

**EDR 3110.28H Early Literacy Instruction II**  
**William Carey University, Tradition Campus**  
**School of Education**  
**Course Syllabus – Fall 2022**

**Instructor:** Dr. Lori Windham  
**Phone:** (228) 702-1807  
**Meeting Time and Place:**  
Virtual Meetings via WebEx in Canvas  
5:55 p.m. on the following Mondays:  
**August 29, September 12, September 26, October 10, And October 24**

**E-Mail:** lwindham@wmcarey.edu  
**Office Hours: A 204**  
Mondays 9:00 a.m. – 4:00 p.m.  
Thursdays 9:00 a.m. – 2:00 p.m.  
Other days/times by appointment

**WCU Theme:**

***“And now these three remain: faith, hope, and love;  
but the greatest of these is love.” 1 Corinthians 13:13***

**Vision:** “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare *confident, caring, and reflective* educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for in-service educators.



**CATALOG DESCRIPTION**

**EDR 311 Early Literacy Instruction I:** (3 hours) A study of the concepts, materials, and teaching strategies for oral language development and systematic early reading and writing instruction, specific to vocabulary, fluency, and comprehension.

**Field Experience:** Sixteen (16) hours of field experience in a regular education K-2 classroom during reading instruction are required. Field experience hours will be documented on paper **AND** by creating a TK20 Time Log. The field experience hours for this class and other classes **CANNOT** overlap. You are expected to do the required number of hours for each class **separately**. Video directions for creating and submitting TK20 Time Logs: [Watch 'Create Time Logs for your Classroom Observations' | Microsoft Stream](#)

**Note:** **A final grade of C or more is needed to earn credit for EDR/EDU courses and any other courses required for your degree.**

**REQUIRED COURSE TEXT**

Hougen, M. C. and Smartt, S. M. (2020). *Fundamentals of Literacy Instruction & Assessment*. (2<sup>nd</sup> ed.) Baltimore, MA: Paul H. Brookes Publishing.

**VIDEO-CONFERENCING AT WCU:** Due to a move toward online and hybrid classes, the School of Education is serious about providing students with engaging and interactive options to meet with their instructors and to collaborate with fellow students in their classes. Instructors will be offering video conferencing through the WebEx platform. We encourage you to perform a test conference before class begins by clicking on this link <https://www.webex.com/test-meeting.html#>. This will test your readiness to connect to WebEx. If a plug in is required, it will prompt you to download. This only must happen once, and then the browser is ready. If you use a different browser, then you will have to run the test again. The Chrome browser is recommended browser.

You may access WebEx by downloading the app. Go to <https://www.webex.com/downloads.html> for PC or Mac. For a mobile device go to the app store and search for WebEx and download the free app for your mobile device. Watch a video about WebEx <https://www.youtube.com/watch?v=DFznJoUjW5g>

You will receive a link inviting you to join the class or group if we are meeting via my personal WebEx room. If we are meeting via CANVAS, you can access WebEx via CANVAS by clicking on the Cisco WebEx link on the left side of your canvas course and clicking "JOIN."

**Mississippi K-12 Social Emotional Learning (SEL) Standards**

Social and emotional learning (SEL) refers to a wide range of skills, abilities, and behaviors that can affect a student’s success in school and life. The Mississippi Department of Education has recently adopted Mississippi SEL Standards. The overarching purpose of the Mississippi SEL standards is to address the social and emotional needs of all students to ensure their success in school and in life. Social emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish, and maintain positive relationships, and make responsible decisions (CASEL, 2020).

Children’s literature is one avenue teachers can use to address the five social and emotional domains that are part of Mississippi’s K-12 Social Emotional Learning (SEL) standards: self-awareness, self-management, social awareness, relationship skills, and decision-making skills.

As assignments are completed for this course, look for opportunities to address the SEL standards. MDE’s K-12 SEL Resource Guide for the Social Emotional Learning Standards can be found at the following link: [Microsoft Word - SEL Standards FINAL 1.21.21.docx \(mdek12.org\)](#)

**COURSE RATIONALE**

This course is designed to equip pre-service teachers with the knowledge, methods, and strategies to ensure that every child has an effective early literacy teacher. **Reading is a language process** akin to listening, speaking, and writing, albeit a complex and not-fully-understood process, and as such is best taught by integrating it with the other language processes. **Reading is the construction of meaning from text** and as such is best taught in the context of reading real books for real reasons. **Reading is a holistic endeavor** and as such is best taught when reading skills and strategies are developed through the reading of real texts rather than as isolated skills. **Reading is a complex cognitive process** rather than a sequence of isolated skills and as such is best taught through social interaction such as teacher modeling, teacher-student conferencing, cooperative learning experiences, etc. that engage students in meaningful discussions of what has been read.

**LEARNING OBJECTIVES**

	William Carey	InTASC	CAEP	ILA
<b>The students will....</b>				
1. Demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.	WCU 1, 2, 4 CF 6 EG 1, 5	1, 4	R1.1 R1.2	1
2. Use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.	WCU 1, 2, 4 CF 3, 6 EG 1, 2, 4	1, 2, 4	R1.1 R1.3	2

3. Understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.	<b>WCU 1, 2, 4</b> <b>CF 3, 5, 6</b> <b>EG 4, 5</b>	<b>2, 6</b>	<b>R1.1</b> <b>R1.3</b>	<b>3</b>
4. Demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.	<b>WCU 1, 2, 4</b> <b>CF 3, 6</b> <b>EG 1, 2, 6</b>	<b>1, 2, 10</b>	<b>R1.1</b> <b>R1.4</b>	<b>4</b>
5. Meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.	<b>WCU 1, 2, 4</b> <b>CF 4, 6</b> <b>EG 1, 3</b>	<b>1, 2</b>	<b>R1.1</b> <b>R1.2</b>	<b>5</b>
6. Apply theory and best practice in multiple supervised practicum/clinical experiences.	<b>WCU 1, 2, 4</b> <b>CF 6</b> <b>EG 1, 4, 5</b>	<b>1, 3, 5, 7</b>	<b>R1.1</b> <b>R1.3</b> <b>R1.4</b>	<b>7</b>
7. Review the scientific evidence and demonstrating knowledge concerning vocabulary, fluency, and comprehension and how they are learned and why they are important to the reading and writing process for all children.	<b>WCU 1, 2, 4</b> <b>CF 6</b> <b>EG 1, 4, 5, 6</b>	<b>1, 4, 7</b>	<b>R1.1</b> <b>R1.2</b> <b>R.1.3</b>	<b>1, 2</b>
8. Develop and collect teaching materials for a variety of instructional strategies for instructing beginning readers/writers in vocabulary, fluency, and comprehension.	<b>WCU 1, 2, 4</b> <b>CF 3, 6</b> <b>EG 1, 4</b>	<b>7, 8</b>	<b>R1.1</b> <b>R1.2</b> <b>R.1.3</b>	<b>1, 2, 7</b>

## COURSE REQUIREMENTS

Requirement(s)	Due Date	Points/ Grading	Specifics
<p><b>Attendance/ Participation</b></p> <p>The William Carey Catalog states that no undergraduate student may receive credit for a course in which 25% of classes are missed.</p>	<p><b>August 29, September 12, September 26, October 10, &amp; October 24</b></p> <p>Class for weeks 1, 3, 5, 7, and 9 - <b>online coursework.</b></p> <p>Class for Weeks 2, 4, 6, 8, and 10 will <b>meet virtually</b> via WebEx in Canvas.</p>	<p>75 points</p>	<p>This is a hybrid virtual course. Attendance at the 4 virtual meetings via WebEx is crucial for successfully completing the required assignments for this course. If you must be absent for a medical issue or family emergency, you will need to plan with the instructor or another student to find out what was covered during the virtual meeting.</p> <p><b>As a courtesy to instructor and class participants, everyone will be expected to follow virtual meeting norms.</b></p> <ul style="list-style-type: none"> <li>• Dress appropriately as you would for an in-person class.</li> <li>• Plan to attend virtual meetings in a setting where there will be minimal distractions and background noise.</li> <li>• Avoid attending class in a setting where you may fall asleep or have family members in the background in inappropriate clothing or situations.</li> </ul> <p>During Weeks 1, 3, 5, 7, and 9, checking to make sure that assignments are submitted by the due date/time is the method of documenting attendance. <b>All assignments are due by 11:59 p.m. on the due date. If all assignments are not submitted by that time, you will be counted absent for that week's class. Points will be deducted from the assignment as per the late work policy.</b></p> <p><b>It is expected that you would spend a <i>minimum</i> of 3 hours and 50 minutes (230 minutes) on this course each week. This is the amount of seat time for a face-to-face class and is required for earning course credit.</b></p>
<p><b>Syllabus Quiz</b></p>	<p><b>Assigned: August 22</b> <b>Due: August 28</b></p>	<p>30 points</p>	<p>Read syllabus and course requirements carefully. Complete Syllabus Quiz in Canvas.</p>
<p><b>Fundamentals of Literacy Instruction &amp; Assessment</b></p>	<p>See chart.</p>	<p>200 points</p>	<p>Read each assigned chapter(s).</p> <ul style="list-style-type: none"> <li>• Review chapter Power Points and any other supplemental materials provided in Canvas for that week.</li> <li>• Complete the online quiz for each chapter(s) by the due date.</li> <li>• Questions will include multiple choice and/or discussion type answers. <b>Pay careful attention to grammar and mechanics when responding to discussion questions (See Appendix A).</b></li> <li>• Failure to complete quizzes by the due date will be counted as an absence and points will be deducted as per the late work policy.</li> <li>• <b>Quizzes will close one week after the due date and will not be reopened.</b></li> </ul> <p><b>Do not attempt to take quizzes using a cell phone.</b></p> <p><b>Make sure you are ready to begin the quiz before you start it. Once you start a quiz, you will have to finish it. Quizzes cannot be reopened for individual students.</b></p>

