

## Faculty Instructional Guide

### EDU 62120A Content Knowledge & Instructional Practice II: Literacy Pedagogy

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#### University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

#### Teacher Education Program Objectives (PO)

- **PO1:** Integrate a research- and evidence-based theory of teaching and learning.
- **PO2:** Integrate multiple opportunities for teacher candidates to learn, apply, reflect and receive feedback on each Teaching Performance Expectations or applicable nationally recognized standards.
- **PO3:** Provide teacher candidates with multiple opportunities to learn through application of theory to practice through collaboration with school sites and master teachers.
- **PO4:** Assess teacher candidates progress towards mastering the Teaching Performance Expectations or applicable nationally recognized standards at multiple points.
- **PO5:** Provide teacher candidates with multiple formative opportunities to prepare for the Teaching Performance Assessment (TPA).
- **PO6:** Compile a professional development and growth plan for each teacher candidate.

#### The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission:** CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision:** To develop and promote transformative educational experiences that optimize human potential.

**Goals:** The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

### **Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L= Leadership: Innovation with Accountability**

**E= Engagement: Active Learning**

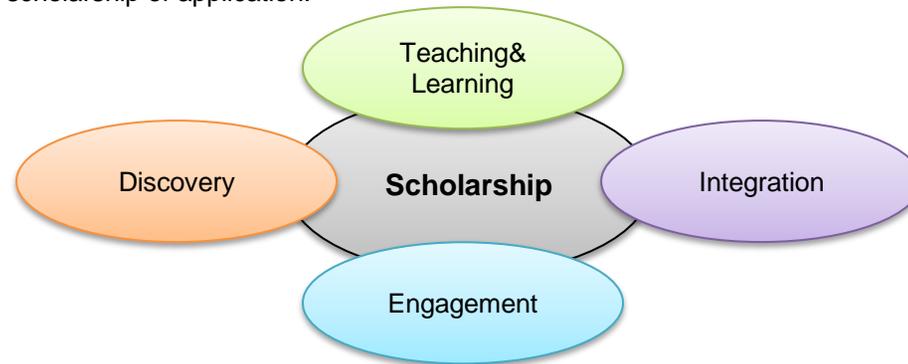
**A=Application: Theory to Practice**

**D=Dedication: Inclusive Excellence**

### **Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

C SOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

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*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

### National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

- **Standard 1:** Learner Development
- **Standard 2:** Learning Differences
- **Standard 3:** Learning Environments
- **Standard 4:** Content Knowledge
- **Standard 5:** Application of Content
- **Standard 6:** Assessment
- **Standard 7:** Planning for Instruction
- **Standard 8:** Instructional Strategies
- **Standard 9:** Professional Learning and Ethical Practices
- **Standard 10:** Leadership and Collaboration

Retrieved from [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

### International Society for Technology in Education (ISTE) Standards for Teachers

- **Standard 1:** Facilitate and inspire student learning and creativity
- **Standard 2:** Design and develop digital age learning experiences and assessments
- **Standard 3:** Model digital age work and learning

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- **Standard 4:** Promote and model digital citizenship and responsibility
- **Standard 5:** Engage in professional growth and leadership

Retrieved from [https://id.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-T\\_PDF.pdf](https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf)

### California Teaching Performance Expectations (TPEs)

- **TPE 1:** Engaging and Supporting All Students in Learning
- **TPE 2:** Creating and Maintaining Effective Environments for Student Learning
- **TPE 3:** Understanding and Organizing Subject Matter for Student Learning
- **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students
- **TPE 5:** Assessing Student Learning
- **TPE 6:** Developing as a Professional Educator

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### Course Description

Academic content in English Language Arts, which is critical to learner development and content acquisition across various subjects, is presented in this course. This research-based methodology course addresses Reading and Language Arts in cross-culturally and linguistically diverse classrooms. This course will provide the foundation for effectively integrating literacy instruction across the curriculum. Candidates will examine the reading process from phonemic awareness to reading comprehension and learn how to effectively implement research-based strategies in the classroom and in lesson planning. Candidates will also learn about common types of reading problems for students with dyslexia, intellectual disabilities and English Language learners, and research-supported methods for overcoming those problems. Technology tools available to enhance, reinforce, and supplement instruction will be explored and candidates will have the opportunity to implement reading assessments and interpret the results within various content areas.

### Professional Standards Alignment

California School of Education (CSOE)				
CLO	Program Outcome	InTASC	ISTE	TPE's
<b>CLO1:</b> Determine effective methods to differentiate literacy education for all learners including English learners and students with special needs.	PO1	Standards 7, & 8	Standard 2	TPE 4

<b>CLO2:</b> Integrate evidence-based strategies effectively in literacy education and lesson planning.	PO1	Standards 7, & 8	Standard 2	TPE 4
<b>CLO3:</b> Analyze the role and function of integrating technology in a literacy classroom based on the ISTE standards.	PO1	Standards 7, & 8	Standard 2	TPE 4
<b>CLO4:</b> Interpret how to appropriate apply the steps in the reading process.	PO1	Standards 4 & 5	Standard 2	TPE 3
<b>CLO5:</b> Evaluate research to determine effective methods for remedying common reading issues.	PO1	Standards 4 & 5	Standard 2	TPE 3
<b>CLO6:</b> Determine how to properly administer and analyze reading assessments.	PO1	Standards 4 & 5	Standard 2	TPE 3

### Student Expectations

**Respectful Speech and Actions:** As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior:** This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

### Required Course Materials

Dewitz, P., Graves, M., Graves, B., Juel, C., (2020). *Teaching reading in the 21st century: Motivating all learners* (6th ed.). Boston, MA: Pearson.

eText ISBN: 9780135170014  
 Print ISBN: 9780135196755

Pavey, B., Meehan, M., & Davis, S. (2013). *The dyslexia-friendly teacher's toolkit: Strategies for teaching students 3-18* (1st ed.). SAGE Publications Ltd.

eText ISBN: 9781446283080  
 Print ISBN: 9781446207086

Zarrillo, J. J. (2017). *Ready for RICA: A test preparation guide for California's reading instruction competence assessment* (4th ed.). Boston, MA: Pearson.

eText ISBN: 9780134205335

Print ISBN: 9780134205199

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC.

ISBN: 9781433832161

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2001). [\*Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3\*](#). Washington, D.C: National Institute for Literacy, National Institute of Child Health and Human Development, U.S. Dept. of Education.

National Reading Panel (NRP) Report retrieved from <https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>.

## Instructor Policies

### Late Assignments

Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

### Feedback

Each week, I will provide grades/scores and comments on assignments within 4 days of the last day of the week unless I notify you otherwise.

### Syllabus/Schedule

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

## University Administrative Policies & Student Resources

You are held responsible for understanding and adhering to all policies contained within the University's Catalog located at <http://catalog.alliant.edu>. However, some of those policies have been selected to be highlighted in this document.

### Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

### Disability Accommodations Request

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

### Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

### Attendance

If you miss more than the allowed absences in a course in consecutive or non-consecutive weeks, you may be withdrawn from the course and not eligible to earn a grade. Sending assignments to me by email, fax, mail or other means does not make up for missed attendance and I cannot excuse absences.

Length of Course	Absences Allowed	Absences Resulting in Drop
1-4 weeks	0	1
5-9 weeks	1	2
10+ weeks	2	3

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Note. Academically related activities are used to calculate a student's official last date of attendance with the institution. To be in attendance for the week, you must submit a graded assignment. An "assignment" is defined as anything that is worth points in the course and can include Discussion and Engagement posts.

### **Technology Requirements and Support**

Canvas Technical Support is available by calling 1-844-527-0334, or by using the Live Chat option. Answers to the most common issues are found in the Canvas Guides which are accessible by clicking Help link located in the bottom left-hand side of the canvas course Web Page.

**Course Overview**

**Week 1: Reading & Learning to Read ..... 17**

**Week 2: Emerging Literacy & Phonemic Awareness ..... 20**

**Week 3: Phonics, Spelling, & Word Recognition ..... 23**

**Week 4: Reading Fluency..... 27**

**Week 5: Vocabulary ..... 31**

**Week 6: Reading Comprehension–Narrative (Fiction) Text..... 34**

**Week 7: Reading Comprehension–Informational Text & Writing ..... 38**

**Week 8: Reading & Writing ..... 42**

### RISE Model for Online Discussions

The Discussions in this course are designed for us all to learn from each other, and to explore diverse viewpoints. I want you to think very critically about the important issues in our course, and to challenge me and your classmates to develop and substantiate our opinions. Or, you may even get us to change our opinions, which is okay, too! We are all here to learn from each other.

Each week you will participate in the Discussions at least three times.

1. Respond to the initial question. Your response must be substantive, and reflect not only your own experience and opinion, but also cite expert opinions, either from our course readings or other cited sources.
2. Comment, question, or debate a classmate's response. However you respond, you must meet the standards of the [RISE model](#). Responses that do not adhere to the [RISE model](#) earn 0 points.
3. Answer or comment further on a question to your original response.

You may contribute to the Discussion as freely and frequently as you wish, but three entries each week are a minimum.

### Signature Assignment: Narrative & Informational Text Lesson Plans

**Choose** two different grade levels between 3rd and 8th grade.

**Create** one narrative story or appropriate text lesson plan at one grade level and one informational story or appropriate text lesson plan at the other grade level.

**Utilize** the CSOE Lesson Plan Template to create your lesson plans.

**Review** the CSOE Lesson Plan Instructions document for detailed instructions on how to complete the template.

**Include** two research-based reading comprehension strategies within each lesson plan.

**Submit** your lesson plans by Friday of Week 8.

### Signature Assignment Rubric

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Opening 6 points</b>	Timing is realistic; Clearly describes action of teacher	Timing needs to be broken down into smaller time chunks; Clearly	Clearly describes action of teacher and student; Strategies are not	More details needed to understand what is happening at

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	and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
<b>Intro to New Material</b> 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
<b>Guided Practice</b> 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
<b>Independent Practice</b> 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
<b>Closing &amp; Homework</b> 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly

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	to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for Diverse students; Clearly states whether homework will be assigned or not; Clear progression from lesson described; Realistic and age appropriate.	are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether homework will be assigned or not; Clear progression from lesson described.	needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether homework will be assigned or not; Unclear of the connection between lesson and homework.	indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation; Does not explain whether or not homework will be assigned.
		<b>Meets Requirements 100%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Context</b> 3 points		Provides context to the lesson plan describing the grade, content and class setting.	More details needed to understand the class setting.	Does not provide a context to lesson plan.
<b>Application of Theory</b> 6 points		Clearly describes with clear and specific language how theory is applied in the lesson.	Adequately describes how theory is applied in the lesson.	Cursory description of how theory is applied in the lesson.
<b>Objective</b> 6 points		Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	More specificity needed; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.
<b>Assessment</b> 6 points		Clearly indicates the way(s) student progress will be monitored during and after lesson.	More specific details needed to understand how student progress will be monitored.	Does not describe a method of how students will be monitored.
<b>ISTE, State or Common Core, &amp; TPE Standards</b> 6 points		Identified standards for the correct grade and content area; Standards related to lesson described.	Connection between standards and lesson is unclear.	Does not provide the correct standards for the grade and content area.
<b>Differentiation</b> 6 points		Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways.	Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to show what they know in different ways.	Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways.

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<b>Diverse Learners (Mixed Abilities)</b> 6 points		Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner.	Instruction supports only three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner.	Instruction supports less than three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are not specific for each type of learner.
<b>Materials</b> 3 points		Thorough list of materials required for the lesson described; Includes quantities and any prep required.	Some keys items described in lesson are listed.	Does not provide a list of materials for lesson.
<b>References</b> 4 points		The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.	The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.
<b>PO1:</b> Integrate a research- and evidence-based theory of teaching and learning.	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>Specialty Standards: Teacher Performance Expectations (TPEs)</b>				
<b>TPE3:</b> Understanding and Organizing Subject Matter for Student Learning ( <i>InTASC Standards 4 &amp; 5</i> )	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>TPE4:</b> Planning Instruction and Designing Learning Experiences for All Students ( <i>InTASC Standards 7 &amp; 8</i> )	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.

### Course Grading

Grading is in accordance with the academic policies of Alliant International University.

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be determined as follows based on the points obtained in the following categories:

Assignment Categories	% of Grade
Discussion	25
Activity	25
Assessment	15
Signature Assignment	35

### Course Assessments

Assessment	Due	Assignment Category	Point Value
<b>Week 1</b>			
Discussion: Introduction to Teaching Reading		Discussion	35
Discussion: Children of the Code		Discussion	35
Assignment: RICA Registration		Activity	40
<b>Week 2</b>			
Discussion: Phonemic Awareness		Discussion	35
Assignment: Yopp-Singer Test of Phoneme Segmentation		Assessment	40
Assignment: Reading Process Steps–Phonemic Awareness		Activity	40
<b>Week 3</b>			

