COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>RED 4519</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>RED 3013</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Recognizing and Diagnosing Growth in Reading</td>
</tr>
<tr>
<td>Course Hours:</td>
<td>3</td>
</tr>
<tr>
<td>College:</td>
<td>College of Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Required Text(s):</td>
<td>Gipe, Joan, Merrill-Prentice-Hall; Multiple Paths to Literacy 10th Edition, 2009; the recreational text; and The Essentials of Grammar by Sue Baugh</td>
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<tr>
<td>Supplies:</td>
<td></td>
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<tr>
<td>Faculty Name:</td>
<td>Thyria G. Ansley</td>
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<tr>
<td>Term and Year:</td>
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<td>Place and Time:</td>
<td></td>
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<tr>
<td>Office Location:</td>
<td>GEC (A) 314</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(850) 599-3622</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:Thyria.greene@famu.edu">Thyria.greene@famu.edu</a></td>
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Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tr>
<td>1:30 – 4:30 pm</td>
<td>1:30 – 4:30 pm</td>
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Course Description

This course is intended to give teacher candidates practical experience in assessing and diagnosing reading difficulties in children. After the appropriate diagnosis has been made, students are required to develop and present ways of helping the learner overcome and correct such difficulties. Part of the time will be spent in clinical or classroom situations with children and or adults wherein opportunities to practice clinical procedures in the identification, evaluation and correction of reading difficulties will be realized. Another strand in this course is to help students learn how to engage in action research. This project will be helpful in creating a teacher candidate who will engage in continuous learning. When teacher candidates are given an opportunity to demonstrate their philosophy for teaching reading, they will reveal the idea under girding the conceptual framework. Our conceptual framework operates on the belief that all of the themes and services are integrated to produce exemplary professionals. The information presented in this class plays a critical role in helping teacher candidates integrate theory and practice so that they can become exemplary professionals. The objectives included in this course are in keeping with the standards for literacy development set forth by the International reading Association. Also, the objectives included in this course address specific ESOL standards and indicators as well as select requirements for reading endorsement.

Course Purpose

The purpose of this course is to teach preservice teachers how to design and implement a corrective and recreational reading program in the elementary school curriculum including with accommodations for English language learner and children with special needs. These components will include the best practices identified in a scientifically based research in reading program.

F=Florida Educator Accomplished Practices Standards (FEAPS)
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(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

![Diagram of Exemplary Professional Conceptual Framework]

**DIVERSITY**

- **CF 1** This focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>F: 5.d</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.2 (S, D)</td>
<td>Demonstrate diverse student learning through differentiated instruction.</td>
<td>F: 5.e, I: 3, 8</td>
<td></td>
</tr>
<tr>
<td>CF: 1.3 (S, D)</td>
<td>Create and foster learning opportunities adapted to diverse learners.</td>
<td>F: 5.f, I: 3, 8</td>
<td></td>
</tr>
</tbody>
</table>

**TECHNOLOGY**

- **CF 2** Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.3 (K)</td>
<td>Demonstrate knowledge of fundamental concepts in technology.</td>
<td>F: 12.b</td>
<td>I: 1, 6</td>
</tr>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use technology to prepare and teach lessons and promote creativity among students.</td>
<td>F: 12.b</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

**VALUES**

- **CF 3** Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6.g</td>
<td>I: 2, 5</td>
</tr>
</tbody>
</table>

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CRITICAL THINKING

• CF4 Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
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<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 4.b</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

• CF5 Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8.d</td>
<td>I: 1</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to personal growth and development.</td>
<td>F: 8.d, 3.h</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom</td>
<td>F: 8.a</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 5.7 (S, D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 6.g</td>
<td>I: 5, 9</td>
</tr>
</tbody>
</table>

URBAN/RURAL EDUCATION

• CF6 Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.1 (S)</td>
<td>Demonstrate the ability to work in school settings with varied levels of human and material resources.</td>
<td>F: 7.e</td>
<td>I: 10</td>
</tr>
<tr>
<td>CF: 6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
<td>F: 6.g</td>
<td>I: 1, 8</td>
</tr>
</tbody>
</table>

**Academic Learning Compact**

1. Content Knowledge/Subject Matter - Teacher candidates will demonstrate knowledge of reading instruction with their best practices when preparing the Assessment Report.
2. Communication – Teacher candidates will demonstrate effective communication skills when writing about reading instruction (Action Research paper)
3. Critical Thinking – Teacher candidates will demonstrate the appropriate thinking skills when analyzing professional education cases. (ethics assignment)
4. Diversity – Teacher candidates will demonstrate the ability to select best practices for teaching LEP students to read or read better. (ESOL reading list/assignments)
5. Role of the Teacher – Teacher candidates will demonstrate the understanding of effective reading instruction when planning and executing the reading lesson plan report.

