism will result in an F grade for the assignment and an F grade for the course. The professor may take further action as described in the Academic Misconduct section of the current FIU Student Handbook.
2. Assignments must be turned in no later than the class meeting at which they are due. In the event of an absence, the student must make arrangements to have the assignment delivered to class on time. Late assignments may not be turned in one week past the due date and will be reduced one full point for each day it is late.
3. All assignments should reflect professional quality – ideas expressed clearly, correct grammar and spelling, and neat in appearance. All typed assignments should be 12 font and double-spaced.

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

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

Field Experience Requirement:
All students registered in RED 4311 are required to spend a minimum of two hours per week in an upper elementary classroom observing and participating in reading and language arts instruction. This may be scheduled to occur in two days or over many days. It is essential for this course that all students do the field work in a third, fourth or fifth grade classroom in order to complete the assignments. Since the kinds of lessons to be taught to the children require several hours over a period of several days, participants should make every attempt to schedule their field hours over at least two different days each week. It is the participant's responsibility to inform the cooperating teacher of the course field requirements as soon as the cooperating teacher is identified.

Policy of Giving an Incomplete (I)
A grade of incomplete (I) for the course will be possible only under unusual circumstances. To get this grade, the participants and the instructor must agree on the reason for the grade at least one week before the end of the semester, and students must be passing the course at the time the participant requests the grade.

To request an incomplete, at least ½ of the course work must be completed successfully. An incomplete will not be allowed if the student has failed to submit work on time or has failed to meet the course requirements.

A student who receives a grade of incomplete has two semesters in which to complete the course work or the grade earned will default to that earned up to the time the incomplete is requested. Since half the grade is earned at the end of the semester, the default grade will always be an F.
Grades:
Points will be converted into letter grades according to the following percents:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 95%</td>
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<tr>
<td>A-</td>
<td>94 – 90%</td>
</tr>
<tr>
<td>B</td>
<td>86 – 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82 – 80%</td>
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<tr>
<td>B+</td>
<td>89 – 87%</td>
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<tr>
<td>C</td>
<td>76 – 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72 – 70%</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 77%</td>
</tr>
<tr>
<td>D</td>
<td>66 – 63%</td>
</tr>
<tr>
<td>D-</td>
<td>62 – 60%</td>
</tr>
<tr>
<td>D+</td>
<td>69 – 67%</td>
</tr>
<tr>
<td>F</td>
<td>59 – 0%</td>
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</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 1 A</td>
<td>Interview and word list on one student</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>BRI passages for one student</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>BRI protocol summary sheets</td>
<td>5</td>
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<tr>
<td></td>
<td>Protocol Report</td>
<td>5</td>
</tr>
<tr>
<td>TASK 1 B</td>
<td>Case Study (BRI of field class student)</td>
<td>30</td>
</tr>
<tr>
<td>TASK 2 A</td>
<td>In class writing assessment</td>
<td>5</td>
</tr>
<tr>
<td>TASK 2 B</td>
<td>Assessing Literacy through Writing (4 students)</td>
<td>30</td>
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<tr>
<td>TASK 3</td>
<td>In class lesson plan</td>
<td>5</td>
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<td></td>
<td>Lesson Planning – Reading</td>
<td>30</td>
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<tr>
<td></td>
<td>Lesson Planning – Writing</td>
<td>30</td>
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<tr>
<td>TASK 4</td>
<td>In class Continuum</td>
<td>5</td>
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<tr>
<td></td>
<td>In class Lesson plan</td>
<td>5</td>
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<td></td>
<td>Strategy Presentation</td>
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<td>Quiz 1</td>
<td>BRI</td>
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<td>Quiz 2</td>
<td>Vocabulary</td>
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<td>Midterm</td>
<td>Midterm quiz</td>
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<td>Final Exam</td>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>Attendance and Participation in all in-class activities</td>
<td>10</td>
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</tbody>
</table>

Participation Grade
Participation in class is defined here as attendance in class, promptness in getting to class, and promptness in submitting all written work due as scheduled for that date.

Late assignments will lose 1 point for each day late.
Purpose:
- To be able to assess a student’s literacy levels; independent, instructional, and frustrational
- To be able to identify areas of strength and areas for growth in retelling
- To be able to identify areas of strength and areas for growth in word recognition by doing a miscue analysis
- To be able to identify areas of strength and areas for growth in comprehension by analyzing the patterns in errors for questions
- To be able to observe a student during assessment to determine other factors that impact reading performance, such as cultural and linguistic differences, developmental differences

Procedure:
Choose a student with the host teacher and other personnel at the school. The student must be in the third, fourth, fifth or sixth grade. Interview the student using the interview form in the Basic Reading Inventory. Then assess the student using the Basic Reading Inventory by Johns. Tape record the session. In booklet form, turn in your interview and assessment results. Remember to place your results on the Basic Reading Inventory Performance Booklet; however, attach all your teacher copies behind your booklet. Each student should also have a protocol sheet attached. The protocol report document will be used for the e-folio.

