“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

SEE APPENDIX B
Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance. These indicators are constructed to prepare candidates for their roles in learning environments.
I. Instructor: Dr. Earlyn G. Jordon
   Email Address: ejordon@uncfsu.edu
   Class Location: Butler Building, Room 211
   Course Time: Wednesdays 4 pm – 7:50pm
   Office Hours: By appointment only

II. FSU Policy on Electronic Mail

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer/laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDF's/EmailPolicyFinal.pdf

III. COURSE DESCRIPTION
This course is designed to give an introduction to the basics of reading instruction with emphasis on emergent reading, the initial stages of reading development, and primary and intermediate reading programs. Also, it is designed to encourage critical study of current practices, teaching methodologies, strategies, and resources for teaching language arts in the elementary school. Course requirements include practicum experiences in a partner elementary school classroom.

IV. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf
Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher  
Licensed Professional Counselor  
Spaulding Building, Room 165  
(910) 672-387  
psmith@uncfsu.edu

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
lme10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Textbook


VI. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).
VII. **STUDENT LEARNING OUTCOMES:** Upon completion of this course, students will:

**Demonstrate an understanding of the foundations of reading development, i.e.;**
- Understand language and literacy development at the Emergent Literacy Stage of reading and methods for development in phonological and phonemic awareness; concepts of print and the alphabetic principle; the role of phonics in promoting reading development and word analysis skills and strategies.
- Understand major theories that describe the cognitive, linguistic, and socio-cultural foundations of reading and writing development.
- Identify /describe the major components of reading and various strategies for teaching each component (phonics, vocabulary, fluency and comprehension)

**Demonstrate an understanding of development of reading comprehension, i.e.;**
- Understand vocabulary development.
- Understand how to apply reading comprehension skills and strategies to imaginative/literary texts.
- Understand how to apply reading comprehension skills and strategies to informational/expository texts.

**Demonstrate an understanding of reading assessment and instruction, i.e.;**
- Understand formal and informal methods for assessing reading development.
- Use a variety of assessment tools and obtained data to plan and evaluate effective reading and writing instruction (i.e., rubrics, observations, surveys, anecdotal records, running records, Reading 3-D)
- Understand the role, function and types of assessment in the education of LEP students.

**Demonstrate an understanding of student diversity and literacy development, i.e.;**
- Develop cultural awareness in order to understand better the influence of various aspects of culture on teaching and learning and understand the influence that home, school, and community relationships have on academic achievement and school adjustments of all students.
- Provide the best emotional and social support for the military child.
- Know the integrated practices of multimodal literacies
- Provide appropriate accommodations for diverse learners
- Describe strategies for differentiation of instruction to accommodate a diverse range of students.
Demonstrate an understanding of the English Language Learner (ELL) or students with Limited English Proficiency (LEP) and literacy development, i.e.;

- Develop an understanding for the need for training to work with Limited English Proficiency (LEP) students, i.e. the demographic, sociocultural, legal and pedagogical reasons.
- Develop cultural awareness in order to understand better the influences of various aspects of culture on teaching and learning and understand the influence that home, school, and community relationships have on academic achievement and school adjustment of LEP students.
- Synthesize and articulate how principles of second language acquisition research in bilingual education frame and support inclusive instructional practices.
- Understand and implement methods of English language development to use with all levels of English language learners.
- Develop instructional strategies that integrate language and curricular content learning
- Understand the role, function and types of assessment in the education of LEP students