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# Course Crosswalk

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Student Behavioral objectives</th>
<th>INTASC Standard s</th>
<th>ACEI Standard s</th>
<th>IRA Prof. Organizatio n</th>
<th>FEAPs</th>
<th>ESOL</th>
<th>Reading Endorsem ent</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrective Reading Program Report</td>
<td>Student #2</td>
<td>1.e,2.d</td>
<td>2.b,3.b</td>
<td>2.9</td>
<td>1.b,1.e,1.k, 2.d,4.b,4, d.5.e,7.f,7,1.9.e,9.j, 10.1, 10.2, 12.b,10.a, 10.b</td>
<td>1,2,4,7,8,12</td>
<td>See RE Matrix 3.1,3.4Assess 4.8,5.6Less pl</td>
<td>1.2</td>
<td>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 6.1</td>
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<tr>
<td>Contemporary Issues Notebook</td>
<td>#3</td>
<td>1.g</td>
<td>3.c,5.a</td>
<td>1.2;5.3</td>
<td>4.e,8.d,12.b</td>
<td>4</td>
<td>7,8</td>
<td>See RE Matrix</td>
<td>6.1</td>
</tr>
<tr>
<td>Ethics Panel Assignment</td>
<td>#2</td>
<td>1.g</td>
<td>3.c</td>
<td>1.4</td>
<td>6.g,12.b</td>
<td>5</td>
<td>See RE Matrix 1.6</td>
<td>1.6</td>
<td>Values 3.1,3.3</td>
</tr>
<tr>
<td>Mock Interview</td>
<td>#1</td>
<td>1.f</td>
<td>3.a</td>
<td>1.3</td>
<td>7.a,8.a,8.d,11.b</td>
<td>8</td>
<td>See RE Matrix</td>
<td>1.6</td>
<td>Professio nalism 5.1,5.6,5.7</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Assignment</th>
<th>#</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Proficiency</th>
<th>5.1 Urban &amp; Rural Education 6.4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Test</strong> — students will be given 50 vocabulary terms taken from the book and asked to write the definition of each. These terms cover the SBRR concepts used for struggling readers and ELLs.</td>
<td>#3</td>
<td>1.h</td>
<td>2.a</td>
<td>1.5</td>
<td>7.b,8.b</td>
<td>2,12</td>
<td>See RE Matrix</td>
<td>1.5, 1.11</td>
<td>Professionalism 5.1</td>
<td></td>
<td></td>
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<tr>
<td><strong>Expository Text Writing Assignment</strong> — students will choose a piece of expository text from a K-6 text and identify/apply best practices for using expository text to teach word identification study skills and the 5 reading components.</td>
<td>#3</td>
<td>1.e</td>
<td>3.d</td>
<td>2.6</td>
<td>8.c,12.b</td>
<td>2,4,8</td>
<td>See RE Matrix</td>
<td>1.5</td>
<td>Professionalism 5.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Cornell Notebook Assignment</strong> — notes of readings</td>
<td>#1</td>
<td>2.d</td>
<td>3.b</td>
<td>1.2</td>
<td>7.d,7.f,12.b</td>
<td>8</td>
<td>See RE Matrix</td>
<td>1.1-1.11</td>
<td>Diversity 1.2</td>
<td></td>
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<tr>
<td><strong>ESOL-LEP Case Study</strong> — students are required to select a case study on an LEP student. They will write a summary of the case and offer their solutions to how to solve the problem and defend their statements with documented information.</td>
<td>#3</td>
<td>2.a</td>
<td>3.a,5.a</td>
<td>2.9</td>
<td>3.a,3.c,8.c,12.b</td>
<td>-</td>
<td>-</td>
<td>6.1</td>
<td>Critical Thinking 4.2</td>
<td></td>
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<tr>
<td><strong>Action Research</strong> — after a lecture on action research, students are required to submit their identified problem and means of collecting data. They then will follow the action research steps to implement, write and share their project.</td>
<td>#3</td>
<td>1.f</td>
<td>3.c,5.a</td>
<td>3.3</td>
<td>8.b,8.c,12.b</td>
<td>-</td>
<td>-</td>
<td>6.1</td>
<td>Urban and Rural Education 6.1</td>
<td></td>
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</tr>
<tr>
<td><strong>Reading Grant</strong> — students are required to follow the steps for writing a grant and submit a mock reading program proposal requesting $5,000.00.</td>
<td>#3</td>
<td>1.a</td>
<td>3.a</td>
<td>1.1,1.6</td>
<td>3.h,8.b</td>
<td>1,2,</td>
<td>See RE Matrix</td>
<td>1.7, 1.11</td>
<td>Professionalism 5.1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Chapter/Textbook Exam</strong> — students are required to read the text and answer questions after a lecture or presentation of each chapter that include but not limited to assessing their skill in.</td>
<td>#3</td>
<td>1.a</td>
<td>3.a</td>
<td>1.1,1.6</td>
<td>3.h,8.b</td>
<td>1,2,</td>
<td>See RE Matrix</td>
<td>1.7, 1.11</td>
<td>Professionalism 5.1</td>
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ESOL Reading list with assignment – students are required to include ESOL accommodations in all of the lesson plans in the corrective reading program. This list also provides for a LEP resource kit to be established that includes leveled activities K-6 to increase the listening, speaking reading and writing activities to improve language processing in ELLS. The kit should have emphasis on oral language development.