EDU 62120A Content Knowledge & Instructional Practice II: Literacy Pedagogy

Discussion: Phonics	Discussion	35
Assignment: CORE Phonics Survey	Assessment	40
Assignment: Reading Process Steps–Phonics	Activity	40
<b>Week 4</b>		
Discussion: Reading Fluency	Discussion	35
Discussion: Sight or High Frequency Words	Discussion	35
Assignment: Reading Process Steps–Fluency	Activity	40
<b>Week 5</b>		
Discussion: Vocabulary Instruction	Discussion	35
Assignment: Online Reading Programs	Activity	50
Assignment: Reading Process Steps–Vocabulary	Activity	40
<b>Week 6</b>		
Discussion: RICA Practice Test	Discussion	35
Discussion: Online Reading Programs	Discussion	35
Assignment: Literacy Development	Activity	50
Assignment: Reading Process Steps–Narrative (Fiction) Comprehension	Activity	40
<b>Week 7</b>		
Discussion: Informational Text	Discussion	35
Assignment: Writing Instruction	Activity	55
Assignment: Reading Process Steps–Informational (Nonfiction) Comprehension	Activity	40
<b>Week 8</b>		
Discussion: Introduction to Teaching Reading	Discussion	35
Assignment: Narrative & Informational Text Lesson Plans	Signature Assignment	100
<b>Total Points</b>		<b>1000</b>

**\*Note.** Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

## Week 1: Reading & Learning to Read

### Learning Objectives

1.1 Determine common reading issues in K-12 students. .	CLO5
1.2 Assess your own experiences with learning to read and teaching reading.	CLO5

### Activities and Resources

<b>Readings</b>	
<p><b>Teaching Reading in the 21st Century</b></p> <ul style="list-style-type: none"> <li>Ch. 1: Reading and Learning to Read</li> <li>Ch. 2: Reading Instruction</li> </ul> <p><b>The Dyslexia-Friendly Teacher’s Tool Kit</b></p> <ul style="list-style-type: none"> <li>Ch. 1. Understanding learners with Dyslexia</li> </ul>	
<p><b>Online Resource</b></p> <p>Children of the Code “What’s at Stake?” retrieved from <a href="https://childrenofthecode.org/Tour/c1/index.htm">https://childrenofthecode.org/Tour/c1/index.htm</a>.</p> <p><b>View</b> the 13 Video Segments. Each video segment is 4 minutes or less in length.</p> <p><b>Note.</b> These videos will help you understand why teaching reading is so important. Take notes as you watch these of things that you learned or were surprised about.</p>	

### Assignments

<b>Discussion: Introduction to Teaching Reading</b>	1.2
<p><b>Consider</b> the following question that you will likely be asked in an interview for a teaching position: “How will you teach your students to read?”</p>	

**Respond** to the following prompts in the Introduction to Teaching Reading discussion forum by Wednesday:

- Currently, how does this question make you feel? You will be asked this in eight weeks again, and you should be much more comfortable with how you would respond to this important interview question!
- Use the K-W-L Chart to complete the K and W sections as thoroughly as you can about teaching reading. Copy and paste the completed table to this response.
- Share memories of learning how to read when you were young.

**Note.** If you create your response to the prompts in a Word document, copy and paste the text and chart into the discussion forum so we do not have to open a document to view your chart.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Discussion: Children of the Code</b>	1.1
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**Respond** to the following prompts in the Children of the Code discussion forum by Friday:

- Identify a minimum of 13 things you learned from watching the Children of the Code “What’s at Stake?” video segments.
- Write a short reflection for each item and identify how your knowledge of dyslexia will impact your instruction.

**Example.** 1. What I learned: Thirty-eight to Forty percent of American students are left behind as far as learning to read. My thoughts: I would never have guessed that it was that high of a number. My guess would have been approximately 15-20%. Just knowing this statistic makes me want to learn as much as I can about how to teach learners and learners and struggling readers to read. I am excited to learn as much as I can in this course.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Assignment: RICA Registration</b>	N/A
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**Navigate** to the California Educator Credentialing Assessments website, or the educator credentialing website for your state:  
[https://www.ctcexams.nesinc.com/PageView.aspx?f=GEN\\_Register.html](https://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_Register.html).

**Select** the CBEST (CBT), CPACE, CSET, CTEL, RICA (Written) tab to learn how to register for a test.

**Register** and schedule a test appointment for the RICA (Written) test. It is recommended that you schedule your test appointment on a date that occurs after you have completed this course.

**Note.** If you are a first-time user to the site, you will need to create an account.

**Submit** a copy of the email you will receive confirming you have registered and scheduled a test appointment for the RICA (Written) test.

## Week 2: Emerging Literacy & Phonemic Awareness

### Learning Objectives

2.1 Determine the importance of early literacy and phonemic awareness.	CLO1, 2, 4
2.2 Implement the Yopp-Singer Test of Phoneme Segmentation effectively and analyze the results.	CLO6
2.3 Explain research-based strategies for teaching phonemic awareness.	CLO2

### Activities and Resources

<b>Readings</b>	2.1, 2.2, 2.3
<p><b><i>Teaching Reading in the 21st Century</i></b></p> <p>Ch. 7: Emergent Literacy</p> <p><b><i>The Dyslexia-Friendly Teacher's Tool Kit</i></b></p> <ul style="list-style-type: none"> <li>Ch. 2: Supporting Learning</li> </ul>	
<p><b><i>Ready for RICA</i></b></p> <p>Ch. 3 Competency 3: Phonological and Phonemic Awareness</p>	
<p><b><i>Online Resources</i></b></p> <p><b>Read</b> Ch. 1: Phonemic Awareness Instruction of:</p> <p>Armbruster, B. B., Lehr, F., Osborn, J., &amp; Adler, C. R. (2001). <a href="#"><i>Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3.</i></a> Washington, D.C: National Institute for Literacy, National Institute of Child Health and Human Development, U.S. Dept. of Education.</p> <p><b>Read</b> Ch. 2: Alphabetics, Part I: Phonemic Awareness Instruction of:</p>	

[Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction](#) from the National Reading Panel.

**YouTube**

View the "[Phonological Awareness](#)" video [3:05].

**Assignments**

Discussion: Phonemic Awareness	2.3
<p><b>Create</b> an account on <a href="#">Pinterest</a> and make a board named 'Teaching Reading'.</p> <p><b>Locate</b> and pin an activity or game for each of the following regarding phonemic awareness:</p> <ul style="list-style-type: none"><li>• Sound isolation</li><li>• Sound identity</li><li>• Sound blending</li><li>• Sound substitution</li><li>• Sound deletion</li><li>• Sound segmentation (the most difficult to master)</li></ul> <p><b>Include</b> at least two video clips that are less than 4 minutes each from YouTube that demonstrate two of the activities listed above for a developing reader and a reader with learning difficulties (dyslexia, intellectual disabilities, language or hearing impairment).</p> <p><b>Respond</b> to the following prompts in the Phonemic Awareness discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• Share a link to your Pinterest page.</li><li>• Provide a short explanation of what each video demonstrates.</li><li>• What have you learned about Phonemic Awareness that you did not know prior to your readings and research?</li></ul> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