Demonstrate and understanding of how to integrate knowledge and understanding

- Describe methods to structure the classroom environment to support literacy learning for all K-6 students including struggling readers.
- Use a wide range of instructional practices, approaches, methods and materials to support reading and writing instruction at the elementary level.
- Understand and use the Common Core State Standards for planning effective reading instruction for all learners.
- Know how to implement practices that reflect cognitive, mental and physical development of P-6 students.
- Know how to use technology to enhance instruction.
- Demonstrate leadership skills.
- Demonstrate reflective teaching practice.
- Develop instructional strategies that integrate language and curricular content learning.
### VIII. NCDPI, FSU CONCEPTUAL FRAMEWORK, FINK’S TAXONOMY OF SIGNIFICANT LEARNING ALIGNED WITH LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>NCDPI Professional Teaching Standards</th>
<th>FSU SOE Conceptual Framework</th>
<th>Taxonomy of Significant Learning</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates leadership</td>
<td>Caring dispositions and ethical responsibility</td>
<td>Application Integration</td>
<td>Practicum Assignments Modules Reflective Writing Presentations</td>
</tr>
<tr>
<td>Teachers establish a respectful environment for a diverse population of students</td>
<td>Communication Working with families and communities</td>
<td>Human Dimension</td>
<td>Practicum Assignments Reflective Writing Teaching Strategies Presentations Unit Plans and Daily Lesson Plans Quizzes and Examinations</td>
</tr>
<tr>
<td>Teachers know the content they teach</td>
<td>Knowledgeable and Reflective Educator Research and Leadership</td>
<td>Foundational Knowledge Integration</td>
<td>Practicum Assignments Reflective Writing Teaching Strategies Presentations Unit Plans and Lesson Plans Tests Pre and Post Simulations of PRAXIS II Elementary Reading Examination</td>
</tr>
<tr>
<td>Teachers facilitate learning for their students</td>
<td>Respect for Diversity Technological competence and educational applications</td>
<td>Application Learning how to Learn</td>
<td>Practicum Assignments Reflective Writing Teaching Strategies Presentations Interdisciplinary</td>
</tr>
</tbody>
</table>
IX. COURSE REQUIREMENTS
A. School Practicum. All elementary methods courses require a practicum in an assigned partnership school.

As part of this course, you are required to spend an entire school day each week in your assigned partnership classroom. **Four (4) full days of field work is required for this methods course.** You will have an attendance log to document your school visits. To be placed in a school an Intent Form has to be completed and submitted to the Office of Teacher Education. The form is available on their website.

Practicum Assignments – Sample Recommended activities you may do:
- Observe and assist the Cooperating Teacher.
- Become familiar with school and classroom procedure and routine.
- Become familiar with the school and class demographics.
- Develop Questions and Interview the Classroom/Cooperating Teacher.
- Set procedures and weekly goals to shadow the teacher or specific tasks to aid in the classroom (tutor, monitor, assist with learning materials etc.). Share your strengths and interests that will serve as an asset to the classroom and school.
- Review and Use the Common Core State Standards for your grade level.
- Discuss with cooperating teacher your various Teaching Strategy Assignments to arrange an opportunity to teach a lesson or work with a small group of students to apply your strategy.
- Continue with ongoing tutoring and assisting as needed in the classroom.
- Volunteer for school wide activities, fieldtrips, test monitor, or mentor of a student.
B. Course Assignments

This course is structured around instructional modules. Modules cover Curriculum, Instruction & Assessment. Each module requires reading of the text follow-up quizzes, hands on activities, development of lesson plans and demonstrations. All modules will be uploaded into Blackboard.

- Introduction to Reading (Foundational Skills) & Lesson Planning
- Reading Foundations & Emergent Literacy Strategies
- Phonics & Word Recognition
- Fluency & Vocabulary Development
- Comprehension Development
- Writing and Reading
- Assessment of Reading & Differentiating Instruction for Struggling Readers and English Language Learners

C. Professional Development Sessions/Activities

Additionally, as a part of your methods instruction you are required to attend a minimum of five professional development activities. You will need to present proof of attendance at the end of the semester. Students who fail to attend five professional development activities are not eligible for the “A” grade. Students who fail to attend a minimum of four professional development activities are not eligible for the “B” grade. Students attending three or fewer professional development activities are not eligible for the “C” grade. For your information, an education major earning a grade that is lower that a “C” grade in an education course is required to repeat the course. Listings of professional development workshops, field trips, and conferences will be made available to you. You will post reflections about the guest speakers’ presentations on the Discussion Board in Blackboard.