			<table border="1"> <thead> <tr> <th>Chapter(s) Assignment</th> <th>Due Date</th> <th>Points</th> </tr> </thead> <tbody> <tr><td>Week 1: Chapter 3</td><td>August 28</td><td>20</td></tr> <tr><td>Week 2: Chapters 4</td><td>September 4</td><td>20</td></tr> <tr><td>Week 3: Chapter 11</td><td>September 11</td><td>20</td></tr> <tr><td>Week 4: Chapters 9 and 12</td><td>September 18</td><td>20</td></tr> <tr><td>Week 5: Chapter 13</td><td>September 25</td><td>20</td></tr> <tr><td>Week 6: Chapter 14</td><td>October 2</td><td>20</td></tr> <tr><td>Week 7: Chapter 15</td><td>October 9</td><td>20</td></tr> <tr><td>Week 8: Chapters 10 and 16</td><td>October 16</td><td>20</td></tr> <tr><td>Week 9: Chapter 18</td><td>October 23</td><td>20</td></tr> <tr><td>Week 10: Chapter 19</td><td>October 30</td><td>20</td></tr> <tr> <td></td> <td><b>Total Possible Points</b></td> <td><b>200</b></td> </tr> </tbody> </table>	Chapter(s) Assignment	Due Date	Points	Week 1: Chapter 3	August 28	20	Week 2: Chapters 4	September 4	20	Week 3: Chapter 11	September 11	20	Week 4: Chapters 9 and 12	September 18	20	Week 5: Chapter 13	September 25	20	Week 6: Chapter 14	October 2	20	Week 7: Chapter 15	October 9	20	Week 8: Chapters 10 and 16	October 16	20	Week 9: Chapter 18	October 23	20	Week 10: Chapter 19	October 30	20		<b>Total Possible Points</b>	<b>200</b>
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<p><b>Field Experience Hours and Assignments</b></p> <p style="text-align: center;">See Appendix B and C</p>	<p><b>Assigned: August 22</b></p> <p>Field Experience Task #1 Due <b>September 11</b> (Week 3)</p> <p>Field Experience Task #2 Due <b>September 25</b> (Week 5)</p> <p>Field Experience Task #3 Due <b>October 9</b> (Week 7)</p> <p>Field Experience Task #4 Due <b>October 23</b> (Week 9)</p> <p><b>Final Reflection/ Time Logs</b> Due <b>October 23</b> (Week 9)</p>	<p><b>225 points</b></p>	<p>Sixteen (16) hours of field experience are required for this course.</p> <ul style="list-style-type: none"> <li>➤ For each 4 hours, you will be given an assigned task to complete while fulfilling those hours and a corresponding reflection prompt(s) that will need to be done and submitted in Canvas.</li> <li>➤ Hours will be documented using a field experience log that you will take with you for each observation.</li> <li>➤ A TK20 time log will be created documenting these hours and submitted in Canvas. The <b>TK20 Time Logs <i>should</i> be submitted to the classroom teacher who you observed for approval after all hours have been completed. See instructional video for creating and submitting TK20 Time Logs: <a href="#">Watch 'Create Time Logs for your Classroom Observations'   Microsoft Stream.</a></b></li> </ul> <p><b>Field Experience Assignments</b></p> <p><b>Due Sept. 11:</b> Field Experience Task #1 – Assessment (25 points)</p> <p><b>Due Sept. 25:</b> Field Experience Task #2 - Fluency and Anchor Charts (25 points)</p> <p><b>Due October 9:</b> Field Experience Task #3: Comprehension and Close Reading (25 points)</p> <p><b>Due October 23:</b> Field Experience Task #4: Paired Texts and Graphic Organizers (25 points)</p> <p><b>Due October 23:</b> Time Log for Field Experience Hours (25 points)</p> <p><b>Due October 23:</b> <b>Create a TK20 Time Log documenting the 16 hours of field experience and submit to the classroom teacher you observed for approval. His/her school e-mail should be used for the “Reviewer” section of the TK20 Time Log. 100 points</b></p>																																				

●The Turnitin percent for your lesson plans and unit should be 30% or less, which accounts for ● standards, similar headings, common terminology, etc. The way to avoid a high percent is to provide ample details in the procedures section of your lesson plans in your own words.

<p><b>Fluency Lesson</b></p> <p>See Appendix D, E, and F</p>	<p><b>Due: September 18</b> (Week 4)</p>	<p>85 points</p>	<p>Choose a selection of <b>literary text (fiction)</b> that could be used to teach a lesson on fluency in grades K-3.</p> <p><b>Lesson Plan – 50 points</b></p> <ul style="list-style-type: none"> <li>• Create a lesson plan designed based on one or more of the standards related to fluency. Refer to the fluency lesson instructions PowerPoint in Canvas.</li> <li>• The lesson plan should be appropriate for a 45 to 60-minute instructional period.</li> <li>• Follow the lesson plan instructions provided and use the template in Canvas.</li> </ul> <p><b>Manipulative – 20 points</b></p> <ul style="list-style-type: none"> <li>• Create a manipulative to go along with the lesson plan.</li> <li>• This should be a <b>high-quality, original manipulative</b> to receive full credit. Activity sheets are not acceptable. Pictures of something you might make are not acceptable.</li> <li>• Submit a picture of your created manipulative in Canvas.</li> </ul> <p><b>Modeling Fluent Reading Presentation – 15 points</b></p> <ul style="list-style-type: none"> <li>• Complete this assignment in Flipgrid.</li> <li>• Detailed directions will be discussed during virtual meetings and provided in Canvas.</li> </ul>
<p><b>Vocabulary Lesson</b></p> <p>See Appendix D, E, and F</p>	<p><b>Due: September 25</b> (Week 5)</p>	<p>85 points</p>	<p>Choose a <b>children’s book</b> that could be used to teach a lesson on vocabulary in grades K-3. <b>The text could be a literary (fiction) text or an informational (nonfiction) text.</b></p> <p><b>Lesson Plan – 50 points</b></p> <ul style="list-style-type: none"> <li>• Create a lesson plan designed based on one or more of the standards related to vocabulary. Refer to the vocabulary lesson instructions PowerPoint in Canvas.</li> <li>• The lesson plan should be appropriate for a 45 to 60-minute instructional period.</li> <li>• Follow the lesson plan instructions provided and use the template in Canvas.</li> </ul> <p><b>Manipulative – Game or other Hands-on Activity – 20 points</b></p> <ul style="list-style-type: none"> <li>• This should be a <b>high-quality, original manipulative</b> to receive full credit. Activity sheets are not acceptable. Pictures of something you might make are not acceptable.</li> <li>• Submit a picture of your created manipulative in Canvas.</li> </ul> <p><b>Teach Lesson Plan – 15 points</b></p> <ul style="list-style-type: none"> <li>• Lesson can be taught whole group, small group, or in a tutoring situation.</li> <li>• Manipulative <b>MUST</b> be included in teaching the lesson.</li> <li>• Complete the reflection <b>AFTER</b> you teach the lesson.</li> </ul>
<p><b>Literary Comprehension Lesson</b></p> <p>See Appendix D, E, and F</p>	<p><b>Due: October 2</b> (Week 6)</p>	<p>85 points</p>	<p>Choose a <b>children’s literary text (fiction)</b> that could be used to teach a lesson on literary comprehension in grades K-3.</p> <p><b>Lesson Plan – 50 points</b></p> <ul style="list-style-type: none"> <li>• Create a lesson plan designed based on one or more of the standards related to literary text comprehension (RL). Refer to the literary comprehension lesson instructions PowerPoint in Canvas.</li> <li>• The lesson plan should be appropriate for a 45 to 60-minute instructional period.</li> <li>• Follow the lesson plan instructions provided and use the template in Canvas.</li> </ul>

			<p><b>Anchor Chart – 20 points</b></p> <ul style="list-style-type: none"> <li>• Create an anchor chart to go along with the lesson plan.</li> <li>• This should be a <b>high-quality, original anchor chart</b> to receive full credit.</li> <li>• Submit a picture of the created anchor chart in Canvas.</li> </ul> <p><b>Teach Lesson Plan – 15 points</b></p> <ul style="list-style-type: none"> <li>• Lesson can be taught whole group, small group, or in a tutoring situation.</li> <li>• Anchor Chart MUST be included in teaching the lesson.</li> <li>• Complete the reflection AFTER you teach the lesson.</li> </ul>
<p><b>Informational Text Lesson</b></p> <p>See Appendix D, E, and F</p>	<p><b>Due:</b> <b>October 9</b> (Week 7)</p>	<p>85 points</p>	<p>Choose a <b>children’s informational text (nonfiction)</b> text that could be used to teach a lesson on informational text comprehension in grades K-3.</p> <p><b>Lesson Plan – 50 points</b></p> <ul style="list-style-type: none"> <li>• Create a lesson plan designed based on one or more of the standards related to informational text comprehension (RI). Refer to the informational text comprehension lesson instructions PowerPoint in Canvas.</li> <li>• The lesson plan should be appropriate for a 45 to 60-minute instructional period.</li> <li>• Follow the lesson plan instructions provided and use the template in Canvas.</li> </ul> <p><b>Anchor Chart – 20 points</b></p> <ul style="list-style-type: none"> <li>• Create an anchor chart to go along with the lesson plan.</li> <li>• This should be a <b>high-quality, original anchor chart</b> to receive full credit.</li> <li>• Submit a picture of your anchor chart in Canvas.</li> </ul> <p><b>Teach Lesson Plan – 15 points</b></p> <ul style="list-style-type: none"> <li>• Lesson can be taught whole group, small group, or in a tutoring situation.</li> <li>• Anchor Chart MUST be included in teaching the lesson.</li> <li>• Complete the reflection AFTER you teach the lesson.</li> </ul>
<p><b>Literacy Unit</b></p> <p>See Appendix G</p>	<p><b>Due:</b> <b>Sunday, October 23</b> (Week 9)</p>	<p>130 points</p> <p><b>Unit Step 1:</b> 10 points</p> <p><b>Unit lesson plan:</b> 120 points</p>	<p><b>Follow directions provided in the Canvas Module to create a 5-day literacy unit following the guidelines below:</b></p> <ul style="list-style-type: none"> <li>• The unit will be based on a theme, topic, or chapter book and will need to be approved by your instructor.</li> <li>• The unit will be based on Mississippi College- and Career-Readiness ELA Standards for K-3 grade.</li> <li>• The learning activities should address fluency, vocabulary, comprehension, and writing in response to text.</li> <li>• The unit will incorporate a science or social studies standard also.</li> <li>• The unit will include daily assessments and a summative assessment. Daily assessments may include rubrics, checklists, exit tickets, etc.</li> <li>• This unit should be original work created for this class for this trimester.</li> <li>• The unit should be created using the template provided for this class.</li> </ul>