Assignment: Yopp-Singer Test of Phoneme Segmentation	2.2
<p><b>View</b> the <a href="#">“Yopp-Singer test of phoneme segmentation with a 5 year old girl”</a> video [3:00].</p> <p><b>Read and Print</b> “The Yopp-Singer Test of Phoneme Segmentation” available at <a href="https://www.coloradopl.org/files/archives/yopp_singer_phoneme_segmentation_test.pdf">https://www.coloradopl.org/files/archives/yopp_singer_phoneme_segmentation_test.pdf</a>.</p> <p><b>Administer</b> the test to <i>two</i> different children who are in the early stages of reading: K-1. You can administer the test to your own children, or a niece or nephew, or a friend’s child. If you do not have access to children that fit the profile of K-1, administer the test to <i>two</i> people so that you can get practice.</p> <p><b>Write</b> a 300-word or more reflection of your experience administering the test. Consider the following in your reflection:</p> <ul style="list-style-type: none"><li>• Analysis of the assessment</li><li>• What you learned about phonemic awareness</li><li>• Your experience in administering the assessment</li><li>• How this experience will inform your future teaching</li></ul> <p><b>Include</b> any questions you may have as well.</p> <p><b>Submit</b> the completed assessment for both children and the reflection as a Word document by Sunday.</p> <p><b>Note.</b> Once you complete the assessment, you can take a picture of the document with your smartphone and email the images to yourself. Save the images as a PNG file and imbed them into your Word document with the reflection.</p>	

Assignment: Reading Process Steps–Phonemic Awareness	2.1, 2.3
<p><b>Complete</b> the Phonemic Awareness row in the Reading Process Steps document.</p> <p><b>Ensure</b> you complete all the information requested in each column.</p> <p><b>Submit</b> the document by Sunday.</p> <p><b>Note.</b> You will add to this document each week. The goal is by the end of the course you will be able to use this as a study guide for the RICA test and you will have a resource you can use in your classroom.</p>	

## ***Week 3: Phonics, Spelling, & Word Recognition***

### **Learning Objectives**

3.1 Determine the importance of research-based phonics intervention strategies.	CLO1, 2, 4
3.2 Implement the CORE Phonics Survey effectively and analyze the results.	CLO6
3.3 Explain evidence-based strategies for teaching phonics to all learners and with Dyslexia.	CLO2

### **Activities and Resources**

<b>Readings</b>	3.1, 3.2, 3.3
<p><b><i>Teaching Reading in the 21st Century</i></b></p> <p>Ch. 8: Word Recognition</p> <p><b><i>The Dyslexia-Friendly Teacher’s Tool Kit</i></b></p> <ul style="list-style-type: none"> <li>Ch. 3 Dyslexia and Phonics</li> </ul>	
<p><b><i>Ready for RICA</i></b></p> <ul style="list-style-type: none"> <li>Ch. 5 Competency 5 Phonics and Sight Words: Terminology and Concepts</li> <li>Ch. 6 Competency 6 Phonics and Sight Words: Instruction and Assessment</li> <li>Ch. 7 Competency 7 Syllabic Analysis, Structural Analysis, and Orthographic Knowledge</li> </ul>	
<p><b><i>Online Resources</i></b></p> <p><b>Read</b> Ch. 2: Phonics Instruction of:</p> <p>Armbruster, B. B., Lehr, F., Osborn, J., &amp; Adler, C. R. (2001). <a href="#"><i>Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3.</i></a> Washington, D.C: National Institute for Literacy, National Institute of Child Health and Human Development, U.S. Dept. of Education.</p> <p><b>Read</b> Ch. 2: Alphabetics, Part II: Phonics Instruction of:</p>	

[Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction](#) from the National Reading Panel.

Read the “[RTI and MTSS: Do You Know the Difference Between These Support Systems?](#)” webpage from Lexia Learning.

**YouTube**

View the “[Difference between Phonemic Awareness & Phonics](#)” video [1:25].

### Assignments

Discussion: Phonics	3.3
<p>When a student has difficulty learning phonics, it is important to work with the student using research-based interventions individually or in small groups. Sometimes the students are English learners or students identified with special needs and struggle with dyslexia. This can make phonics instruction even more important.</p> <p><b>Research</b> scholarly articles from educational journals for two research-based phonics interventions that can be used with students in Tier 2 of the Response to Intervention (RtI) or Multi-Tiered System of Supports (MTSS) process.</p> <p><b>Respond</b> to the following prompts in the Phonics discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What two research-based interventions did you find?</li><li>• Why have they been identified as research-based?</li><li>• How does each intervention work?</li><li>• What does each intervention look like when working with reading difficulties? Consider including video links that demonstrate the intervention in your response to this prompt.</li></ul> <p><b>Ensure</b> you include citations and full references of the articles you researched.</p> <p><b>Locate</b> and pin 8 phonics activities to your Pinterest board from Week 1. Include the link to your Pinterest board.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: CORE Phonics Survey</b>	3.2
<p><b>View</b> the following videos:</p> <ul style="list-style-type: none"> <li>• <a href="#">“CORE Phonics survey”</a> [3:59]</li> <li>• <a href="#">“CORE Phonics survey part 2”</a> [6:49]</li> </ul> <p><b>Read and Print</b> the following:</p> <ul style="list-style-type: none"> <li>• <a href="#">CORE Phonics Survey</a></li> <li>• <a href="#">CORE Phonics Survey–Record Form</a></li> </ul> <p><b>Note.</b> The record form does not have directives, this would be used to assess the same student at approximately 4-to 6-week intervals.</p> <p><b>Administer</b> the CORE Phonics Survey to a beginning reader, approximately 6-to 8-years old or in first or second grade. If you do not have access to someone in that age or grade, you can practice on someone else. If the person you practice on is a fluent reader, you can ask them to purposely make a few mistakes for the experience of marking the testing protocol. This can be given virtually if the test taker is given the materials to use while being assessed.</p> <p><b>Write</b> a 300-word or more reflection of your experience administering the test. Consider the following in your reflection:</p> <ul style="list-style-type: none"> <li>• Analysis of the assessment</li> <li>• What you learned about phonics</li> <li>• Your experience in administering the assessment</li> <li>• How this experience will inform your future teaching</li> </ul> <p><b>Include</b> any questions you may have as well.</p> <p><b>Submit</b> the completed assessment and the reflection as a Word document by Sunday.</p> <p><b>Note.</b> Once you complete the assessment, you can take a picture of the document with your smartphone and email the images to yourself. Save the images as a PNG file and imbed them into your Word document with the reflection.</p>	

<b>Assignment: Reading Process Steps–Phonics</b>	3.1, 3.3
<p><b>Complete</b> the Phonics row in the Reading Process Steps document.</p> <p><b>Ensure</b> you complete all the information requested in each column.</p>	

**Submit** the document by Sunday.

**Note.** You will add to this document each week. The goal is by the end of the course you will be able to use this as a study guide for the RICA test and you will have a resource you can use in your classroom.