Rec. Test – each class chooses a recreational text to read, discuss and be tested on its contents.

PowerPoint Presentation—students will divide into groups to create a workshop that presents a chapter from the book. All presentations must include the information presented for teaching LEP students, struggling readers and struggling readers from diverse populations.

Strategies Notebook—students will create a handy compilation of instructional activities to teach reading using the scientific based research in reading components. #4/2.a/3.d/2.5/5.e,7.c,12.b/FTCE-1.2-1.7,/CF:Professionalism-5.1/ESOL-2,4,7,8(RE-See Matrix-3.1)-FEAPs-5.e,7.a,7.d,12.b

### Overall Goals of the Course

**Overall Goals of the Course**

- To demonstrate teaching strategies for implementing units requiring conceptual understanding, hands-on experiences, group activity in problem solving, cooperative learning, and technology. (ESOL 7)
- To show how to design a balanced reading program. (ESOL 8)
- To structure an environment so that optimal learning can be achieved. (ESOL 1)

**Specific Behavioral Objectives**

Students will gain:
1. Knowledge about individual variation within each area of development, show respect for diverse talents of all learners, and is committed to helping them develop self-confidence and competence + LA.A.2.1.3^#9 Learning Environments (ESOL 1)

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2. Knowledge about valuing human diversity, showing respect for students’ varied talents and perspectives, and is committed to the pursuit of “individually configured excellence” (ESOL 1).

3. Knowledge about subject matter that is not a field body of facts, but is complex and ever evolving (ESOL 1, 4).

4. Knowledge of the use of formal and alternative methods of assessment/evaluation of LEP student, including measurement of language, literacy, and academic content metacognition (ESOL 12).

5. Knowledge of how to select and develop appropriate ESOL content according to student levels of proficiency to listening, speaking, reading, and writing, taking into account: *Basic interpersonal communicative skills (BICS) and *Cognitive language proficiency skills (CALPS) as they apply to the ESOL curriculum. (ESOL #8)

6. Knowledge of language structure and function and cognition for each of the five major components of the reading process (ESOL 12).