X. Evaluation Criteria

Assignments are to be uploaded into Blackboard by the due dates on each module. Assessments (tests) for this course are administered through the Blackboard Learning System on specified dates.

- 7 Modules @ 60 points = 420 (See Appendix A)
- 14 Chapter Quizzes @ 20 = 280
- Midterm Examination = 100
- PDA and PDS Reflection Paper = 30
- 4 Oral Presentations/Mini Lesson Presentations -Mini Lesson/Activity @ 15 = 70
- Final Examination = 100 points

Class attendance (-5 points for each class missed) Class attendance and punctuality are vital to your success in this class. Much of the learning required for this class will be acquired through
interactive class activities, presentations, and discussions. You must be there to participate, therefore FIVE points will be deducted from your final grade for each absence regardless of the reason. Two late arrivals or early departures for whatever reason are equivalent to one absence. 5 points deducted for each class missed. Please sign roster when entering class. The final grade you receive in this course will reflect how accurately you complete the learning activities, examinations, group activities, and the practicum. Please submit each learning activity **typed and double-spaced** on the appropriate due date. You will receive points for each of the written activities. The sum of these points will determine your final grade. **Late assignments will not be accepted or graded.**

**Grading Scale**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>92 - 100</td>
<td>A 920-1000</td>
</tr>
<tr>
<td>83 - 91%</td>
<td>B 830 - 919</td>
</tr>
<tr>
<td>73 - 82%</td>
<td>C 730 - 829</td>
</tr>
<tr>
<td>64 - 72%</td>
<td>D 640 - 729</td>
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<tr>
<td>63% or less</td>
<td>F Below 639</td>
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</tbody>
</table>

**XI. Sequence of Learning Activities**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 14</td>
<td>Course introduction Module 1: What is Literacy?</td>
<td></td>
</tr>
<tr>
<td>TBA</td>
<td>Professional Development Activities (PDA) – Calendar of activities will be provided by the Department for the semester.</td>
<td>TBA</td>
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</tbody>
</table>
| Jan. 21   | Continue with Module 1 Interrelatedness of Reading, writing, speaking and listening | • Share All About Me Baggies  
• What is included in lesson plans-     
• See Lesson Plan Template in Blackboard |
<p>| Jan.28    | Module 1 Due Begin Module 2: Emergent Literacy                          | Assignment: Environmental print book Observation Placement–Chapter Quizzes |
| Feb.4     | Continue with Module 2                                                  |                                                                           |
| Feb.11    | Module 2 Due Begin Module 3- Development of Phonics and Word Recognition Skills | Presentation – Mini Lesson/Activity Chapter Quizzes                        |
| Feb. 18   | Continue with Module 3                                                  |                                                                           |
| Feb. 25   | Module 3 Due Begin Module 4- Fluency and Vocabulary Development         | Presentation – Mini Lesson/Activity Chapter Quizzes                        |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 4</td>
<td>Continue with Module 4</td>
<td>Midterm Examination</td>
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<tr>
<td></td>
<td>Module 4 Due</td>
<td>Running records</td>
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<td></td>
<td>Begin Module 5 Comprehension</td>
<td>• Presentation Video #1 is due.</td>
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<td></td>
<td>Comprehension-Reading is an active process</td>
<td>Using Bloom’s Taxonomy</td>
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<td></td>
<td>Teacher Modeling</td>
<td>* Observation Reflections –Blackboard Chapter Quizzes</td>
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<tr>
<td></td>
<td>DRTA lessons</td>
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<td></td>
<td>Close Reading</td>
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<tr>
<td>Mar. 11</td>
<td>Midterm Break</td>
<td></td>
</tr>
<tr>
<td>Mar. 18</td>
<td>Continue with Module 5</td>
<td>Presentation –Mini Lesson /Activity</td>
</tr>
<tr>
<td>Mar. 25</td>
<td>Module 5 Due</td>
<td>Share and analyze student’s writings</td>
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<td></td>
<td>Begin Module 6 Writing and Reading</td>
<td>Chapter Quizzes</td>
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<tr>
<td>Apr. 1</td>
<td>Continue with Module 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation of Student’s writing</td>
<td></td>
</tr>
<tr>
<td>Apr. 8</td>
<td>Module 6 Due</td>
<td></td>
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<tr>
<td></td>
<td>Begin Module 7 Assessment &amp; Readers with Special Needs-</td>
<td></td>
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<tr>
<td></td>
<td>Culturally Diverse Students, ELL students, and the Military Child</td>
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<tr>
<td>Apr. 15</td>
<td>Continue Module 7</td>
<td></td>
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<tr>
<td>Apr. 22</td>
<td>Module 7 Due</td>
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<tr>
<td></td>
<td>Review instructional modifications for Diverse Learners</td>
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<td></td>
<td>How to support the learning of students whose first language is not English</td>
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<tr>
<td>Apr. 29</td>
<td>Mini Reading Lesson Presentations</td>
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<td></td>
<td></td>
<td>Observation Reports Due:</td>
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<tr>
<td></td>
<td></td>
<td>• Time Sheets</td>
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<td></td>
<td></td>
<td>• Disposition Checklist</td>
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<tr>
<td></td>
<td></td>
<td>• Presentation Video #2 is due.</td>
</tr>
<tr>
<td>May 6</td>
<td>Final Examination</td>
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</tbody>
</table>