Turn in materials in booklet format-
2. Interview questions and answers.
3. Tape recording of assessment sessions.
4. Completed Reading Inventory Performance Booklet.
5. Question analysis sheets.
6. Miscue analysis sheets.
7. All teacher copies with markings of the assessment.
8. Reflection.

RUBRIC FOR SCORING TASKSTREAM ASSIGNMENT

See rubric for RED 4311 on TaskStream.
RED 4311 Tasks and Assignments
(Please note: Detailed instructions and procedures will be taught and discussed during scheduled classes. Attendance is critical.)

Task 1  Case Study – Assessments & Reports (30 points)
Currently, teacher planning focuses on the connections between assessment and instruction. This assignment is designed to help students understand their target population’s needs in order to eventually create a balanced reading lesson based on assessment results.

All RED 4311 participants will be required to work on a case study with a student. Therefore, you must select two students, one must be from your field classroom. The other student may be from your field classroom, from your personal acquaintance, or from other sources with approval. These students must be in the third, fourth, or fifth grade. You will interview the children using the Interest Inventory distributed in class. You will then need to assess the student using the Basic Reading Inventory by Jerry Johns. Tape record the entire testing session, but DO NOT disclose any personal information about the student (for example, name, school, etc). You may use your student’s first name only. After completing the assessment and compiling the results, write a reflection.

To be turned in:
1. Recording of BRI
2. Interest Interview
3. Protocol Report
4. Completed Reading Inventory Performance Booklet 4 pages suggested Form A for oral and D for silent:
   a. BRI Performance Booklet summary sheet – p.162
   b. BRI Performance Booklet summary sheet D for silent reading – p.316
   c. Qualitative summary of miscues on the BRI – p.535
   d. Summary of student’s comprehension performance on the BRI – p.536
5. All teacher copies with appropriate markings.
6. Reflection –
   a. Observations made about student’s reading performance (list)
   b. What concepts did I know about the reading process? (what you already know about reading instruction) What new information/concepts did I learn about the reading process? (as a result of administering a BRI)
   c. What did I learn about administering a BRI? (discuss steps and procedures)
   d. What did I learn about interpreting test results?
   e. How did conducting a BRI help inform my understandings of literacy and literacy instruction? (conclusion/summary)

Task 2: Assessing Literacy through Writing (30 points)
Part 1:  You will need four third, fourth or fifth grade students for this assignment with one of those being your case study student. Please provide your students with narrative or
expository writing prompts. You may use a prompt obtained from the classroom teacher, internet or create your own from what you have learned about the student’s interests and knowledge. Allow the students to write as much as possible about the prompt. The students may draw a picture. **Do Not** offer any assistance to the students as they are writing. Do encourage the children to write as much as possible and praise whatever they do.

**Part 2:** Assess the child’s writing performance by using the Assessment Rubric for the Six Traits of Effective Writing and the spelling levels from the Qualitative Spelling Inventory (Bear & Invernizzi, p. 223).

Turn in the following:
1. Student’s original writing samples (4)
2. Protocol reports for each student (4)
3. Anecdotal notes (observations made while the children were writing – list/explain)
4. Your highlighted assessment rubrics (4 copies of 6 Traits rubric) and the Qualitative Spelling Checklist.
5. Reflection –
   a. Summarize your students’ writing abilities, then, based on the evaluation results, discuss the students’ strengths and areas for growth.
   b. Summarize how you gathered, analyzed, and interpreted students’ data on their writing abilities. (what you did)
   c. Discuss what you learned about writing and the writing process.
   d. Discuss how writing, spelling and reading are connected.

Example of Findings chart for Protocol Reports:

<table>
<thead>
<tr>
<th>Trait</th>
<th>Score</th>
<th>Evidence from student’s writing</th>
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<tbody>
<tr>
<td>Ideas &amp; Content</td>
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<td>“quote from student’s sample”</td>
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<tr>
<td>Voice</td>
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<tr>
<td>Spelling Level</td>
<td></td>
<td>Early Within-Word Pattern</td>
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</tbody>
</table>

**Task 3: Lesson Planning – Reading (30 points)**

Write a lesson plan which reflects the reading needs of the students you used to conduct the Task 1 case study.
1. lesson plan
2. reflection-
   a. What area of growth did you target with the lesson plan and why? What materials did you use and why did you select them? How did you prepare for the lesson? What strategy/lesson was used to help support the students and how do you think this helped them become better readers? What were the students’ responses to the lesson?
   b. Was your lesson successful? Why or why not. What did you learn from writing and implementing the lesson plan? What would you do differently next time?
   c. How did teaching this lesson inform your thinking about teaching
reading? How has this experience increased your knowledge of how reading is taught?

**Task 3: Lesson Planning – Writing 30 points**

Write a lesson plan which reflects the writing needs of the four students you used to collect the writing samples. Include a reflection.