## Evaluation:

Your writing will often be the first view of you by supervisors, colleagues, parents, and students. You will be expected to present yourself professionally in reports, newsletters, notes to parents, written instructions, etc.

As a college student and future educator, all written assignments, discussion board responses, responses to open-ended questions, etc. will be assessed based on three major sets of criteria:

1. **MECHANICS:** This includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, appropriate use of plural/possessive forms, appropriate use of commas and colons, appropriate use of other punctuation, spelling, sentence structure, quotes, and use of APA format. Run-on sentences and fragments are unacceptable.
2. **CONTENT:** This involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.
3. **EXPRESSION:** This involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

All assignments are to be typed unless otherwise indicated.

✦ Without a documented reason and prior notification to the instructor, assignments will not be accepted more than seven days past the due date.

Assignments should be submitted in Canvas prior to 11:59 p.m. on the date due. If assignments are submitted incomplete prior to the deadline and submitted again completed after the deadline, points will be deducted. Late assignments will be graded using the following scale:

For each day late up to the seventh day, 5% of points will be deducted.

For example: 1 day late -5%; 7 days late -35%

NO late work will be accepted after **Sunday, October 30**.

## Grading Scale

A = 900-1000 points (90%-100%)

B = 800-899 points (80%-89%)

C = 700-799 points (70%-79%)

Class must be passed with a final grade of C or above to earn credit for the class.

ASSIGNMENTS	POINTS
Attendance	75
Syllabus Quiz	30
Field Experience Assignments and Hours	225
Textbook Quizzes	200
Fluency Lesson, Manipulative, and Presentation	85
Vocabulary Lesson, Manipulative, and Presentation	85
Literary Text Comprehension Lesson, Anchor Chart, and Presentation	85
Informational Text Comprehension Lesson, Anchor Chart, and Presentation	85
Five-Day Literacy Unit	130
<b>Total</b>	<b>1,000</b>



## Tentative Class Schedule

WEEK	DATE	ACTIVITIES	Due This Week in Canvas
1	August 22-28	<p><b><u>Syllabus</u></b></p> <ul style="list-style-type: none"> <li>Review syllabus and assignment requirements.</li> <li>Complete Syllabus Quiz in Canvas.</li> </ul> <p><b><u>Text Assignment</u></b></p> <ul style="list-style-type: none"> <li>Read text Chapter 3 “Assessment Basics.”</li> <li>Review any supplemental documents/videos provided in Canvas.</li> </ul> <p><b><u>Field Experience Assignment</u></b></p> <ul style="list-style-type: none"> <li>Review all field experience assignments and hour requirements.</li> <li>Print out documentation sheet that you will take to each observation.</li> <li>Begin working on Field Experience Task #1.</li> </ul>	<ul style="list-style-type: none"> <li>Complete Syllabus Quiz.</li> <li>Complete Chapter 3 quiz.</li> </ul>
2	Aug. 29 – Sept. 4  <b>Virtual Meeting #1 Monday, August 29 at 6:00</b>	<p><b>Virtual Class #1 (Directions will be provided in Canvas for Accessing Meeting.)</b></p> <ul style="list-style-type: none"> <li>Getting Off to A Great Start               <ul style="list-style-type: none"> <li>Know your syllabus</li> <li>Know your Canvas shell</li> <li>E-mail and Announcements</li> <li>Accountability</li> </ul> </li> <li>Hourglass Model</li> <li>Scarborough’s Rope Model and Overview of Early Lit II</li> <li>Simple View of Reading</li> <li>Reading Assessment Basics</li> <li>Using Standards to Guide Instruction</li> <li>Field Experience Assignments and Hours</li> </ul> <p><b><u>Text Assignment</u></b></p> <ul style="list-style-type: none"> <li>Read text Chapter 4 “Using Standards to Guide Instruction.”</li> <li>Review any supplemental documents/videos provided in Canvas.</li> </ul> <p><b><u>Field Experience Assignment</u></b></p> <ul style="list-style-type: none"> <li>Continue working on Field Experience Task #1.</li> <li>Contact assigned classroom teacher and plan to complete 16 field experience hours during reading instruction. Even if you are a teacher’s assistant, these hours should be planned based on the field experience tasks you have to complete. <b>Do not wait until the last minute!!!!</b></li> </ul>	<ul style="list-style-type: none"> <li>Complete Chapter 4 quiz.</li> </ul>
3	September 5-11	<p><b><u>Text Assignment</u></b></p> <ul style="list-style-type: none"> <li>Read text Chapter 11 “Fluency Instruction.”</li> <li>Review any supplemental documents/videos provided in Canvas.</li> </ul> <p><b><u>Field Experience Assignment</u></b></p> <ul style="list-style-type: none"> <li>Finish Field Experience Task #1. <b>Assignment should be typed double-spaced, using a 12-point font, and include required headings.</b></li> <li>Work on field experience hours.</li> </ul> <p><b><u>Literacy Unit</u></b></p> <ul style="list-style-type: none"> <li>Complete Planning Questions Quiz in Canvas.</li> </ul> <p><b><u>Lesson Plan Assignment</u></b></p> <ul style="list-style-type: none"> <li>Select children’s literature for lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>Complete Chapter 11 quiz.</li> <li>Submit Field Experience Task #1 assignment.</li> <li>Complete Literacy Unit Planning Questions.</li> </ul>

4	<p>September 12-18</p> <p><b>Virtual Meeting #2</b> <b>Monday Sept. 12 at 6:00</b></p>	<p><b>Virtual Class #2</b></p> <ul style="list-style-type: none"> <li>• Feedback on previous weeks' assignments</li> <li>• Field Experience Hours and Assignments</li> <li>• Lesson Plan Components and Gradual Release of Responsibility</li> <li>• Writing Objectives and Bloom's Taxonomy</li> <li>• Fluency <ul style="list-style-type: none"> <li>○ Field Experience Task</li> <li>○ Lesson Plan Directions and Template</li> <li>○ Manipulatives</li> <li>○ Modeling Fluency Reading Flipgrid Assignment</li> </ul> </li> <li>• Vocabulary <ul style="list-style-type: none"> <li>○ Semantic gradient model lesson</li> <li>○ Lesson Plan Directions and Template</li> <li>○ Manipulatives</li> <li>○ Integrate lesson in field experience hours</li> </ul> </li> <li>• Literacy Unit Overview – Planning Questions</li> </ul> <p><b>Text Assignment</b></p> <ul style="list-style-type: none"> <li>• Read text Chapter 9 "Advanced Word Study" and Chapter 12 "A Comprehensive Approach to Vocabulary Development."</li> <li>• Review any supplemental documents/videos provided in Canvas.</li> </ul> <p><b>Field Experience Assignment</b></p> <ul style="list-style-type: none"> <li>• Work on Field Experience Task #2.</li> <li>• Work on field experience hours.</li> </ul> <p><b>Lesson Plan Assignment</b></p> <ul style="list-style-type: none"> <li>• Complete fluency lesson plan.</li> <li>• Create manipulative.</li> <li>• Complete Fluency Flipgrid Assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Chapters 9 and 12 quiz.</li> <li>• Submit fluency lesson and picture of manipulative in Canvas.</li> <li>• Complete Fluency Flipgrid Assignment.</li> </ul>
5	<p>September 19-25</p>	<p><b>Text Assignment</b></p> <ul style="list-style-type: none"> <li>• Read text Chapter 13 "Comprehension Instruction: Grades K-3."</li> <li>• Review any supplemental documents/videos provided in Canvas.</li> </ul> <p><b>Field Experience Assignment</b></p> <ul style="list-style-type: none"> <li>• Finish Field Experience Task #2. <b>Assignment should be typed double-spaced, using a 12-point font, and include required headings.</b></li> <li>• Work on field experience hours.</li> </ul> <p><b>Lesson Plan Assignment</b></p> <ul style="list-style-type: none"> <li>• Complete vocabulary lesson plan.</li> <li>• Create manipulative.</li> <li>• Teach lesson plan to individual, small group, or whole group of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Chapter 13 quiz.</li> <li>• Submit Field Experience Task #2 assignment.</li> <li>• Submit vocabulary lesson and picture of manipulative.</li> <li>• Submit reflection after teaching lesson.</li> </ul>
6	<p>Sept. 26 – Oct. 2</p> <p><b>Virtual Meeting #3</b> <b>Monday Sept. 26 at 6:00</b></p>	<p><b>Virtual Class #3</b></p> <ul style="list-style-type: none"> <li>• Feedback on previous weeks' assignments</li> <li>• Questions and/or Concerns</li> <li>• Field Experience Hours and Assignments</li> <li>• Anchor Charts</li> <li>• Literary (RL) and Informational (RI) Text Comprehension <ul style="list-style-type: none"> <li>○ Field Experience Task</li> <li>○ Lesson Plan Directions and Template</li> <li>○ Anchor Chart assignment</li> <li>○ Reflection activity after teaching lesson</li> </ul> </li> <li>• Literacy Unit Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Chapter 14 quiz</li> <li>• Submit literary text comprehension lesson and picture of anchor chart in Canvas.</li> <li>• Submit reflection after teaching lesson.</li> </ul>

