

New



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE April 2, 2010

- 1. ACADEMIC UNIT: College of Teacher Education and Leadership
- 2. COURSE PROPOSED: ECD 413 Literacy Curriculum, Instruction, and Assessment 3  
(prefix) (number) (title) (semester hours)
- 3. CONTACT PERSON: Name: Cory Hansen Phone: 602-543-6322  
Mail Code: 3151 E-Mail: cory.hansen@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
- Mathematical Studies-MA  CS
- Humanities, Fine Arts and Design-HU
- Social and Behavioral Sciences-SB
- Natural Sciences-SQ  SG

- Global Awareness-G
- Historical Awareness-H
- Cultural Diversity in the United States-C

- 6. DOCUMENTATION REQUIRED:
  - (1) Course Description
  - (2) Course Syllabus
  - (3) Criteria Checklist for the area
  - (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES:  No  Yes; Please identify courses: \_\_\_\_\_

Is this amultisection course?:  No  Yes; is it governed by a common syllabus? yes

Michael F. Kelley  
Chair/Director (Print or Type)

Michael F. Kelley  
Chair/Director (Signature)

Arizona State University Criteria Checklist for

**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Course Syllabus</p> <p>Course Assignment Description</p> <p>Case Study Report 32.5%</p> <p>Comprehensive Reading Assessment 28.5%</p> <p>Six Traits Children's Literature Oral Presentation 3.5%</p> <p>Philosophy of Teaching Reading 2.5%</p> <p>TOTAL = 67%</p> <p>Detailed evidence of how ECD 413 meets C-1 is highlighted in yellow on the attached course syllabus</p>
<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i></p>		
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div>		
<p>C-1</p>		

<b>ASU - [L] CRITERIA</b>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence</p>
		<p>Course Syllabus</p> <p>Course Assignment Description</p> <p>1. Case Study Report: Gathering theoretical perspectives about literacy, interpreting best methods of putting theory into practice, and evaluating assessment protocols.</p> <p>2. Comprehensive Reading Assessment: Gathering assessment data, interpreting data results, and evaluating reading ability.</p> <p>3. Six Traits Children's Literature Oral Presentation: Gathering examples of children's literature of quality, interpreting according to six traits of effective writing, and evaluating to present an exemplary example.</p> <p>4. Philosophy of Teaching Reading: Gathering experiences in early childhood education, interpreting best practice; and evaluating theory to present a personal statement.</p> <p>Detailed evidence of how ECD 413 meets C-2 is highlighted in red on the attached course syllabus and marked with C-2 in the margin.</p>

## ASU - [L] CRITERIA

1. Please describe the way(s) in which this criterion is addressed in the course design

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

C-2

			<p>Course Description</p> <p>Course Assignment Description</p> <p>The course syllabus includes two substantial writing tasks:</p> <p>1. Case Study Report and</p> <p>2. Comprehensive Reading Assessment</p> <p>as well as two, although less substantial, critical inquiry based writing/speaking assignments:</p> <p>3. Six Traits Children's Literature Oral Presentation</p> <p>4. Philosophy of Teaching Reading Personal Statement</p> <p>Detailed evidence of how ECD 413 meets C-3 is highlighted in blue on the attached course assignment description and indicated with C-3 in the margin</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</p>	

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

## ASU - [L] CRITERIA

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".

C-3

<b>ASU - [L] CRITERIA</b>			
<b>YES</b>	<b>NO</b>		<b>Identify Documentation Submitted</b>

<b>ASU - [L] CRITERIA</b>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>
		<p>Course Description</p> <p>Course Syllabus</p> <p>Course Assignment Description</p> <p>Each piece of the Case Study Report is submitted weekly, evaluated for content, interpretation, and presentation. Feedback structures and guides further written pieces.</p> <p>Each piece of the Comprehensive Reading Assessment is submitted weekly, evaluated for content, interpretation, and presentation. Feedback structures and guides further written pieces.</p> <p>The Six Traits Children's Literature Oral Presentation builds from an instructor modeled example and a rubric is provided to guide both content and presentation of material.</p> <p>Students receive electronic feedback on the Philosophy of Teaching Reading Personal Statement which is submitted at the end of the semester.</p> <p>Detailed evidence of how ECD 413 meets C-4 is highlighted in green on the attached course syllabus and indicated with C-4 in the margin.</p>



## ASU - [L] CRITERIA

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".