1. **lesson plan**
2. **reflection**
   a. What area of growth did you target with the lesson plan and why? What materials did you use and why did you select them? How did you prepare for the lesson? What strategy/lesson was used to help support the students and how do you think this helped them become better writers? What were the students’ responses to the lesson?

   b. Was your lesson successful? Why or why not. What did you learn from writing and implementing the lesson plan? What would you do differently next time?

   c. How did teaching this lesson inform your thinking about teaching writing? How has this experience increased your knowledge of how writing is taught?

**Task 4: Teaching a Small Group (20 points)**

You will work in cooperative groups for this assignment.

1. Discuss, in your assigned groups, the reading performances of the students you tested with the BRI in Task 1.
2. Track each of the students’ performances on a continuum chart that displays a comparison of their reading abilities on the different areas of literacy.
3. Write a reading lesson plan that addresses the needs of these children.
4. Conduct the small group lesson in class.
5. Presentation/teach must include:
   a. student performance continuum chart
   b. lesson plan
   c. links to students’ needs (explain how and why lesson plan and strategy were chosen)
   d. visuals and activities
   e. audience participation
# RED 4311 Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>In-class Activities</th>
<th>Reading Assignments</th>
<th>Homework Due</th>
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<td>Course overview</td>
<td>Interest Inv.</td>
<td><strong>BRI</strong> ch.1-6</td>
<td>Interest Inventory;</td>
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<td><em>All Children Read (ACR)</em> selected pp.</td>
<td>Basic Reading Inventory (BRI)</td>
<td><strong>ACR</strong> ch.10</td>
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<td><strong>BRI</strong></td>
<td><strong>BRI</strong> word list &amp; passages; Assessment</td>
<td><strong>BRI</strong> ch.1-6</td>
<td>Task 1A <strong>BRI</strong> word list for Task 1A</td>
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<td><strong>ACR</strong> Chapter 10 Assessing Literacy</td>
<td><strong>ACR</strong> Ch. 6</td>
<td><strong>ACR</strong> Ch. 6</td>
<td><strong>BRI</strong> passages &amp; Summary sheets <strong>BRI</strong> Protocol Reports</td>
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<td><strong>ACR</strong> Chapter 6 &amp; selected pp. <strong>BRI</strong></td>
<td>Assessment; <strong>BRI</strong> summary sheets</td>
<td><strong>ACR</strong> Ch. 6</td>
<td><strong>BRI</strong> summary sheets <strong>ACR</strong> Chapter 10</td>
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<td><strong>ACR</strong> Chapter 7 <strong>BRI</strong></td>
<td>Fluency checks Comp. Strategy</td>
<td><strong>ACR</strong> Ch. 9</td>
<td>Task 1 case study</td>
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<td>Quick write Synchrony model</td>
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<td>Writing Rubric Spelling</td>
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<td><strong>ACR</strong> Chapter 8 Informational Texts</td>
<td>Comp. Strategies Text Structures Lesson Plan</td>
<td><strong>ACR</strong> Ch. 12</td>
<td>Task 3 Lesson Plan</td>
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<td>MID TERM Strategies Lesson Plan</td>
<td>Task 3 LP (reading)</td>
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<td><strong>ACR</strong> Chapter 12 Effective Instruction</td>
<td>Lesson Plan (writing) Organizers</td>
<td><strong>ACR</strong> Ch.13</td>
<td>Task 3 LP (writing)</td>
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<td><strong>ACR</strong> Chapter 13</td>
<td>Literacy Strat. Continuum</td>
<td><strong>ACR</strong> Ch.14</td>
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<td><strong>SPRING BREAK</strong></td>
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<td><strong>ACR</strong> Chapter 14 ESL/ESE</td>
<td>Literacy Strat. Continuum</td>
<td><strong>ACR</strong> Ch.14</td>
<td>Task 3 Writing Lesson Plan</td>
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<td></td>
<td>Connecting Assmt to Effective Lit. Instruction</td>
<td>Group Lesson Plan/ Sign-up</td>
<td><strong>ACR</strong> Review Chapters</td>
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<td><strong>ACR</strong> Review Chapters</td>
<td>Group Presentations</td>
<td><strong>ACR</strong> Review Chapters</td>
<td>Task 4</td>
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<td><strong>ACR</strong> Review Chapters for Final</td>
<td>Group Presentations</td>
<td>Review</td>
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</tbody>
</table>

- Note: We will refer to beginning chapters of *All Children Read (ACR)* as needed. The topics in those chapters were the focus of RED 4150, a prerequisite for this class.

**TaskStream**

This course requires you to use a TaskStream account for uploading your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

College of Education website at [http://education.fiu.edu/taskstream](http://education.fiu.edu/taskstream) provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifact
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
- COE provided training workshop schedule

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course is **REDall**.

**Please sign up for an account in the first week of the class.**

**For help, go to:**

- TaskStream
  - 800-311-5656
  - [help@taskstream.com](mailto:help@taskstream.com)
  - (Monday – Friday, 8:00 am – 7:00 pm ET)

- COE IT Department, ZEB 269
  - 305-348-6305
  - [coesupport@fiu.edu](mailto:coesupport@fiu.edu)

- COE Computer Lab, ZEB 165
  - 305-348-6134