		<p><b><u>Text Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Read text Chapter 14 “Comprehension Instruction: Grades 4-6.”</li> <li>• Review any supplemental documents/videos provided in Canvas.</li> </ul> <p><b><u>Field Experience Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Work on Field Experience Task #3.</li> <li>• Work on field experience hours.</li> </ul> <p><b><u>Lesson Plan Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Complete literary text comprehension lesson plan.</li> <li>• Create anchor chart.</li> <li>• Teach lesson plan to individual, small group, or whole group of students.</li> </ul>	
7	October 3-9	<p><b><u>Text Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Read text Chapter 15 “Disciplinary Literacy.”</li> <li>• Review any supplemental documents/videos provided in Canvas.</li> </ul> <p><b><u>Field Experience Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Finish Field Experience Task #3. <b>Assignment should be typed double-spaced, using a 12-point font, and include required headings.</b></li> <li>• Work on field experience hours.</li> </ul> <p><b><u>Lesson Plan Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Complete informational text comprehension lesson plan.</li> <li>• Create anchor chart.</li> <li>• Teach lesson plan to individual, small group, or whole group of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Chapter 15 quiz.</li> <li>• Submit Field Experience Task #3 assignment.</li> <li>• Submit informational text comprehension lesson and picture of anchor chart in Canvas.</li> <li>• Submit reflection after teaching lesson.</li> </ul>
8	October 10-16  <b>Virtual Meeting #4 Monday, Oct. 10 at 6:00</b>	<p><b><u>Virtual Class #4</u></b></p> <ul style="list-style-type: none"> <li>• Disciplinary Literacy</li> <li>• Graphic Organizers</li> <li>• Feedback on previous weeks’ assignments</li> <li>• Questions and/or Concerns</li> <li>• Field Experience Hours and Assignments</li> <li>• Anchor Charts</li> <li>• Paired-Text Comprehension</li> <li>• Literacy Unit Expectations</li> </ul> <p><b><u>Text Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Read text Chapter 10 “Beginning Handwriting, Spelling, and Composition Instruction” and Chapter 16 “Strategic and Meaningful Writing Instruction.”</li> <li>• Review any supplemental documents/videos provided in Canvas.</li> </ul> <p><b><u>Field Experience Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Work on Field Experience Task #4.</li> <li>• Finish field experience hours.</li> </ul> <p><b><u>Literacy Unit</u></b></p> <ul style="list-style-type: none"> <li>• Work on literacy unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Chapters 10 and 16 quiz.</li> </ul>

9	October 17-23	<p><b><u>Text Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Read text Chapter 9 “Technology for Elementary Literacy Instruction.”</li> <li>• Review any supplemental documents/videos provided in Canvas.</li> </ul> <p><b><u>Literacy Unit</u></b></p> <ul style="list-style-type: none"> <li>• Finish literacy unit.</li> </ul> <p><b><u>Field Experience Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Finish Field Experience Task #4.</li> <li>• Complete and submit Field Experience Final Reflection.</li> <li>• Submit documentation of time spent in the classroom.</li> <li>• <b>Create TK20 time log for hours and submit to classroom teacher for approval. Hours need to be submitted to “reviewer” by Sunday, October 23 and approved by “reviewer” by Friday, October 28 to earn full credit.</b></li> <li>• <b>View the video instructions for creating and submitting a time log for field experience hours:</b>  <a href="#">Watch 'Create Time Logs for your Classroom Observations'   Microsoft Stream</a></li> </ul>	<ul style="list-style-type: none"> <li>• Complete Chapter 9 Quiz.</li> <li>• Submit Literacy Unit.</li> <li>• Submit Field Experience Task #4.</li> <li>• Submit sign-in sheet for field experience hours.</li> <li>• Submit final reflection on field experience.</li> <li>• Submit Literacy Unit.</li> </ul>
10	October 24-30  <b>Virtual Meeting #5 Monday, Oct. 24 at 6:00</b>	<p><b><u>Virtual Class #5</u></b></p> <ul style="list-style-type: none"> <li>• Literacy Unit Presentations</li> <li>• Field Experience Hours and Assignments</li> <li>• Foundations of Reading Test Information</li> </ul> <p><b><u>Text Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Read text Chapter 19 “Moving Forward: The Role of Reflection in Planning Literacy Instruction.”</li> <li>• Review any supplemental documents/videos provided in Canvas.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Chapter 19 Quiz.</li> </ul>
<p><b>PLEASE NOTE: NO work will be accepted after Sunday, October 30.</b></p>			

**NOTE:** This syllabus is subject to revision due to student needs, time constraints, or other unforeseen circumstances that may arise.

**STATEMENT OF ACADEMIC INTEGRITY:** William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office.

**Having academic integrity means that all work for this class should be your original work created for this class this trimester.** Please refer to the Student Handbook pages 80-82 for information regarding academic integrity guidelines, forms of academic dishonesty, and penalties for instances of academic dishonesty. The Student Handbook can be found at the following link: <https://wmcarey.edu/assets/Publications/Translation/The-Translation-2018-2019.pdf>

**ADA STATEMENT:**

In accordance with the Americans with Disabilities Act of 1990, William Carey University provides disability accommodations for students with identified and/or diagnosed disabilities. Students requesting accommodations should contact the Office of Disability Services or an appropriate campus/site representative to receive information on registering with the Office of Disability Services and providing appropriate documentation of their disability.

**Office of Disability Services contacts:**

**Hattiesburg Campus:** Michael Long, Disability Services Coordinator, (601) 318-6211, Lawrence Hall 124

**Tradition Campus** Brandi Donohoe, (228) 702-1783, Tradition Campus, A-132

**Baton Rouge site:** Hope Webb, (225) 953-7042, Suite 1010, 1st Floor

**Online:** Michael Long, Disability Services Coordinator, (601) 318-6211, Lawrence Hall 124

**ATTENDANCE:** Attendance counts! If you are well, come to class. If you get sick or have a family emergency, call me the day after your absence to discuss what you can do to make up the absence. A pattern of absences will result in a lowering of the final course grade, as will failure to call about make-ups. The William Carey Catalog states that no one may receive credit for a course in which 25% of classes are missed. **As per the registrar: Attendance must be recorded for every student, every class, every class meeting.** (See catalog page 71.)

**CLASSROOM MANAGEMENT:** While completing the field experience requirement for this course, it is the expectation that WCU students will create and maintain a safe, supportive, and challenging learning environment. Suggestions for managing classroom behavior during the field experience include:

- Follow the classroom discipline plan.
- Seek to prevent classroom problems before they happen.
- Use classroom time wisely.
- Motivate students to behave by using positive reinforcement.

To assist you in classroom management, the following resources may be useful:

1. Bailey, B. (2001). *Conscious Discipline: 7 basic steps for brain smart classroom management*. Oviedo, FL: Loving Guidance, Inc.
2. Canter, L. (2009). *Assertive discipline: Positive behavior management for today's classroom*. (4th Ed.). Bloomington, IN: Solution Tree.
3. Storey, K. & Post, M. (2012). *Positive behavior supports in classrooms and schools: Effective and practical strategies for teachers and other service providers*.
4. Wong, H.K. & Wong, R.T. (2009). *The first days of school: How to be an effective teacher*. (4th Ed.). Sunnyvale, CA: Harry K. Wong Publications.
5. [www.disciplinehelp.com](http://www.disciplinehelp.com)

**DISASTER PLAN STATEMENT:** In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website <http://wmcarey.edu>, and sent via automated process to your WCU student email address. Specific information regarding the continuation of coursework will be posted on the university's learning management system (LMS), which is called Canvas, at <https://wmcarey.instructure.com>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at <http://wmcarey.edu/saderwatch>.

**INCOMPLETES:** All of the following criteria must be met for a student to receive an incomplete:

- Class (and university) attendance requirements must have been met.
- 80% of the required work for the class must have been done.
- The student must be passing the class at the time the incomplete is granted.
- The student must request the incomplete on the WCU incomplete request form prior to the time at which faculty must submit grades.
- The student must have provided appropriate documentation regarding the reason for requesting the incomplete (e. g., accident reports, medical records, etc.)
- The Academic Dean must have determined that unavoidable circumstances have prevented the student from completing the course on schedule.

**If any one of the above conditions is not met, a student cannot receive an incomplete for the course.**

**PLAGIARISM:** Plagiarism is submitting an assignment as one's own original work when all or part was done by another individual or knowingly representing the ideas of another person as one's own in any academic exercise.