7. Knowledge of techniques to assess students and help them overcome problems in learning how to read. (ESOL 12)

National and State Standards Addressed in the Course

- Competencies associated with Sunshine State Standards for Reading
- Competencies associated with the Pre-professional Accomplished Practice
- ESOL Performance Standards
- Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
- Professional Organization/Learned Society Standards – IRA & ACEI
- Florida Educator Accomplished Practices (FEAPs)
- Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills
- Reading Endorsement Standards (RE) See Reading Endorsement Matrix

ESOL PERFORMANCE STANDARDS

Domain 1: Culture (Cross-Cultural Communications)

Standard 1 (1.1): Culture as a factor in ELLs’ Learning

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities. (FTCE Standard 3: Knowledge of sociolinguistic, cultural, ethnic, and sociopolitical issues)

Domain 2: Language and Literacy (Applied Linguistics)

Standard 2 (2.1): Language as a System

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn and to read, write, and communicate orally in English. (FTCE Standard 1: Knowledge of heritage language and English language principles)

Standard 4 (2.3): Second Language Literacy Development

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning. (FTCE Standard 8: Knowledge of literacy development and classroom application)

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Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

**Standard 7 (3.3): Effective Use of Resources and Technologies**

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

FTCE Standard 7: Knowledge of instructional technology

Domain 4: ESOL Curriculum and Materials Development

**Standard 8 (4.1): Planning for Standards-Based Instruction of ELLs**

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

FTCE Standard 4: Knowledge of curriculum, curriculum materials, and resources

Domain 5: Assessment (ESOL Testing and Evaluation)

**Standard 12 (5.3): Classroom-Based Assessment for ELLs**

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

FTCE Standard 9: Knowledge of assessment

**Topical Outline**

**Jan 7-9**

- Orientation/Establish Learning Portfolio RE, ESOL
- FL consent Decree/Cornell Note taking Review-All chapters placed in format RE/ESOL Assessment
- KWL Method of Teaching Reading/Discuss Foundation Work for ESOL Assignments
- Discussion of Conceptual Framework, Accomplished Practices & Sunshine State Standards

**Jan 12-16**

- Discuss selection of the CRP student - 25 hr. Field Requirement.
- Review Course Syllabus/Begin Vocabulary Test Work-Initiated by reading the article “Reading Is Rocket Science” - Pull all the phonological and morphological terms for RE and ESOL
- Reading Recovery Activity with discussion put on Cornell for use with CRP RE
- Divide into groups for Chapters 7-13 presentations
- Lecture on The FAIR guest speaker from (FCRR)....RE Discuss format for CRP process
- Review Exam for RED 3013

**Jan. 21-23**

- Lectures: Chapter 1 – MLK’s Birthday – REVIEW EXAM FOR RED 3013 (F)
- Chapter 2
- Chapter 3

Provide name, address and phone number of CRP student

Start working with CRP student by____

Discuss the handout on the stages of reading development -

**Jan. 26-30**

- Lectures: Topic – Reading Related Factors - Chapter 4-Students will select articles to be shared in class later that will explain how to work with LEP and struggling diverse readers
- Topic – Direct Measures Chapter 5- put 5 & 6 into Cornell- identify bias in lang. based tests.
- Topic – Indirect Measures Chapter 6 – Create an Informal Reading Inventory in class

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February 2-6: Review Assessment and Color Coded Books/discuss Action research paper. Discuss Case Study (1 Child) / Work on Group Presentation / Discuss Contemporary Issues. Notebooks must include assessment on vocabulary terms (ESOL and RE implications).  

February 9-13: Discuss First Install of CRP - review missed work - Contemp Iss Notebk due (F).  

February 16: Group 1 Power Point (PP) Presentation on Chapter 7 - “The Reading/Writing Connection.” Presentations must include accommodations for ESOL & RE.  

February 18: Group 2 Power Point Presentation of Chapter 8 - “Word Recognition.” Case Study, due (ESOL - 1 LEP student).  

February 20: Group 3 Power Point Presentation of Chapter 9 - “Comprehension: Foundation.” First Installment due on CRP (F) Assessment and Diagnostic Reports included RE, ESOL.  


February 25: Group 5 Power Point Presentation on Chapter 11 - “Strategic Reading For Narrative Text.”  

February 27: Group 6 Power Point Presentation on Chapter 12 - “Strategic Reading for Expository Text.” Expository Writing Activity – RE & ESOL.  

March 2: Group 7 Power Point Presentation on Chapter 13 - “Study Skills.”  

March 4: Action Research Paper Discussion (M). Read “Planning Reading Activities (RtI)” make selections of ones for LEP and struggling readers (RE) in class during discuss - put in Cornell notebook.  

March 6: Discuss Grant Proposal, Strategies Notebook RE & ESOL, Mock Interviews, Review for Chapter/Textbook Exam RE, ESOL, Action Research and Second Installment of CRP.  