## Week 4: Reading Fluency

### Learning Objectives

4.1 Explain research-based strategies for teaching reading fluency.	CLO1, 2, 4
4.2 Determine how to appropriately implement a fluency assessment and analyze the results.	CLO6

### Activities and Resources

<b>Readings</b>	4.1, 4.2
<p><b><i>Teaching Reading in the 21st Century</i></b></p> <p>Ch. 9: Fluency and Independent Reading</p>	
<p><b><i>Ready for RICA</i></b></p> <ul style="list-style-type: none"> <li>Ch. 8 Competency 8 Fluency: Role in Reading Development and Factors That Affect the Development of Fluency</li> <li>Ch. 9 Competency 9 Fluency: Instruction and Assessment</li> </ul>	
<p><b><i>Online Resources</i></b></p> <p><b>Read</b> Ch. 3: Fluency Instruction of:</p> <p>Armbruster, B. B., Lehr, F., Osborn, J., &amp; Adler, C. R. (2001). <a href="#"><i>Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3.</i></a> Washington, D.C: National Institute for Literacy, National Institute of Child Health and Human Development, U.S. Dept. of Education.</p> <p><b>Read</b> Ch. 3: Fluency of:</p> <p><a href="#">Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction</a> from the National Reading Panel.</p> <p><b>Read</b> the following Blog:</p> <p>Duke, N. K., &amp; Mesmer, H. A. E. (2016). <a href="#">Teach “Sight Words” as you would other words.</a> Newark, DE: The ILA Literacy Research Panel.</p>	

**YouTube**

**View** the following videos:

- [“Why Fluency?”](#) [5:44]
- [“Running Records: Assessing and Improving Students' Reading Fluency and Comprehension”](#) [2:21]
- [“Running Record Assessment with a 6-Year-Old Boy”](#) [7:12]
- [“Running Record Analysis”](#) [18:26]
- [“mCLASS with DIBELS 8th Edition: Oral Reading Fluency \(ORF\)”](#) [1:40]
- [“Timed Reading Assessment”](#) 2:27]

**Note.** There are two spelling errors in the videos listed above. The first one who can find them include it with your response to the Reading Fluency discussion forum with the video name(s) and time stamp of the errors will get an extra point added to this week’s discussion on Reading Fluency.

**Assignments**

**Discussion: Reading Fluency**

4.1

Reading fluency instruction has often been neglected in reading programs. The National Reading Panel reported that there should be an emphasis on reading fluency in reading instruction (Reutzel & Cooter, 2015; National Reading Panel, 2000).

**Respond** to the following prompts in the Reading Fluency discussion forum by Wednesday:

- Why are the following fluency terms important in reading?
  - Rate
  - Accuracy
  - Prosody
- What difference would you see between less fluent readers and more fluent readers? How does it affect their reading?
- What are two different research-based strategies that may be used to improve reading fluency?
- Why have they been identified as research-based?
- How does each intervention work?
- What does each intervention look like when working with students? Consider including video links that demonstrate the intervention in your response to this prompt.
- How does a learning difficulty impact reading fluency?

**Include** citations and full references from two different sources in your response.

**Add** five or more reading fluency pins to your Pinterest board.

**Include** a link to your board.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

<b>Discussion: Sight or High Frequency Words</b>	4.2
<p><b>Review</b> the blog and videos from this week’s Activities and Resources section.</p> <p><b>Respond</b> to the following prompts in the Sight or High Frequency Words discussion forum by Friday:</p> <ul style="list-style-type: none"><li>• What did you learn from viewing the informal assessment videos that you did not know before?</li><li>• How will you use this information in your future classroom to support all learners?</li><li>• What new information did you learn about sight words and high frequency words?</li></ul> <p><b>Find</b> two video clips that show fun ways to practice sight or high frequency words. Post links to the videos.</p> <p><b>Consider</b> adding more pins to your Pinterest board for reading fluency.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p> <p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

<b>Assignment: Reading Process Steps–Fluency</b>	4.1
<p><b>Complete</b> the Fluency row in the Reading Process Steps document.</p> <p><b>Ensure</b> you complete all the information requested in each column.</p> <p><b>Submit</b> the document by Sunday.</p>	

**Note.** You will add to this document each week. The goal is by the end of the course you will be able to use this as a study guide for the RICA test and you will have a resource you can use in your classroom.

## Week 5: Vocabulary

### Learning Objectives

5.1 Explain research-based strategies for teaching vocabulary.	CLO1, 2, 4
5.2 Analyze research-based vocabulary instructional strategies to help students improve in vocabulary.	CLO2
5.3 Determine the importance of vocabulary instruction as part of the reading process.	CLO2
5.4 Compare online reading programs.	CLO3

### Activities and Resources

<b>Readings</b>	5.1, 5.2, 5.3, 5.4
<p><b><i>Teaching Reading in the 21st Century</i></b></p> <ul style="list-style-type: none"> <li>Ch. 10: Vocabulary Development</li> <li>Ch. 14: Reading Instruction for English Learners</li> </ul>	
<p><b><i>The Dyslexia-Friendly Teacher’s Tool Kit</i></b></p> <ul style="list-style-type: none"> <li>Ch. 4. Dyslexia and English as an Additional Language</li> </ul>	
<p><b><i>Ready for RICA</i></b></p> <ul style="list-style-type: none"> <li>Ch. 10 Competency 10 Vocabulary, Academic Language, and Background Knowledge: Role in Reading Development and Factors That Affect Development</li> <li>Ch. 11 Competency 11 Vocabulary, Academic Language, and Background Knowledge: Instruction and Assessment</li> </ul>	
<p><b><i>Online Resources</i></b></p> <p>Read Ch. 4: Vocabulary Instruction of:</p>	

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2001). [\*Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3\*](#). Washington, D.C: National Institute for Literacy, National Institute of Child Health and Human Development, U.S. Dept. of Education.

**Read** Part I. Vocabulary Instruction in Ch. 4: Comprehension of:

[Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction](#) from the National Reading Panel.