If you do not understand the concept of plagiarism you need to read the section on plagiarism in the APA Manual on pages 15-16, 170. If you have any questions about plagiarism after reading this section, you need to talk with me. If you do not talk with me, it will be assumed you understand the definition of plagiarism. Assignments that are plagiarized CANNOT be redone for a better grade on the assignment. Plagiarism will not be tolerated and will result in the student receiving a final grade of F. **NOTE: All required assignments in this course may be checked for plagiarism using Turnitin.com.**

**SEXUAL MISCONDUCT STATEMENT:** It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, *The Translation (The Red Book)*, for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university's website under Campus Life – Security. <http://wmcarey.edu/sexual-misconduct>.

**TOBACCO-FREE CAMPUS:** William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

## William Carey University School of Education Assessment System Foundation

The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

<b>Mission</b>	<b>Outcome</b>
<b>William Carey University Expanded Statement of Mission</b>	WCU 1- Provide academic programs to promote student learning. WCU 2-Promote Christian development and social responsibility. WCU 3-Strengthen ties with Baptist churches, associations, and conventions. WCU 4-Provide an environment that supports student learning. WCU 5-Strengthen organizational and operational effectiveness. WCU 6-Strengthen financial resources.
<b>School of Education Conceptual Framework and Outcomes</b>	CF-Confident, Caring, and Reflective Professional Educators CF 1-An innovative thinker CF 2-An effective communicator CF 3-An advocate for diverse learners CF 4-An integrator of technology CF 5-A life-long learner CF 6-A steward of the profession
<b>School of Education Goals</b>	EG 1-Apply current research and technology related to the teaching-learning-assessment process. EG 2-Respond sensitively to individual differences and diversity. EG 3-Understand and anticipate the needs of a global society. EG 4-Plan and implement learning experiences that support the highest level of student potential. EG 5-Continue to reflect, refine, and revise professional practices. EG 6-Collaborate with others to promote learning.
<b>Interstate Teacher Assessment and Support Consortium (InTASC) Standards</b>	1-Learner Development 2-Learner Differences 3-Learning Environment 4-Content Knowledge 5-Application of Content 6-Assessment 7-Planning for Instruction 8-Instructional Strategies 9-Professional Learning and Ethical Practice 10-Leadership and Collaboration
<b>Learned Societies (SPA)</b>	Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE) National Association for the Gifted Child (NAGC) National Council for Social Studies (NCSS) National Council for Teachers of English (NCTE) National Council for Teachers of Mathematics (NCTM) National Science Teachers Association (NSTA)
<b>Professional dispositions</b>	All WCU candidates will do the following: <ol style="list-style-type: none"> <li>1. Protect confidential information concerning students and/or colleagues unless the law requires disclosure.</li> <li>2. Demonstrate maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.</li> <li>3. Follow all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.</li> <li>4. Exemplify honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program.</li> <li>5. Accept constructive criticism in a positive manner.</li> <li>6. Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner.</li> <li>7. Maintain a professional relationship with all students both inside and outside professional settings.</li> </ol>

## Appendix A

### William Carey University - APA Ledger Comments

As an educator, your writing will often be the first view of you by supervisors, colleagues, parents, and students. You will be expected to present yourself professionally in reports, newsletters, notes to parents, written instructions, etc.

Directions: Use this table to identify and interpret common spelling, grammatical, and APA formatting errors.		
Spelling /Formatting Errors		
<b>S1</b>	Spelling Error	Use spell check function of word processing program. Remember that misused words that are spelled correctly or words written in ALL CAPS will not be caught.
<b>F1</b>	Formatting Error	Assignments should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.
Common Grammatical Errors		
<b>G1</b>	Subject/Verb Agreement Singular/Plural Agreement	Verbs must agree in terms of plurality with their subjects. Example: He argues... they argue. Remember: The word <i>data</i> is plural (singular form <i>datum</i> ), so use a plural verb i.e. The data indicate....
<b>G2</b>	Noun/Pronoun Agreement	Pronouns must agree with the nouns they replace. Use singular pronouns (I, he, she, it) to replace singular nouns and plural pronouns (we, they, them) to replace plural nouns. Example: The client... he or she; Clients... they.
<b>G3</b>	Who, Whom, Which, & That	<i>Who</i> is the subject of a verb; <i>whom</i> is the object of a verb. Example: Who will be representing whom? <i>Who</i> is used to refer to people; <i>that</i> or <i>which</i> are used for animals and inanimate objects. Consistent use of <b>that</b> for restrictive clauses (essential to the meaning of the sentence) and <b>which</b> for nonrestrictive causes (merely adding further information and set off with commas) will help make your writing clear and precise.
<b>G4</b>	Prepositions	Never conclude a sentence with a preposition.
<b>G5</b>	Proper Nouns	Capitalize specific names and titles; Do not capitalize generic or non-specific titles. Examples: principal of school, Dr. Jones, Principal of West Middle School
<b>G6</b>	Key Terms	Use italics rather than quotation marks to identify key terms and/or idiomatic expressions.
<b>G7</b>	Sentence Structure	Awkward sentence structure/use of colloquial (slang terms); meaning of the sentence is unclear. Reword this sentence. Remember: State ideas simply and clearly.
<b>G8</b>	Sentence Structure	Sentence fragment
<b>G9</b>	Sentence Structure	Run-on sentence
<b>G10</b>	First Person	When writing in APA Style, you rarely use the first-person point of view ("I studied ..."). First person is not often found in APA publications unless the writer is a senior scholar who has earned some credibility to speak as an expert in the field. You should use the third person point of view ("The study showed ...").  First person is acceptable in this course when submitting a reflection or evaluation of a topic, study, or text.
<b>G11</b>	Titles	Capitalize the major words in the titles of books, articles, and songs (but not short prepositions or the articles "the," "a," or "an," if they are not the first word of the title). <u>Underline</u> the titles of books, magazines, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, and websites when writing them by hand. When typing, put those titles in <i>italics</i> . Use quotations marks for titles of short or minor works, songs, short stories, essays, short poems, one act plays, chapters in books, articles in newspapers/magazines/journals, and episodes of a television or radio series.



Common Punctuation Errors		
P1	Comma: Series	Use a comma to separate words in a series including the word before the conjunction. Example: ...friends, Romans, and countrymen.
P2	Comma: Compound Sentences	Use a comma to separate two sentences joined by a conjunction. Example: The school is an elementary school, but it also serves as the site for the adult education program.
P3	Comma: Introductory Clauses, phrases, words	Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.
P4	Comma Splice	A comma splice occurs when two independent clauses are connected with only a comma. Example: My family and I bake together almost every night, we then get to enjoy everything we make together.
P5	Semi-colon	Use a semi-colon to separate two complete but related sentences. Conjunctions such as <i>however</i> and <i>therefore</i> should be followed by a comma. Example: Resuscitation was implemented promptly; however, the patient did not survive. Use a semi-colon to separate elements or phrases in a series that contain commas. Example: ...teachers, students, and guests; and administrators, evaluators, and others....
P6	Colon	Used to join an independent clause (complete sentence) and a dependent clause (incomplete sentence).
P7	Quotation Marks	Used to introduce slang, invented, or coined expressions. Technical or <i>key terms</i> are denoted with italics rather than quotation marks. Used to identify short (< 40 words) quotations within a paragraph.
P8	Seriation	Seriation helps readers understand the organization of key points within sections, paragraphs, and sentences. The most common error: writer does not identify elements in a series by lowercase letters in parentheses.
P9	Ampersand &	Used between authors in parentheses and in the reference list; use the word 'and' when citing reference authors in the body of the text.
Common Reference Citation Errors		
R1	Authors	List references alphabetically by authors' last names. Give last name, first & middle initials only (space between initials). No titles or abbreviations (Dr., RN, PhD, etc.)
R2	Capitalization	Capitalize proper nouns and all major words in titles of books or journals. Example: <i>Educational Leadership</i>
R3	Capitalization of Journal Articles	When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. Example: Are we motivating students with data? <i>Educational Leadership</i> , 41, 213-214
R4	Volume & Issue Numbers	Always give the volume number of a journal, magazine, or newsletter. Example: <i>Educational Leadership</i> , 41,
R5	Page Numbers	Give the page number or range of pages used in the reference. Do not use p. or pp.
R6	Publisher and Location	Always include the publisher and location of books. Example: Upper Saddle Ridge, NJ: Pearson.
R7	Electronic Source and Locator Info	Use digital object identifier (DOI). Look on the first page of the printed article close to the copyright information for the unique DOI. However, not all journals have begun to use the DOI.
R8	Hanging Indentation	All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

**Appendix B**  
**Tasks to Complete During Field Experience Hours**  
**16 Hours Required in K-3 Classroom During Reading Instruction**

All written responses should be typed using 12-point font and double-spaced. **Single-spaced responses will NOT be graded. Responses should also be error-free (correct grammar, spelling, punctuation, etc.). See Appendix A.** Use the highlighted headings in your responses. These headings are REQUIRED – not suggestions.

**Task 1: Reading Assessment** Due Week 3 – September 11

Watch the short videos and read the article “Assessment In-Depth.”

[Introduction to Reading Assessment](#)

[The Simple View of Reading](#)

[Assessment: In Depth](#)

**Reading Assessment Reflection:** Discuss the connection between the Simple View of Reading and reading assessment. How can this information be used to help ensure that intervention strategies are specific? Include at least **two details** you learned from reading the article. This should be a minimum of **two well-constructed paragraphs**.

**Real-World Connection:** Interview any classroom teacher. This can be done in-person, via phone, or virtual. Use the questions below. Record their responses, type them, and submit in Canvas.

- What assessments do you use for benchmark or screening assessments? When are the assessments administered? What do you do with the data obtained?
- What is your process for gathering progress monitoring data on students? How do you determine what skills to assess and when to assess? At what point do you make changes in your instruction, materials, or groups?
- When do you consult with a specialist about students who are not making progress?