March 9-13: SPRING BREAK  

March 16-20: Mock Interviews (Bring Resume). CRP Second Install Due (F) - Includes the Literacy and the Lesson Plan Reports RE & ESOL.  

March 23-27: Recreational Reading Material Work (Must own and bring book to take test) next class-discussion.  

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Approved/Revised 10/30/07
Mar. 30-Apr. 3 Read Art in class-ethics panel writing assignment/Discussion due next class
Grant Due (F)

Apr. 6-10 CRP Due (F) “How I helped the student should present evidence of reading progress and materials selected and used (RE)/Action Research Due (F) each placed in separate folders Sharing of Contemporary Issues Articles

Apr. 13-17 Strategies Notebook Due (M) RE (SBRR) Chapters Exams Textbook Exam RE—both cover the concepts put in Cornell Notes and reviewed during progress monitoring (M) Checks skills for SBRR in assessment, diagnosis, planning, activity selection, etc. Oral Sharing of resources selected by students that explained how to assist LEP and diverse struggling readers RE

Apr. 20-24 Review any work not covered Return of CRP, Sharing of CRP and Post-Assessment Activity

Teaching Methods
Field experiences, lectures, simulations, technology and group work will be used to teach teacher candidates on how to instruct struggling readers.

Course Evaluation
The corrective reading program is worth 60% of the final grade. The other assignments are equally valued and calculate the remaining 40% of the final grade.

Those assignments are:
Contemporary Issues ESOL – LEP Case Study Resource Kit
Ethics Assignment Action Research Power Point Workshops
Mock Interview Reading Grant Strategies Notebook
Vocabulary Test Chapter/Text Exam
Expository Writing Assignment ESOL Rdg. List with Activities
Cornell Notetaking Assignments Recreational Rdg. Test

Grading
The grading scale is as follows:

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D

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Course Policies

Dispositions As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student's file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student's department chair. The severity of the behavioral deficiency will influence the chairperson's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar

Jan 4-7 Orientation/Establish Learning Portfolio RE, ESOL FL consent Decree/Cornell Note taking Review-All chapters placed in format RE/ESOL Assessment KWL Method of Teaching Reading/Discuss Foundation Work for ESOL Assignments Discussion of Conceptual Framework, Accomplished Practices & Sunshine State Standards

Jan 10-14 Discuss selection of the CRP student - 25 hr. Field Requirement. Review Course Syllabus/Begin Vocabulary Test Work-Initiated by reading the article “Reading Is Rocket Science “- Pull all the phonological and morphological terms for RE and ESOL Reading Recovery Activity with discussion RE Divide into groups for Chapters 7-13 presentations Lecture on FAIR guest speaker from (FCRR)....RE Discuss format for CRP process Review Exam for RED 3013 Topic – The Fundamental Aspects of Corrective Reading

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Jan. 17-21  
Lectures:  
Chapter 1 – MLK’s Birthday – REVIEW EXAM FOR RED 3013 (F)  
Chapter 2  
Chapter 3  
Provide name, address and phone number of CRP student  
Start working with CRP student by____  
Discuss the handout on the stages of reading development - 

Jan. 24-28  
Lectures:  
Topic – Reading Related Factors - Chapter 4-Students will select articles to be shared in class later that will explain how to work with LEP and struggling diverse readers  
Topic – Direct Measures Chapter 5- put 5 & 6 into Cornell- identify bias in lang. based tests.  
Topic – Indirect Measures Chapter 6 – Create an Informal Reading Inventory in class  

Jan 31-2/4  
Review Assessment and Color Coded Books/discuss Action research paper  
Discuss Case Study (1 Child)/Work on Group Presentation/Discuss Contemporary Issues Notebk  
Test on Vocabulary Terms (F) ESOL and RE implications (phonological and morphogical terms) 

Feb. 7-11 
Discuss First Install of CRP-review missed work-Contemp Iss Notebk Due (F) 

Feb. 14 
Group 1 Power Point (PP) Presentation on Chapter 7– PPs must include accomod for ESOL&RE  
Topic - “The Reading/Writing Connection” 

Feb. 16 
Group 2 Power Point Presentation of Chapter 8  
Topic - “Word Recognition”  
Case Study Due (ESOL- 1 LEP student) 