**XI. Teaching Strategies**

Lecture – discussion  
Cooperative Group Projects  
Reflection Logs  
Role Play  
Mini and Macro Teaching  
Recorded Presentations (Student may select the presentations to be recorded)
XII. References


Internet Resources

Collaborative for Equality in Literacy Learning: [http://cell.msmc.edu/literature/Language](http://cell.msmc.edu/literature/Language)

English Language Arts Common Core [http://www.corestandards.org/ELA-Literacy/](http://www.corestandards.org/ELA-Literacy/)


Reading Rockets: [http://readingrockets.org](http://readingrockets.org)
**Language Arts/Reading Journals:**

- *Language Arts*
- *The Reading Teacher*
- *Research in the Teaching of English*
- *Journal of Literacy Research*
- *Adolescent Literacy*

**Children's Literature Journals:**

- *Book Links*
- *Booklist*
- *Horn Book Magazines*
- *New Advocate*
- *School Library Journal*

**Professional Organizations:**

- *International Reading Association (IRA)*
- *National Council of Teachers of English (NCTE)*
ELEM 400

MODULE 1 INTRODUCTION

FACTORS THAT AFFECT READING

Objectives:
The pre-service teacher will:

1. Know the course expectations and requirements. (In class)
2. Learn about their colleagues. (In class)
3. Complete a book inventory on the course textbook (In class)
4. Know the definition of reading and the factors that affect the reading process.(BB)
5. Review score on the TORP. Where did you score? (BB)
6. Understand and be able to define the difference among Curriculum, Instruction and Assessment. (In class)
7. Articulate the difference between receptive and expressive language processes. (In class)
8. Locate, understand and use the Common Core English Language Arts (In class)
9. Locate, understand and use the Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. (In class and BB)
10. Know and understand the components of lesson planning-write a lesson plan using the template format. Refer to lesson plan templates in Blackboard (In class & BB)
11. Know and understand the difference between lesson planning and unit planning. (In class & BB)
12. Reflect on how you remember learning to read and post this on the Discussion Board (BB)

13. FOR THE NEXT CLASS
   Take a small paper sandwich bag and place at least 6 objects that tell us (depict) about you. These may include actual artifacts and pictures that reflect who you are as a person and or your background. Then decorate the outside of the bag (Be creative)-with your name, “All About Me”, title, and any other attributes. You will share this with the class at the next meeting. (In class Presentation)