C-4

Course Prefix	Number	Title	Designation
ECD	413	Literacy Curriculum, Instruction, and Assessment	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	<p>Each of the following is an individual assignment that requires critical inquiry and competent written and/oral communication. Each assignment is evaluated by the instructor for content, quality, and presentation including writing style for the intended audience, fluency in communicating results, accuracy of information presented, and mechanics.</p> <p>1. Case Study Report 32.5%</p> <p>Comprehensive Reading Assessment 28.5%</p> <p>Six Traits Children's Literature Oral Presentation 3.5%</p> <p>Philosophy of Teaching Reading 2.5%</p>	<p>Detailed evidence of how ECD 413 meets C-1 is highlighted in yellow on the attached course syllabus and marked with C-1 in the margins.</p> <p>1. Written as a professional presentation of both theory of practical application of best practice in early childhood literacy instruction.</p> <p>Written lesson plans are assessed for use of language appropriate for the developmental level of the child, accuracy of vocabulary in teaching literacy content, and insightful reflections upon personal growth as a teacher.</p> <p>Oral presentation based on selection, evaluation, and application of a piece of children's literature which is presented to a small group of peers for formative feedback.</p> <p>Written as a response to the question "How will you teach reading?" posed by a principal in</p>

	TOTAL = 67%	a simulated interview scenario.
C-2	<p>1. Case Study Report</p> <p>2. Comprehensive Reading Assessment</p> <p>3. Six Traits Children’s Literature Oral Presentation</p>	<p>Students prepare a written “Purpose Page” each week that requires them to gather theoretical information about the assessment area, interpret how that theory is best put into teaching practice through providing practical examples to use in the classroom, and evaluate the child’s assessment results. Purpose pages are submitted weekly, graded according to content, quality, and mechanics. Feedback is provided on all areas. The purpose pages culminate in a 30+ page written case study report which is the signature assignment for ECD 413</p> <p>2. The course begins with a 45 minute tutoring session during which ASU students plan, teach, and reflect upon literacy lessons. Each week, the ASU student conducts a reading assessment, provides literacy tutoring, and engages the child in a writing activity. After 8 weeks of assessment, the ASU student reviews the child’s progress and designs an intervention plan based on assessment results. After 4 weeks of intervention, the child is reassessed. The ASU student then critically evaluates all results and compiles the information into a written parent-teacher conference.</p> <p>3. Children’s literature of quality is the essence of effective</p>

	<p>4. Philosophy of Teaching Reading</p>	<p>literacy instruction in early childhood education. To further engage students in critical inquiry, each student is assigned one of the six traits of effective writing. Students review children's picture books, evaluate the text for evidence of exemplary presentation of that trait, and present results, along with interpretation of ways to teach from the text, to peers who engage in evaluation of the evidence, quality of the presentation, and provision of feedback.</p> <p>4. ECD 413 students synthesize their learning experiences at the end of the semester by writing a Philosophy of Teaching Reading position statement which is graded according to quality of the content, presentation of the content, and connection to research-based known best practice in early childhood education.</p> <p>Detailed evidence of how ECD 413 meets C-2 is highlighted in red on the attached course syllabus and marked with C-2 in the margin</p>
<p>C-3</p>	<p>1. The Case Study Report is a substantial written assignment that students complete individually.</p> <p>2. The Comprehensive Reading Assessment is a substantial written assignment that students complete individually.</p>	<p>1. Weekly purpose pages culminate in a 30+ page case study report.</p> <p>2. Student write a total of 12 standards based literacy lesson plans, teach and evaluate those lessons, engage their case study student in each step of the writing process through to publication, and write weekly reflections upon the experience culminating in summarizing the results in a mock parent-teacher conference.</p>