**Task 2: Fluency and Anchor Charts** Due Week 5 – September 25

**Fluency**

View the MDE Literacy Topic of the Month on Fluency.

[MDE Fluency](#)

**Fluency Video Reflection**

- Based on what you learned from the video/PowerPoint, discuss the difference between Teacher-Assisted Reading, Peer-Assisted Reading, and Audio-Assisted Reading. Your response should include details from the video/PowerPoint and be a minimum of **one well-constructed paragraph**.
- Pay careful attention to the classroom instruction video. Discuss the relationship between punctuation and fluency. How did the teacher in the model lesson use echo reading, choral reading, and phrasing slash marks to model and assist students in practicing fluency? Your response should be a minimum of **one well-constructed paragraph**.

**Administer Student Fluency Assessment** (Do not include this as part of your response. There is a separate dropbox for this assignment.)

- Pick one student in your field experience.
- Follow the directions provided and administer the one-minute fluency assessment to this student.
- Analyze the results and complete the post-assessment reflection.

## Anchor Charts

Review the following resources on anchor charts.

[Anchor Charts 101: Why and How to Use Them](#)

[Anchor Charts: Powerful Learning Tools](#)

### Anchor Charts

- Discuss at least three different types of anchor charts from these resources.
- Discuss the teacher and student benefits of using anchor charts according to these resources.

### Real-World Connection

- Think about what you learned about fluency from our virtual class meetings, material in the Canvas shell, and the Literacy Topic of the Month activity. Discuss opportunities where you have witnessed teaching and/or learning related to fluency.
- Contact a teacher you know and discuss with them whether they use anchor charts? Why or why not? Describe at least two anchor charts you have seen in a real classroom and explain how the teacher uses them. (If your field experience hour classroom does not have any anchor charts, peek in another teacher's classroom.)

## Task 3: Comprehension and Close Reading **Due Week 7 – October 9**

View the MDE video on comprehension in its entirety. Take notes based on the assignment directions.

[Literacy Topic of the Month: Comprehension](#)

Review the article “A Close Look at Close Reading: Scaffolding Students with Complex Texts.”

[A Close Look at Close Reading](#)

### Importance of Comprehension

- Discuss the importance of reading comprehension and how it should be taught. This should be based on what you learned through the video and/or article.
- How did the teacher in the video use the close reading strategy? This should include information regarding the steps of the close reading process. Think about the teacher's role and the student's role during close reading.
- During the lesson demonstration at the end of the video, how did the teacher use the turn-and-talk strategy to enhance students' comprehension of the text during the close reading process?

### Real-World Connection

- Discuss any activities or strategies you have witnessed that included close reading and/or turn-and-talk.
- Describe one or more lessons you observed designed to improve students' comprehension of literacy text and/or informational text.

**Administer Student Comprehension Assessment (Do not include this as part of your response. There is a separate dropbox for this assignment.)**

- Pick one student in your field experience classroom.
- Follow the directions provided and administer the comprehension assessment to this student.
- Analyze the results and complete the post-assessment reflection.

**Field Experience Hours:** All 16 field experience hours should be completed by Friday, October 21. Create a TK20 Time Log documenting these hours of and submit to the classroom teacher who you observed for approval. His/her school e-mail should be used for the “Reviewer” section of the TK20 Time Log. Due October 23.

#### **Task 4: Paired Texts** Due Week 9 – October 23

View the video on using a balance of literary and informational texts in the classroom.

[Access to a Balance of Literary and Informational Texts](#)

Review the article “Paired Texts: A Way into the Content Areas.”

[Paired Texts: A Way into the Content Areas](#)

#### **Benefits of Paired Texts**

- Discuss the 5 major benefits of using paired texts described in the article. Discuss your thoughts on using paired texts.
- At the end of the study described in the article, the authors discussed how using paired texts could be used to motivate students. Explain.
- Discuss any experience you have had with paired texts.

#### **Real-World Connection**

- Discuss with a classroom teacher how he/she uses paired texts in the classroom. If he/she does not use paired texts, do they have a reason why they do not.
- How are some ways that paired texts could be used in the classroom in which you completed your field experience hours? Be specific. Look through the classroom library for books that might be paired together for a lesson.

#### **Final Look: Discussion Board - Field Experience Reflection** Due Week 9 – October 23

Reflect on the 16 hours of field experience hours you completed.

- Discuss at least TWO things you learned about teaching reading and/or learning to read during your field experience hours.
- Discuss any “Aha” moments you had during your field experience hours.
- What are some strategies that you observed related to fluency, vocabulary, and comprehension that you would like to use in your future classroom? Why?

## Appendix C

### Documentation of Field Experience Hours

You will need to print this out and take it with you each time you complete any observations for this class. Record the time you arrive, the time you leave, and the total time spent for each observation. The classroom teacher will also need to sign each time verifying the information you recorded. The classroom teacher's signature will need to be handwritten – not typed. **You may need more than one sheet to document all your hours.**

After all observation hours have been completed, you will scan and submit this in Canvas and create a time log documenting these hours in TK20. Submit the time log to the classroom teacher for his/her approval. The TK20 time log hours should match what is recorded on this document.

EDR 311 Student: \_\_\_\_\_ Term: Fall 2022

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Date	Time Arrived	Time Departed	Total Time of Observation	Student's Signature	Teacher's Signature
		<b>16 Hours Required</b>	<b>Total Hours:</b>		

## Appendix D – General Lesson Plan Instructions

<b>Subject: ELA</b>	
<b>Components</b>	
<b>Mississippi College- and Career- Readiness Standards</b>	<p>The <b>Standard</b> is the national or state standard which is the broad curricular purpose or goal of the lesson. The Mississippi College- and Career- Readiness Standards for English Language Arts (ELA) will be used for your one-day lesson plan and your integrated unit.</p> <p><b>2016 Mississippi College- and Career- Readiness Standards for English Language Arts</b>  <a href="http://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/ELA/2016-MS-CCRS-ELA_20180724_2.pdf">http://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/ELA/2016-MS-CCRS-ELA_20180724_2.pdf</a></p>
<b>Specific Learning Outcomes (SLO)</b>	<p>The <b>Specific Learning Outcome</b> is the more specific objective related to the broad curriculum standard. This part of the lesson specifies what the students should be able to do, understand, and care about because of the teaching.</p>
<b>I Can Statement</b>	<p>The <b>I Can Statements</b> are clear statements that identify each goal that is necessary to master the objective. The statements are brief and only contain the goal for one standard or a component of one standard. The statements are written in student talk rather than educational jargon.</p> <p><b>Example:</b> <u>Standard SL.2.4</u> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  <b>The I Can Statement might be</b> "I can tell about an experience with facts and relevant information while speaking audibly in coherent sentences."</p>
<b>Objectives</b>	<p>These should be measurable and observable grade and subject-level objectives that are aligned with appropriate state curricula framework. Objective should include Bloom's Taxonomy key words (action verbs). Please number each objective (if more than one).</p>
<b>Procedures</b>	<p><b>Getting Ready to Learn</b></p> <ul style="list-style-type: none"> <li>Anticipatory Set/Hook: Grab the students' attention or relate the experiences of the students to the objectives of the lesson.</li> <li>Develop background knowledge.</li> <li>Set Purpose: Describe the reason for this lesson and make the learning relevant for students.</li> </ul> <p><b>Instruction – Describe specifically what instruction will be provided to “teach” students what they need to know to master the identified standard(s).</b></p> <ul style="list-style-type: none"> <li>Information: Provide the information needed for students to gain the knowledge or skill through lecture, discussion, books, pictures, etc.</li> <li>Modeling: Use the teaching materials to show students examples of what is expected as a product of their work. <b>This is the “I do.”</b></li> <li>Manipulative: Include a learning tool to provide a “hands-on” learning experience for the student.</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Guided Practice: Check for understanding and provide feedback without grading it. Students should practice information just taught. You are guiding their learning. This could be whole-class, small-group activity with teacher supervision, or a partner activity with teacher supervision. The learning is active (not silent reading without specific goals or mindless completion of a worksheet). <b>This is the “We do.”</b></li> </ul> <p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Close the lesson with a brief review or clarification of the key points of a lesson. Summarize the learning of the day and discuss how it fits into the big vision for learning. Students can demonstrate what they know and can do by completing an exit ticket.</li> </ul>
<b>Guided Independent Practice</b>	<p>This part of the lesson allows students an opportunity to demonstrate their understanding of the lesson <b>by working through an activity or exercise under the teacher's supervision</b>. This is the time for the teacher to move around the room and determine the level of proficiency and to provide individual remediation, if necessary. This should mirror the guided practice. <b>This is the “You do.”</b></p>
<b>Materials</b>	<p>List all the materials needed for this lesson including selections of literature or textbooks used.</p>
<b>Assessment</b>	<p>This part of the lesson plan is where the teacher assesses the <u>outcome</u> of the lesson to determine the extent that the learning objectives were achieved. You need to explain how you will measure/assess if the students have learned the expected goal. Be specific, not just a test. What kind of test? Is it a formative assessment or will it be a summative assessment? Do not use teacher observation! Will you use a rubric or checklist to grade a finished product? What percent will be considered mastery? Example: TSW score an 80% or more to show mastery.</p>
<b>Differentiated Instruction:</b>	<p><b>Enrichment:</b> A higher quality of work or more rigorous work than would be expected of the norm for the age group. <b>This work should not be just more of the same.</b></p> <p><b>Accommodations:</b> Students with special needs and students with limited English proficiency may need the lesson modified to accommodate their disabilities or needs. We will discuss accommodations and modifications in class. See Access for All Guide. <a href="https://mdek12.org/OAE/2019-Access-for-All-Guide">https://mdek12.org/OAE/2019-Access-for-All-Guide</a></p> <p><b>Remediation/Reteach:</b> Remediation activities are ways you can reteach the learning to students who require additional instruction or practice. Select additional strategies for individual students or small groups of students who still do not “get it.” Remediation is usually done after the assessment. It is not “more of the same.” What different techniques/strategies will you use to help those who did not master the concepts you expected them to learn.</p>
<ul style="list-style-type: none"> <li>Enrichment</li> <li>Accommodations</li> <li>Remediation/ Reteach</li> </ul>	