14. Have the chapters read for Module 2 by the next class.
ELEM 400
MODULE 2: READING FOUNDATIONS – EMERGENT LITERACY

Objectives: The pre-service teacher will:
1. Read Chapters 1 Reading and Learning to Read and 6 Emergent Literacy
2. Share with the class your “All About Me” bag
3. What is meant by schema and why is it important to the reading process?
4. What is the cognitive-constructivist view of reading and how is it different from the interactive model of the reading process?
5. What do the NAEP test results show about our nation’s literacy scores over the past three decades?
6. Describe phonological awareness (curriculum) and at least two activities that could be used for instruction and assessment.
7. View the video on phonemic awareness.
8. What is the strongest predictor of children’s success in reading?
9. Locate Common Core State Standards for ELA and be able to describe what is there and how it is organized. Where are the standards that deal with early literacy? What are they called and what is included? In addition, locate the CCS for English as a Second Language (ESL) and be able to describe the skills and knowledge of vocabulary, writing, reading and oral language skills necessary to participate meaningfully in the ELA classroom.
10. Locate a child’s book or story that you can use to read aloud to young children. The book must have repetition or alliteration and can be used for an instructional activity for phonological awareness. Be prepared to share the book and an activity with the class.

11. Environmental Print is the print of everyday life: The symbols, signs, numbers, and colors found in McDonald’s, Wal-Mart, Exxon, Pizza Hut, 7-Up, and on websites, for instance. They offer excellent entry points for young children to begin to learn to read, write, and do math. Sharon McDonald’s link will give ideas on how to create this book:
   You are to create an environmental print book to share with a pre-school child or emergent reader. Requirements for this book are as follows:
   10 pages (construction paper cut to 9x12.) plus a cover. Cover must have a title and your name and class. You must create the book using original labels, etc. These can be from McDonald’s, Pizza Hut, etc. You may not download pictures from the Internet. Book must be laminated and bound. BRING TO CLASS

12. Take the quizzes for these chapters 1 & 6 (in Blackboard)
13. Have module 3 chapters read by the next class.
The pre-service teacher will:

1. Have Chapter 7 Word Recognition read before class.
2. Define the following terms and give an example in order to understand the curriculum for word recognition:
   a. Morpheme
   b. Phoneme
   c. Rime
   d. Affix
   e. Word family
   f. Phonogram
   g. Onset
   h. CVC
   i. Sight Words
   j. Function words
   k. Blending Word sorting
   l. Analogy (analogic phonics)
   m. Context Clues
   n. Structural Analysis
   o. Dictionary Analysis

3. Locate the CCSS RF and describe what you found; what grade levels are covered?
4. Create a lesson plan for one of the RF standards. Be prepared to present the plan in class to teach the standard. Make sure you include an assessment of your objective.
5. Chose two word families or onset and rimes and design two different word slides (phonograms) to teach these two rimes. Using card stock paper physically creates two slides. You may use a coloring book, etc. for your basic background. For example, if I want to teach the onset and rime of "og" I would find a picture of a dog or frog and use that as the background for the slide.
6. Locate a website that you can use to help instruct an area of word recognition. Identify the URL, describe what is there and why you like it. Be able to share it in class.
7. Do the sorting activity in class.
8. The term special needs include children with language differences, learning difficulties, children with physical impairments, and children from cultural backgrounds. Select a special need and describe how you would adapt an instructional strategy appropriate for a child with that special need outline the strategies for learning.
9. Take the quiz for this chapter in Blackboard
10. Read the chapters for Module 4 by the next class.
The pre-service teacher will:

1. Have read chapters 8 Fluency and Chapter 9 vocabulary.
2. Describe what is meant by fluency and describe two techniques to foster fluency.
3. Define prosody and what TWO techniques can be used to foster it?
4. Be able to describe how to implement repeated oral readings.
5. Describe echo reading. What genre could you use to implement echo reading?
6. Define assisted reading and tell its purpose.
7. Describe what factors are included when assessing fluency?
8. List the types of materials are useful when developing fluency in readers?
9. Describe the different vocabularies (listening, speaking, reading and writing)
10. Describe the differences among production, acquainted, independent and established levels for word learning.
11. Describe one “best” way to increase vocabulary size.
12. Be able to use the Frayer Method to teach new words. Choose three words and demonstrate this method.
13. Choose vocabulary from a selected expository (information) book and construct a semantic feature analysis to be demonstrated in class.
14. Find children’s book or story that may help with this CCSS standard and write a six point lesson plan around the standard.
15. CCS Standard: Distinguish among the connotations of words with similar denotations (stingy, scrimping, economical, and thrifty).
16. Take the quizzes for Chapters 8 and 9.
17. Read chapters for Module 5 for next class meeting.
ELEM 400: MODULE 5   COMPREHENSION