**Read** the Tips from Dr. Marzano, [Vocabulary for the Common Core](#) webpage.

### **YouTube**

**View** the ["Solution Tree: Dr. Marzano on Instructional Strategies"](#) video [1:23].

## **Assignments**

<b>Discussion: Vocabulary Instruction</b>	5.2, 5.3
<p><b>Review</b> the vocabulary sections of your assigned readings this week.</p> <p><b>Respond</b> to the following prompts in the Vocabulary Instruction discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What are some ways young native English learners, English Language learners, and learners with disabilities learn new words?</li><li>• Why is it important that teachers have a strong emphasis on vocabulary instruction?</li><li>• What are two research-based vocabulary instruction strategies that help students with and without disabilities improve in vocabulary?</li><li>• How do the strategies work? Why are each of the strategies effective?</li></ul> <p><b>Add</b> five or more teaching vocabulary pins to your Pinterest board.</p> <p><b>Include</b> a link to your board.</p> <p><b>Reply</b> to two classmate's posts, applying the <a href="#"><u>RISE Model for Meaningful Feedback</u></a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'</p>	

<b>Assignment: Online Reading Programs</b>	5.4
<p><b>Access</b> the link to the Reading Programs Table shared Google doc, provided by your course instructor as an announcement.</p> <p><b>Select</b> one of the programs to research and type your name in the Student Name column. This is a first come first serve activity, so make sure to type your name in the row of the program you want to research.</p> <p><b>Complete</b> the row for the program you selected by Sunday. If you know of a program you want to research that is not on the list, add it to the table at the end.</p> <p><b>Note.</b> Google docs will automatically save your changes.</p>	
<p><b>Faculty Note.</b></p> <p><b>Use</b> the Reading Programs Template document to create a shared Google doc. You will need to have a Google account in order to set-up this assignment.</p> <p><b>Review</b> the following instructions:</p> <ul style="list-style-type: none"> <li>• Upload files and folders to Google Drive: <a href="https://support.google.com/drive/answer/2424368?co=GENIE.Platform%3DDesktop&amp;hl=en">https://support.google.com/drive/answer/2424368?co=GENIE.Platform%3DDesktop&amp;hl=en</a></li> <li>• Share files from Google Drive: <a href="https://support.google.com/docs/answer/2494822?co=GENIE.Platform%3DDesktop&amp;hl=en">https://support.google.com/docs/answer/2494822?co=GENIE.Platform%3DDesktop&amp;hl=en</a></li> </ul>	

<b>Assignment: Reading Process Steps–Vocabulary</b>	5.1, 5.2
<p><b>Complete</b> the Vocabulary row in the Reading Process Steps document.</p> <p><b>Ensure</b> you complete all the information requested in each column.</p> <p><b>Submit</b> the document by Sunday.</p> <p><b>Note.</b> You will add to this document each week. The goal is by the end of the course you will be able to use this as a study guide for the RICA test and you will have a resource you can use in your classroom.</p>	

## Week 6: Reading Comprehension–Narrative (Fiction) Text

### Learning Objectives

6.1 Explain research-based strategies for teaching reading comprehension.	CLO1, CLO2, CLO4
6.2 Determine areas of need in preparation for taking the RICA.	CLO4
6.3 Analyze the effective implementation of teaching strategies.	CLO1, CLO2
6.4 Compare online reading programs.	CLO3

### Activities and Resources

<b>Readings</b>	6.1, 6.2, 6.3
<p><b><i>Teaching Reading in the 21st Century</i></b></p> <p>Ch. 11: Teaching Reading Comprehension: Focusing on Narrative Text</p> <p><b><i>The Dyslexia-Friendly Teacher’s Tool Kit</i></b></p> <ul style="list-style-type: none"> <li>Ch. 5 Reading, Writing and Spelling</li> </ul>	
<p><b><i>Ready for RICA</i></b></p> <ul style="list-style-type: none"> <li>Ch. 12 Competency 12 Comprehension: Concepts and Factors Affecting Reading Comprehension</li> <li>Ch. 13 Competency 13 Comprehension: Instruction and Assessment—Before Children Read, While Children Read, and After Children Read</li> <li>Ch. 14 Competency 14 Comprehension: Instruction and Assessment—Understanding and Analyzing Narrative/Literary Texts</li> </ul>	
<p><b><i>Online Resources</i></b></p> <p><b>Read</b> Ch. 5: Text Comprehension Instruction of:</p> <p>Armbruster, B. B., Lehr, F., Osborn, J., &amp; Adler, C. R. (2001). <a href="#"><i>Put reading first: The research building blocks for teaching children to read: Kindergarten through grade 3.</i></a> Washington, D.C: National Institute for Literacy, National Institute of Child Health and Human Development, U.S. Dept. of Education.</p>	

**Read** Part II. Text Comprehension Instruction in Ch. 4: Comprehension of:

[Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction](#) from the National Reading Panel.

**Activity: RICA Practice Test**

6.2

**Set** a timer for 70 minutes.

**Take** the multiple-choice question section of the RICA Written Examination Practice Test available at [https://www.ctcexams.nesinc.com/content/docs/RICA\\_Practice\\_Test.pdf](https://www.ctcexams.nesinc.com/content/docs/RICA_Practice_Test.pdf).

**Grade** your test using the multiple-choice answer key on page 42 of the RICA Written Examination Practice Test.

**Highlight** or note the number of any question you missed.

**Refer** to Ch. 14 of *Ready for RICA* for an index of what you should review for any missed questions.

## Assignments

**Discussion: Online Reading Programs**

6.4

**Review** the completed Online Reading Programs table from Week 5.

**Compare** four or five of the programs.

**Respond** to the following prompts in the Online Reading Programs discussion forum by Wednesday:

- Which programs stood out to you? Why did you select them for your comparison?
- Of the programs you looked at more closely, which one or two are you most likely to:
  - incorporate into your classroom? Why?
  - incorporate to support a struggling reader? Why?
  - incorporate to support a learner with dyslexia? Why?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Discussion: RICA Practice Test**

6.2

**Respond** to the following prompts in the RICA Practice Test discussion forum by Friday:

- What have you learned from taking the RICA Written Examination Practice Test?
- What do you need to focus on, in your studies for the RICA?
- Of the questions you missed, was there a consistent pattern in the content of those questions? If so, describe.
- How could you help yourself improve in your areas of need?
- When reviewing your classmates’ responses, how could you support each other as part of a professional learning community? What would that support look like?
- What further questions, if any, do you have?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’

**Assignment: Literacy Development**

6.3

**View** the following literacy lessons from YouTube:

- Vocabulary:
  - [“List-Group-Label”](#) [1:47]
  - [“Concept Sort”](#) [6:03]
  - 
  - [“2nd Grade Vocabulary Lesson”](#) [28:37]
- Comprehension:

- [“Jigsaw”](#) [9:19]
- [“Engaging Nonfiction Readers”](#) [4:50]
- [“Modeling and Discussion to Build Comprehension”](#) [7:11]
- [“Taking the Conversation Deeper: Read Alouds”](#) [5:56]
- [“Guided Nonfiction Reading with Emergent Readers”](#) [6:19]

**Write** a 250-to 300-word analysis, for both the vocabulary and comprehension topics, of the teaching practice in relation to literacy development. Include the following:

- Describe the strategy or strategies used, in detail
- Identify what TPE’s the lesson supports
- Describe students’ reactions to the lesson
- Analyze the strengths of the lesson
- Describe how you think you could improve the lesson

**Note.** Make sure you make observations and comments for each video listed.

**View** the [“Guided Reading | Fluent Readers Lesson”](#) video [29:43].

**Write** a 250-to 300-word analysis of the Fluent Readers Lesson video:

- What did you learn?
- How do you plan to apply what you learned in your classroom?