Feb. 18 
Group 3 Power Point Presentation of Chapter 9  
Topic - “Comprehension: Foundation”  
First Installment Due on CRP (F) Assessment and Diagnostic Reports included RE, ESOL 

Feb. 21 
Group 4 Power Point Presentation of Chapter 10  
Topic - “Meaning Vocabulary” ESOL Rdg. List Resource Kit for ESOL and RE Due 

Feb. 23 
Group 5 Power Point Presentation on Chapter 11  
Topic - “Strategic Reading For Narrative Text” 

Feb. 25 
Group 6 Power point Presentation on Chapter 12  
Topic - “Strategic Reading for Expository Text” Expository Writing Activity –RE&ESOL 

Feb. 28 
Group 7 Power Point Presentation on Chapter 13  
Topic - “Study. Skills” 

Mar. 2 
Action Research Paper Discussion (M) Read “Planning Reading Activities (RtI)” make selections of ones for LEP and struggling readers (RE) in class during disscussion
Mar. 4 Discuss Grant Proposal, Strategies Notebook RE & ESOL, Mock Interviews, Review for Chapter/Textbook Exam RE,ESOL, Action Research and Second Installment of CRP.

Mar. 7-11 SPRING BREAK

Mar. 14-18 Mock Interviews (Bring Resume)
CRP Second Install Due (F)-Includes the Literacy and the Lesson Plan Reports RE & ESOL

Mar. 21-25 Recreational Reading Material Work (Must own and bring book to take test) next class-discussion

Mar. 28-Apr. 1 Read Art in class-ethics panel writing assignment/Discussion due next class
Grant Due (F)

Apr. 4-8 CRP Due (F) “How I helped the student should present evidence of reading progress and materials selected and used (RE) Action Research Due (F) each placed in separate folders
Sharing of Contemporary Issues Articles

Apr. 11-15 Strategies Notebook Due (M) RE (SBRR) Chapters Exams Textbook Exam RE–both cover the concepts put in Cornell Notes and reviewed during progress monitoring (M) Checks skills for SBRR in assessment, diagnosis, planning, activity selection, etc.
Oral Sharing of resources selected by students that explained how to assist LEP and diverse struggling readers RE

Apr. 18-22 Review any work not covered
Return of CRP, Sharing of CRP and Post-Assessment Activity

References

This first set of resources were used to create some of the assignments. The second set of references were used to create the course:

Set # 1


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Set # 2


ESOL READING LIST/ASSIGNMENTS

Below is a list of readings that you should peruse for this course. You may be asked to put these readings into Cornell Summaries, present to the class, apply a reading strategy to it to aid in understanding the content or answer questions given in a test style. To avoid transfer of work, the assessment format will change from semester to semester at the instructor’s discretion. Therefore, make sure these texts are read and comprehended thoroughly when assigned. In addition, you are required to find ESOL articles from professional journals and apply the directions for demonstrating that the articles have been read by following the directions provided in class. For example, you will be asked to assemble a listing of activities and resources for culturally and linguistically diverse students to give to culturally and linguistically diverse parents, school administrators or to the community at large. You will even be asked to assemble ways that the personnel can sensitively respond to and engage culturally and linguistically diverse parents and students. Further, you will be required to design an assessment piece for LEP students using the selected ESOL standards. So as you select your own articles and read the ones from the list, keep these ideas in mind.


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**DOE Teach: Session 3, Chapter 4. Principles of Second Language Literacy Learning.**

Florida Consent Decree


McEwan, K. (2001). Teach the Students Who Can’t Read How to Read: Raising Reading Achievement in Middle and High School. Pp 31-61

Opitz, M.F., (ED. 2000). Literacy instruction for culturally and linguistically diverse students: a collection of articles and commentaries


**ESOL Assignment for RED 4519**

Establish an ESOL Resource Kit. This kit should include K-6 leveled activities for ELLs who struggle with reading, writing, listening and speaking. Heavy emphasis should be placed on oral language development. The contents of the kit will be tailored to fit a student that the candidate selects through readings or make up w/ an amalgamation of characteristics ESOL students who typically struggle with reading may have. The student needs to design a check list that shows the contents and how each artifact can be used on each grade level for each of the language arts and SBRR reading components. One artifact for each is sufficient. Next to the item on the check list, the student needs to provide a brief explanation of what the artifact is and what area it should be used to assist the child.

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