The pre-service teachers will:
1. Have read Chapters 10 Scaffolding comprehension of Text and 11 Teaching Comprehension Strategies.
2. Describe what the CCSS ELA includes that relate to reading comprehension.
3. Describe what is meant by close reading.
4. Design a lesson plan that centers on DR-TA. Be prepared to share in class. Video is in External Links Section of Blackboard- Teacher Tube.
5. Create a semantic web, a KWL and story map for a selected unit or lesson.
6. Discuss how Questioning the Author can be used.
7. Describe the differences among pre reading, during reading and after reading strategies.
8. Use the Interactive Reading Lesson Design & Plan to design an interactive reading lesson for K-2 or 3-5.
9. Discuss how Bloom’s Taxonomy can assist you when designing lesson plans.
10. Define what is meant by metacognition? How can you instruct this?
11. Describe reciprocal teaching.
12. Use the cereal box to prepare a “book report”. Cover each side of the box with construction paper and provide the following: title and author of Book, Setting, Characters and descriptions, Plot, Sequence of Events, Conclusion, Theme. Center the story selection around the Needs of the Military Child: Separation, Moving, Loss, Reintegration, Parent with PTSD.
13. Take the quizzes for Chapters 10 and 11 in Blackboard.
14. Respond to the Discussion Boards to Keep Up!
15. Read the chapters for Module 6 by the next class meeting.
ELEM 400
MODULE 6: WRITING AND READING

The pre-service teacher will:
1. Have read Chapter 13 Writing and Reading and Chapter 12 Encouraging Independent Reading and Reader Response
2. Describe the stages of the writing process. What does students’ writing look like at those stages?
3. Describe a writing to learn activity and be prepared to share in class.
4. Describe two instructional activities that can be used to instruct children how to organize ideas graphically.
5. Be prepared to discuss the writing workshop and the steps involved in the writing workshop.
6. Describe what is essential to support independent reading in the classroom.
7. Demonstrate how to conduct a literature circle with the class.
8. Describe how to conduct a reading workshop.
9. Describe a strategy you could use to get children motivated to read outside of school. Support this with an article (cited) from one of the databases.
10. Create a motivating (small Bulletin Board) that you might use to get the students interested in reading. Bring to class.
11. Take the quizzes in Blackboard for Chapters 12 and 13.
ELEM 400
MODULE 7 ASSESSMENT, DIFFERENTIATION, INTERVENTION AND WORKING WITH ELLs

The pre-service teachers will:
1. Have read Chapter 4 Assessment, Chapter 5 Differentiation and intervention and Chapter 14 Reading Instruction for English Language Learners.
2. Describe what a print-rich classroom should look like. (This should be reflected in your Discussion Board Post.)
3. Describe what is meant by self-selected reading.
4. Discuss attribution theory.
5. Describe the types of grouping patterns a teacher should use.
6. Describe the benefits of whole group instruction.
7. Describe what should be going on in small group teacher led groups.
8. Discuss reading intervention strategies for ELL learners. Be specific.
9. Discuss reading intervention strategies for students that are ELL. Be specific.
10. Describe what considerations need to be made for ELL learners.
11. Define orthography and lexicon.
12. Reflective Writing: Describe accommodations the cooperating teacher made for meeting the special needs of the children in his/her classroom, that is, children from culturally diverse backgrounds, such as ELL/ESL learners. What other things might have been done to accommodate the learner’s language development and academic understanding in the activity described? What other special needs could be addressed in the situation described?
13. Know how to assess using the Reading 360 (Dibels) program and using the IPAD. What information do teachers obtain from this assessment? How does it guide instruction?