**Submit** all three analysis’s in one Word document by Sunday.

**Assignment: Reading Process Steps–Narrative (Fiction) Comprehension**

6.1

**Complete** the Narrative (Fiction) Comprehension row in the Reading Process Steps document.

**Ensure** you complete all the information requested in each column.

**Submit** the document by Sunday.

**Note.** You will add to this document each week. The goal is by the end of the course you will be able to use this as a study guide for the RICA test and you will have a resource you can use in your classroom.

## Week 7: Reading Comprehension–Informational Text & Writing

### Learning Objectives

7.1 Explain research-based strategies for teaching reading comprehension.	CLO1, CLO2, CLO4
7.2 Identify research-based strategies for teaching writing.	CLO1
7.3 Determine how to build the three types of knowledge required to comprehend informational text.	CLO4

### Activities and Resources

<b>Readings</b>	7.1, 7.2, 7.3
<p><b><i>Teaching Reading in the 21st Century</i></b></p> <p>Ch. 12: Comprehending Informational Text</p> <p><b><i>The Dyslexia-Friendly Teacher’s Tool Kit</i></b></p> <ul style="list-style-type: none"> <li>Ch. 5 Reading, Writing, and Spelling</li> </ul>	
<p><b><i>Ready for RICA</i></b></p> <p>Ch. 15 Competency 15 Comprehension: Instruction and Assessment—Expository/Informational Texts and Study Skills</p>	
<p><b><i>Online Resources</i></b></p> <p><b>Read</b> Part III. Teacher Preparation and Comprehension Strategies Instruction in Ch. 4: Comprehension of:</p> <p><a href="#">Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction</a> from the National Reading Panel.</p>	
<p><b><i>YouTube</i></b></p> <p><b>View</b> the following videos:</p> <ul style="list-style-type: none"> <li><a href="#">“The benefits of teaching with nonfiction”</a> [6:06]</li> </ul>	

- [“Step Up to Writing”](#) [8:02]

Preparation: Narrative & Informational Text Lesson Plans	COURSE
<p><b>Choose</b> two different grade levels between 3rd and 8th grade.</p> <p><b>Create</b> one narrative story or appropriate text lesson plan at one grade level and one informational story or appropriate text lesson plan at the other grade level.</p> <p><b>Utilize</b> the CSOE Lesson Plan Template to create your lesson plans.</p> <p><b>Review</b> the CSOE Lesson Plan Instructions document for detailed instructions on how to complete the template.</p> <p><b>Include</b> two research-based reading comprehension strategies and one research-based writing strategy within each lesson plan.</p> <p><b>Submit</b> your lesson plans by Friday of Week 8.</p>	

### Assignments

Discussion: Informational Text	7.3
<p><b>Respond</b> to the following prompts in the Informational Text discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• What are the three types of knowledge required to comprehend informational text?                             <ul style="list-style-type: none"> <li>○ Identify and define each type.</li> <li>○ Provide a real-life example of each type.</li> </ul> </li> <li>• What are some different ways to build or foster that knowledge in your students?</li> <li>• How can the five steps in moving to Dyslexia-Friendly Approaches for reading, writing and spelling be beneficial to all learners?</li> </ul> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<p>Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’</p>	

**Assignment: Writing Instruction**

7.2

**Navigate** to the Voyager Sopris Learning website: <https://www.voyagersopris.com/>

- Click on **Read / Listen / Watch** on the upper right.
- Under the Watch column, click on **All Webinars**
- Scroll down to Previous Webinars and locate “Lift Overall Literacy Through Centering Writing Instruction”
- Click on **Watch Now**
- Complete the form to watch the webinar.

**Note.** This is a 52-minute webinar that will teach you about effectively teaching writing to help your students to be successful. This site can help you with future professional development as well.

**Write** a two-page reflection about the webinar that includes the following:

- What did you think about the percentage of students who do not write proficiently in the United States?
- What did you learn about the reading and writing connection?
- Why are pre-assessments so important according to the webinar? What did Dr. Laud add as another reason for pre-assessments for writing? What did you think about her reason?
- What did you think about the use of the exemplars? How would that help you as a writer?
- What did you learn about and think about the scaffolding processes section of the writing framework?
- What did you think about what Dr. Laud said about revision being an issue?
- What did you think about what Dr. Laud said about the Step up to Writing program?
- How will what you learned from this webinar inform your future teaching?

**Submit** your reflection as a Word document by Sunday.

**Faculty Note.**

If you have students in your course who are not currently associated with a district and school, they may not be able to view the webinar. Provide them with the following alternative assignment.

**View** the video: <https://youtu.be/stbQMM4ie5k>

**Read** the IES Practice Guide: [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC\\_Elem\\_Writing\\_PG\\_Dec182018.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf)

**Explore** the resources available from the Institute of Education Sciences: <https://ies.ed.gov/ncee/wwc/PracticeGuide/17#tab-summary>

**Write** a two-page reflection that includes the following:

- What did you think about the four recommendations provided in the IES Practice Guide?
- What insights did you gain from the “How to carry out the recommendation” section for each recommendation?

- What other potential roadblocks to implementing the recommendations can you envision encountering? How can you plan now to overcome those roadblocks?
- How will what you learned from the IES Practice Guide inform your future teaching?

**Submit** your reflection as a Word document by Sunday.

**Assignment: Reading Process Steps–Informational (Nonfiction) Comprehension**

7.1

**Complete** the Informational (Nonfiction) Comprehension row in the Reading Process Steps document.

**Ensure** you complete all the information requested in each column.

**Submit** the document by Sunday.

**Note.** You will add to this document each week. The goal is by the end of the course you will be able to use this as a study guide for the RICA test and you will have a resource you can use in your classroom.