## Appendix E – Lesson Plan Template

Early Literacy II	
<b>Lesson Focus: Circle or Highlight One</b> Fluency      Vocabulary      Literary Text Comprehension      Informational Text Comprehension	
<b>Grade Level (Circle or Highlight One):</b> K    1    2    3	
<b>Literature Selection:</b>	
<b>Lesson Plan Components</b>	
<b>Mississippi College- and Career- Readiness Standard(s)</b>	
<b>Focus Statement or “I Can” Statement</b>	
<b>Objectives</b>	Bloom’s Level: Key Word: Measurable Objective in Complete Sentence:
<b>Procedures</b>  Procedures should be written in complete sentences with appropriate end punctuation.  Procedures should be written as TTW for “The teacher will” and TSW for “The student will.”  Use bullets.	<b>Get Ready to Learn</b>
	<b>Instruction (I Do)</b>
	<b>Guided Practice (We Do)</b>
	<b>Closure</b>
<b>Guided Independent Practice (You Do)</b>	
<b>Materials</b>	<b>Materials needed for the lesson include the following:</b> •
<b>Assessment</b> What percent correct will determine mastery?	
<b>Differentiated Instruction</b>	<b>Enrichment</b>
	<b>Accommodation/Modifications</b>
	<b>Remediation/Reteach</b>
<b>Text-Connected Writing Activity</b>	

## Appendix F

### Manipulative Rubric

**Manipulative for Mini-Lesson:** Create one manipulative each for the fluency and vocabulary lesson plan. Folder games and worksheets are not acceptable. Do not just take a picture of a product you intend to buy and use as a manipulative. Bring it to our next virtual class and be prepared to model how it can be used to enhance learning.

While creating flash cards using index cards would be a considered a manipulative, it would not classify as a “High Quality/Original Manipulative.”

Content	Needs Improvement 5 points	Satisfactory 10 points	Meets Expectations 20 points	Possible Points
<b>Manipulative for Fluency Mini-Lesson</b>	-Incomplete <b>-Poor quality</b> -Little or no relevance to standard or fluency instruction	Moderate quality -Some relevance to standard and fluency instruction	<b>High quality/ Original</b> -Relevant to standard and fluency instruction	20
<b>Manipulative for Vocabulary Mini-Lesson</b>	-Incomplete <b>-Poor quality</b> -Little or no relevance to vocabulary instruction	-Moderate quality -Some relevance to standard and vocabulary instruction	<b>-High quality/ Original</b> - Relevant to standard and vocabulary instruction	20

### Anchor Chart Rubric

**Anchor Chart Assignment:** An anchor chart should be prepared to accompany the literary text comprehension lesson plan and the informational text comprehension lesson plan. The anchor chart must be attractive, colorful, neatly prepared, and included in the presentation of your lesson.

A picture of your anchor chart must be submitted into Canvas by the due date.

Anchor Chart Components	Possible Points = 20
Anchor Chart contains an interesting or attention-getting title.	2 points
Anchor Chart is based on a Mississippi College- and Career- Readiness Standard. Standard is clearly identified on the front or back of the anchor chart.	2 points
Anchor Chart clearly supports learning of the identified standard.	4 points
Anchor chart can be used to “ <b>provide or enhance</b> ” instruction of the standard(s).	5 points
The overall appearance of the anchor chart is <b>attractive, colorful, and reflects creativity and effort</b> . <span style="background-color: yellow;">To earn full credit, the anchor chart should include legible words and pictures to support learning.</span> If the anchor chart appears “thrown together,” it will not earn full credit for this component. Just writing something on paper will appear thrown together.	7 points



## Appendix G

### EDR 311 Early Literacy II Unit (5 days)

<b>Student Name:</b>	<b>Grade Level:</b>
<b>Title of Unit:</b>	
<b>ELA Mississippi College- and Career- Readiness Standards</b> TIAI 1, IoSL 2.1	
List the standard number/letter(s) and the written description. <a href="https://mdek12.org/OAE/college-and-career-readiness-standards">https://mdek12.org/OAE/college-and-career-readiness-standards</a> <b>Fluency</b> <b>Comprehension (literary and/or informational text – at least one</b> <b>Vocabulary (NOT phonemic awareness or phonics standard)</b> <b>Writing (narrative, informative, or persuasive)</b>	
<b>“I Can” ELA Statements</b>	
<b>Content Area Standard(s) - Social Studies, Science, or Math</b> TIAI 1, 3	
<b>Objectives</b> IoSL 2.2	
These should be measurable and observable grade and subject-level objectives that are aligned with appropriate state curricula framework. Objective should include Bloom’s Taxonomy key words (action verbs). Please number each objective (if more than one).	
<b>Academic Vocabulary</b> TIAI 9	<b>Writing</b> TIAI 1
What academic vocabulary will you explicitly teach? <b>How you plan to teach this vocabulary should be embedded and described in the lesson plan activities.</b> <ul style="list-style-type: none"> <li>• Tier 2: high utility words that contribute to conceptual understanding and are used across settings and situations</li> <li>• Tier 3: content-specific, highly specialized words related to a single or limited topic and rarely used in everyday conversation</li> </ul>	How and what will students write during this unit? (argumentative, informative/explanatory, or narrative)
<b>Monday Lesson Introduction (Hook/Anticipatory Set)</b> TIAI 4	<b>Monday Lesson Closure</b> TIAI 4
Include your bell ringer items here. This is a suitable time to include your hook, demonstrations, or higher-order thinking questions to elicit student interest in the day’s lesson. This should not look the same every day. Think innovative!	The closure summarizes the day’s instruction ( <b>be intentional and purposeful</b> ). This should not look the same every day.
<b>Monday Lesson Activities</b> TIAI 4, 9, 13, 14, 15, 16, 17, 18; IoSL 2.1, 3.3, 4.1, 4.2, 4.3, 4.4	
Plan sequential teaching procedures that incorporate teaching strategies that positively impact student learning and development. Do not state: “TSW do page 50 in the workbook.” Your lesson activities should include more than just the instructions from a teacher’s edition or program. Include technology in multiple lesson plans that will deepen learning and improve student growth and development. <b>Include guiding questions that promote higher-order and critical thinking. Use the headers of I Do, We Do, You Do in your lesson plan.</b>	
<b>The teacher will (modeling and guided practice):</b> This is the “I do.” Use TTW. <b>The students will (guided practice and independent practice):</b> This is the “We do.” and “You do.” Use TSW.	
<b>Tuesday Lesson Introduction (Hook/Anticipatory Set)</b> TIAI 4	<b>Tuesday Lesson Closure</b> TIAI 4

<b>Tuesday Lesson Activities</b> TIAI 4, 9, 13, 14, 15, 16, 17, 18; loSL 2.1, 3.3, 4.1, 4.2, 4.3, 4.4	
<b>Wednesday Lesson Introduction (Hook/Anticipatory Set)</b> TIAI 4	<b>Wednesday Lesson Closure</b> TIAI 4
<b>Wednesday Lesson Activities</b> TIAI 4, 9, 13, 14, 15, 16, 17, 18; loSL 2.1, 3.3, 4.1, 4.2, 4.3, 4.4	
<b>Thursday Lesson Introduction (Hook/Anticipatory Set)</b> TIAI 4	<b>Thursday Lesson Closure</b> TIAI 4
<b>Thursday Lesson Activities</b> TIAI 4, 9, 13, 14, 15, 16, 17, 18; loSL 2.1, 3.3, 4.1, 4.2, 4.3, 4.4	
<b>Friday Lesson Introduction (Hook/Anticipatory Set)</b> TIAI 4	<b>Friday Lesson Closure</b> TIAI 4
<b>Friday Lesson Activities</b> TIAI 4, 9, 13, 14, 15, 16, 17, 18; loSL 2.1, 3.3, 4.1, 4.2, 4.3, 4.4	
<b>IEP Accommodations and Modifications</b> TIAI 1, 2, 8, 16; loSL 4.1, 4.2	
Who will get what accommodations and what will they be? Refer to the Access for All Guide. <a href="https://mdek12.org/sites/default/files/documents/OAE/OAE/2019-access-for-all-guide.pdf">https://mdek12.org/sites/default/files/documents/OAE/OAE/2019-access-for-all-guide.pdf</a>	
<b>Enrichment</b> TIAI 1, 2, 8, 16; loSL 4.1, 4.2	
For those who <b>DO “get it”</b> then what? This should not just be <b>MORE of THE SAME!</b> We will discuss this in depth during the virtual classes. Use the MDE Scaffolding documents as a resource. <a href="https://mdek12.org/ese/ccr">https://mdek12.org/ese/ccr</a>	
<b>Intervention &amp; Remediation</b> TIAI 1, 2, 8, 16; loSL 4.1, 4.2	
For those who <b>DO NOT “get it”</b> then what? This is not <b>just LESS of the SAME!</b> We will discuss this in depth during the virtual classes. Use the MDE Scaffolding documents as a resource. <a href="https://mdek12.org/ese/ccr">https://mdek12.org/ese/ccr</a>	
<b>Assessment</b> TIAI 5, 7,8; loSL 3.1	
What strategies will you use to formatively assess student learning during this unit? Do not use “The teacher will observe.” List <u>all</u> types of formative and/or summative assessments used in the unit. There should be a least one per day. At least one assessment should be performance-based (rubric). The rubric must be included with your lesson plans. <b>What will you do to have students communicate to you about their own learning?</b>	
<b>Across the Curriculum Connections</b> TIAI 1, 3	
How do the students connect the content to another subject matter? This is required. For example: <ul style="list-style-type: none"> <li>• If you do an ELA unit on the Revolutionary War, you could integrate social studies into the unit.</li> <li>• This should not be random and should be connected to subject area standards.</li> <li>• ELA includes reading, writing, speaking, listening, viewing, and visually representing.</li> </ul>	
<b>Technology Use</b> TIAI 6, 15; loSL 4.3, 4.4	
<b>Teacher Use</b> How will technology be used to facilitate, create, track, analyze, and evaluate student learning? How can technology facilitate higher level skills such as analyzing, synthesizing, and evaluating? <b>NOTE: Use by the teacher should be MORE than using technology as a projector screen for PowerPoints, videos, etc.</b>	<b>Student Use</b> What technology will be used by students to research, create, communicate, and present? How can technology be used by students to analyze, synthesize, and evaluate?  <b>NOTE: Use by the student should be MORE than using technology to view PowerPoints, videos, etc.</b>