## Week 8: Reading & Writing

### Learning Objectives

<p><b>8.1</b> Assess your knowledge of teaching reading.</p> <p><b>8.2</b> Integrate research-based comprehension and writing strategies effectively to support all learners in literacy lesson plans.</p>	<p>CLO5</p> <p>COURSE</p>
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### Activities and Resources

<p><b>Readings</b></p>	<p>8.1, 8.2</p>
<p><b><i>The Dyslexia-Friendly Teacher’s Tool Kit</i></b></p> <p>Ch. 5 Reading, Writing, and Spelling  <b>Revision: A structure for Drafting and Redrafting</b></p> <p><b>Review</b> previous weeks readings as needed.</p>	

### Assignments

<p><b>Discussion: Introduction to Teaching Reading</b></p>	<p>8.1</p>
<p><b>Consider</b> the following question that you will likely be asked in an interview for a teaching position: “How will you teach your students with and without reading difficulties how to read?”</p> <p><b>Respond</b> to the following prompts in the Introduction to Teaching Reading discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• Currently, how does this question make you feel? You were asked this question in Week1, hopefully your thoughts have changed!</li> <li>• How would you answer the interview question: “How will you teach your students to read?”</li> <li>• How does reading impact writing?</li> <li>• Review the K-W-L Chart you completed in Week 1. Complete the L section of the Chart. Are there outstanding items from the W column you still want to know?</li> </ul>	

**Note.** If you create your response to the prompts in a Word document, copy and paste the text and chart into the discussion forum so we do not have to open a document to view your chart.

**Reply** to two classmate's posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, 'Good post! or I agree!'

**Assignment: Narrative & Informational Text Lesson Plans**

8.2

**Choose** two different grade levels between 3rd and 8th grade.

**Create** one narrative story or appropriate text lesson plan at one grade level and one informational story or appropriate text lesson plan at the other grade level.

**Utilize** the CSOE Lesson Plan Template to create your lesson plans.

**Review** the CSOE Lesson Plan Instructions document for detailed instructions on how to complete the template.

**Include** two research-based reading comprehension strategies within each lesson plan.

**Submit** your lesson plans by Friday.

**Rubrics**

**Discussion Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Initial Response to the Forum Topic</b> 20 points	Topic is addressed thoughtfully, supported by citations to experts and personal experience.	Topic is addressed thoughtfully, supported by citations to personal experience.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience.	Topic is addressed superficially and without evidence.
<b>Feedback to Peer's Response to the Forum Topic</b> 15 points	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented and builds on prior posts.	Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented and builds on prior posts.	Feedback was thoughtful but did not include specific suggestions and references for improvement or build on prior posts.	Feedback was superficial and did not cover all levels of the RISE model.

**RICA Registration Rubric**

	<b>Meets Requirements 40 Points</b>	<b>Below Requirements 0 Points</b>
<b>Registration Completion</b>	Proof of registration provided.	Proof of registration not provided.

**Yopp-Singer Test of Phoneme Segmentation Rubric**

	<b>Meets Requirements 40 Points</b>	<b>Below Requirements 0 Points</b>
<b>Assessment Completion</b>	Proof of completion of two assessments provided and the 300-word reflection is detailed with appropriate examples.	Proof of completion of two assessments not provided and the 300-word reflection is either not completed or not detailed with appropriate examples.

**Assignment Rubric–Reading Process Steps Table (Weeks 2-7)**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 10 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.

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<b>Application</b> 30 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
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**CORE Phonics Survey Rubric**

	<b>Meets Requirements 40 Points</b>	<b>Below Requirements 0 Points</b>
<b>Assessment Completion</b>	Proof of completion of one assessment provided and the 300-word reflection is detailed with appropriate examples.	Proof of completion of one assessment not provided and the 300-word reflection is either not completed or not detailed with appropriate examples.

**Online Reading Programs Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 20 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 30 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

**Literacy Development Rubric**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 20 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 30 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

**Writing Instruction Rubric**

	<b>Exceeds Requirements</b>	<b>Meets Requirements</b>	<b>Approaches Requirements</b>	<b>Below Requirements</b>
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	100%	88%	75%	68%
<b>Elements</b> 20 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 35 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.

**Signature Assignment Rubric: Narrative & Informational Text Lesson Plans**

	Exceeds Requirements 100%	Meets Requirements 88%	Approaches Requirements 75%	Below Requirements 68%
<b>Opening</b> 6 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
<b>Intro to New Material</b> 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
<b>Guided Practice</b> 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse

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	to differentiate instruction for diverse students.	differentiate instruction for diverse students.	differentiate instruction for diverse students.	strategies are not adequate or need more explanation.
<b>Independent Practice</b> 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.
<b>Closing &amp; Homework</b> 12 points	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for Diverse students; Clearly states whether homework will be assigned or not; Clear progression from lesson described; Realistic and age appropriate.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether homework will be assigned or not; Clear progression from lesson described.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether homework will be assigned or not; Unclear of the connection between lesson and homework.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation; Does not explain whether or not homework will be assigned.
		<b>Meets Requirements</b> <b>100%</b>	<b>Approaches Requirements</b> <b>75%</b>	<b>Below Requirements</b> <b>68%</b>
<b>Context</b> 3 points		Provides context to the lesson plan describing the grade, content and class setting.	More details needed to understand the class setting.	Does not provide a context to lesson plan.
<b>Objective</b> 6 points		Clear, specific, measurable and achievable objectives; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	More specificity needed; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.
<b>Application of Theory</b> 6 points		Clearly describes with clear and specific language how theory is applied in the lesson.	Adequately describes how theory is applied in the lesson.	Cursory description of how theory is applied in the lesson.

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<b>Assessment</b> 6 points		Clearly indicates the way(s) student progress will be monitored during and after lesson.	More specific details needed to understand how student progress will be monitored.	Does not describe a method of how students will be monitored.
<b>ISTE, State or Common Core, &amp; TPE Standards</b> 12 points		Identified standards for the correct grade and content area; Standards related to lesson described.	Connection between standards and lesson is unclear.	Does not provide the correct standards for the grade and content area.
<b>Differentiation</b> 6 points		Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways.	Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to show what they know in different ways.	Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways.
<b>Diverse Learners (Mixed Abilities)</b> 6 points		Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner.	Instruction supports only three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner.	Instruction supports less than three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are not specific for each type of learner.
<b>Materials</b> 3 points		Thorough list of materials required for the lesson described; Includes quantities and any prep required.	Some key items described in lesson are listed.	Does not provide a list of materials for lesson.
<b>References</b> 4 points		The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.	The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.
<b>PO1: Integrate a research- and evidence-based theory of teaching and learning.</b>	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.
<b>Specialty Standards: Teacher Performance Expectations (TPEs)</b>				
<b>TPE3: Understanding and Organizing Subject</b>	This level is achieved if the student earns a 93% or higher on the assessment.	This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.

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<p>Matter for Student Learning (<i>InTASC Standards 4 &amp; 5</i>)</p>				
<p><b>TPE4:</b> Planning Instruction and Designing Learning Experiences for All Students (<i>InTASC Standards 7 &amp; 8</i>)</p>	<p>This level is achieved if the student earns a 93% or higher on the assessment.</p>	<p>This level is achieved if the student earns between 92% and 80% on the assessment.</p>	<p>This level is achieved if the student earns between 79% and 73% on the assessment.</p>	<p>This level is achieved if the student earns a 72% or less on the assessment.</p>