## Literacy Unit Rubric

Criteria	Meets Expectations	Satisfactory	Needs Improvement	Possible Points
<b>Standards</b>	<p>All criteria are met:</p> <ul style="list-style-type: none"> <li>At least one standard is addressed for each of the following: fluency, vocabulary, comprehension, and writing.</li> <li>Standard codes and descriptions are complete.</li> </ul> <p style="text-align: center;"><b>20 points</b></p>	<p>One of the following is missing:</p> <ul style="list-style-type: none"> <li>At least one standard is addressed for each of the following: fluency, vocabulary, comprehension, and writing.</li> <li>Standard codes and descriptions are complete.</li> </ul> <p style="text-align: center;"><b>15 points</b></p>	<p>Two or more of the following are missing:</p> <ul style="list-style-type: none"> <li>At least one standard is addressed for each of the following: fluency, vocabulary, comprehension, and writing.</li> <li>Standard codes and descriptions are complete.</li> </ul> <p style="text-align: center;"><b>10 points</b></p>	<b>20 points</b>
<b>Content Area Integration</b>	<p>All criteria are met:</p> <ul style="list-style-type: none"> <li>At least one content area is addressed in the unit.</li> <li>Content area standard description is complete.</li> <li>There is a clear connection made in one or more of the daily lesson activities to connect the integrated content area to the unit.</li> </ul> <p style="text-align: center;"><b>10 points</b></p>	<ul style="list-style-type: none"> <li>At least one content area is addressed in the unit.</li> <li>Content area standard description is complete.</li> <li>There is an attempt to make a connection in one or more of the daily lesson activities to the integrated content area.</li> </ul> <p style="text-align: center;"><b>5 points</b></p>	<ul style="list-style-type: none"> <li>There was no evidence in the unit of an attempt to integrate one or more content areas.</li> </ul> <p style="text-align: center;"><b>0 points</b></p>	<b>10 points</b>
<b>Teaching Procedures</b>	<ul style="list-style-type: none"> <li>Plans appropriate and sequential teaching procedures that include more than one innovative introduction and/or closing.</li> <li>Teaching procedures incorporate a VARIETY of teaching strategies that positively impact student learning and development.</li> </ul> <p style="text-align: center;"><b>25 points</b></p>	<ul style="list-style-type: none"> <li>Plans appropriate and sequential teaching procedures that include at least one innovative introduction and/or closing.</li> <li>Teaching procedures incorporate a VARIETY of teaching strategies that positively impact student learning and development.</li> </ul> <p style="text-align: center;"><b>20 points</b></p>	<ul style="list-style-type: none"> <li>Plans lack a logical sequence of learning and/or do not include a variety of teaching strategies.</li> </ul> <p style="text-align: center;"><b>15 points</b></p>	<b>25 points</b>
<b>Questioning</b>	<p>All criteria are met:</p> <ul style="list-style-type: none"> <li>Engages students in critical thinking through higher-order questioning.</li> <li>Question designed to engage students in higher-order thinking are listed in the unit plans.</li> </ul> <p style="text-align: center;"><b>10 points</b></p>	<ul style="list-style-type: none"> <li>Relies on lower-level literal questioning (literal, right there, yes/no answers, etc).</li> <li>Questions are listed in the unit plans.</li> </ul> <p style="text-align: center;"><b>5 points</b></p>	<ul style="list-style-type: none"> <li>No evidence in unit plans of types of questions that will be used with students.</li> </ul> <p style="text-align: center;"><b>0 points</b></p>	<b>10 points</b>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.</li> <li>Technology use is related to standards being taught in the unit.</li> </ul> <p style="text-align: center;"><b>10 points</b></p>	<ul style="list-style-type: none"> <li>Plans lack logical use of technology.</li> <li>Technology may or may not be related to the standards being taught in the unit plans.</li> </ul> <p style="text-align: center;"><b>5 points</b></p>	<ul style="list-style-type: none"> <li>Plans do not include technology that will engage students and/or technology is primarily used as a projector screen for videos, PowerPoints, etc.</li> </ul> <p style="text-align: center;"><b>0 points</b></p>	<b>10 points</b>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Plans list all formative and summative assessments used to effectively evaluate learning in the unit.</li> <li>Percent correct to determine mastery is included for EACH assessment.</li> </ul> <p style="text-align: center;"><b>10 points</b></p>	<ul style="list-style-type: none"> <li>Plans indicate use of one or more vague assessments.</li> <li>Percent correct to determine mastery may or may not be included.</li> </ul> <p style="text-align: center;"><b>5 points</b></p>	<ul style="list-style-type: none"> <li>Plans lack evidence of the use of assessments that effectively evaluate student learning and development.</li> </ul> <p style="text-align: center;"><b>0 points</b></p>	<b>10 points</b>

<b>Differentiated Instruction Enrichment</b>	<ul style="list-style-type: none"> <li>Enrichment planned for unit is a higher quality of work or more rigorous work than would be expected of the norm for the age group and is related to the standards being taught.</li> <li>Enrichment is NOT just more of the same.</li> </ul> <p style="text-align: center;"><b>5 points</b></p>	<ul style="list-style-type: none"> <li>Enrichment is planned for the unit but may or may not be related to the standards being taught.</li> </ul> <p style="text-align: center;"><b>3 points</b></p>	<ul style="list-style-type: none"> <li>Enrichment plans are more of the same or are not identified.</li> </ul> <p style="text-align: center;"><b>0 points</b></p>	<b>5 points</b>
<b>Differentiated Instruction Intervention &amp; Remediation</b>	<ul style="list-style-type: none"> <li>Intervention/Remediation planned for unit is specifically designed for students who did not get it and is related to the standards being taught.</li> <li>Intervention/Remediation is NOT just less of the same and does not just repeat what has already been done.</li> </ul> <p style="text-align: center;"><b>5 points</b></p>	<ul style="list-style-type: none"> <li>Intervention/Remediation is planned for the unit but may or may not be related to the standards being taught.</li> <li>Intervention/Remediation is NOT just less of the same and does not just repeat what has already been done.</li> </ul> <p style="text-align: center;"><b>3 points</b></p>	<ul style="list-style-type: none"> <li>Intervention/Remediation plans repeat what has already been done in the daily activities or are not identified.</li> </ul> <p style="text-align: center;"><b>0 points</b></p>	<b>5 points</b>
<b>Differentiated Instruction Accommodations and/or Modifications</b>	<ul style="list-style-type: none"> <li>Lesson activities are described that are intended for <i>specific</i> students who may need accommodations and/or modifications to master the standards being taught.</li> </ul> <p style="text-align: center;"><b>5 points</b></p>	<ul style="list-style-type: none"> <li>Lesson activities are included and labeled accommodations and/or modifications, but they are not planned for specific students or may be vague.</li> </ul> <p style="text-align: center;"><b>3 points</b></p>	<ul style="list-style-type: none"> <li>Plans for accommodations and/or modifications are not described.</li> </ul> <p style="text-align: center;"><b>0 points</b></p>	<b>5 points</b>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Unit plans include one or more opportunities for students to write narratively, informatively, and/or persuasively in response to one or more texts using evidence from the text(s).</li> </ul> <p style="text-align: center;"><b>10 points</b></p>	<ul style="list-style-type: none"> <li>Unit plans include one or more opportunities for students to write narratively, informatively, and/or persuasively but do NOT require students to use evidence from the text(s).</li> </ul> <p style="text-align: center;"><b>5 points</b></p>	<ul style="list-style-type: none"> <li>Unit plans include no opportunities to write narratively, informatively, and/or persuasively. (writing spelling words, writing sentences, handwriting, etc.)</li> </ul> <p style="text-align: center;"><b>0 points</b></p>	<b>10 points</b>
<b>Use of Grammar, Mechanics, etc.</b>	<ul style="list-style-type: none"> <li>Student demonstrates proficiency in using standard English in written communication. (Unit plans are error-free).</li> </ul> <p style="text-align: center;"><b>10 points</b></p>	<ul style="list-style-type: none"> <li>Unit plans contain 1-9 errors in grammar, mechanics, etc.</li> </ul> <p style="text-align: center;"><b>1-9 points</b></p>	<ul style="list-style-type: none"> <li>Unit plans include 10 or more errors in grammar, mechanics, etc.</li> </ul> <p style="text-align: center;"><b>0 points</b></p>	<b>10 points</b>