<p>C-4</p>	<p>3. The Six Traits Children's Literature Oral Presentation is substantial oral requirement.</p>	<p>3. Students are required to perform a readaloud, facilitate a conversation about the book, instruct peers about the quality of the text, and lead literature-based reading and writing activities.</p>
	<p>4. The Philosophy of Teaching Reading Position Statement.</p>	<p>4. Students draw from both oral and written communication competences as they articulate a verbal response in a written manner.</p>
	<p>1. Case Study Report</p>	<p>Detailed evidence of how ECT 413 meets C-3 is highlighted in blue on the attached course syllabus and is indicated with C-3 in the margin.</p> <p>1. The instructor evaluates written purpose pages weekly according to a rubric which assesses quality, quantity, and writing presentation. Feedback is provided weekly to help students do better on subsequent assignments.</p>
	<p>2. Comprehensive Reading Assessment</p>	<p>2. The instructor evaluates written lesson plans and teaching reflections weekly according to a rubric which assesses quality, quantity, and writing presentation. Feedback is provided to help students do better on subsequent assignments. Students teach a total of 12 literacy based lessons.</p>
<p>3. Six Traits Children's Literature Oral Presentation</p>	<p>3. The Six Traits Children's Literature Oral Presentation is modeled after an instructor-led example. A rubric is provided to structure the quality of both the oral presentation and the content of the information shared.</p>	
<p>4. Philosophy of Teaching Reading</p>	<p>4. This written response to the question "How will you teach reading?" is evaluated at the end</p>	

		<p>of the semester and feedback is provided electronically.</p> <p>Detailed evidence of how ECD 413 meets C-4 is highlighted in green on the attached course syllabus and is indicated with C-4 in the margin.</p>
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## Course Description

### **ECD 413 - Literacy Curriculum, Instruction, and Assessment College of Teacher Education and Leadership Arizona State University**

Students in ECD 413 are seniors one semester away from their student teaching experiences. There are 4 major requirements that develop the students' abilities to demonstrate content knowledge and to engage in written/oral discourse and critical thinking.

#### 1. Case Study Report

As students are engaged in assessing the literacy skills of young children, they are required to investigate each area of assessment. For example, one assessment area is Phoneme Segmentation Fluency. Students prepare a written "Purpose Page" each week that requires them to gather theoretical information about the assessment area, interpret how that theory is best put into teaching practice through providing practical examples to use in the classroom, and evaluate the child's assessment results. Purpose pages are submitted weekly, graded according to content, quality, and mechanics. Feedback is provided on all areas. The revised purpose pages culminate in a 30+ page written case study report which is the signature assignment for ECD 413.

#### 2. Comprehensive Reading Assessment

The course begins with a 45 minute tutoring session during which ASU students plan, teach, and reflect upon literacy lessons. Each week, the ASU student conducts a reading assessment, provides literacy tutoring, and engages the child in a writing activity. After 8 weeks of assessment, the ASU student reviews the child's progress and designs an intervention plan based on assessment results. After 4 weeks of intervention, the child is reassessed. The ASU student then critically evaluates all results and compiles the information into a written parent-teacher conference.

#### 3. Six Traits Children's Literature Oral Presentation

Children's literature of quality is the essence of effective literacy instruction in early childhood education. To further engage students in critical inquiry, each student is assigned one of the six traits of effective writing. Students review children's picture books, evaluate the text for evidence of exemplary presentation of that trait, and present results, along with interpretation of ways to teach from the text, to peers who engage in evaluation of the evidence, quality of the presentation, and provision of feedback.

#### 4. Philosophy of Teaching Reading

ECD 413 students synthesize their learning experiences at the end of the semester by writing a Philosophy of Teaching Reading position statement which is graded according to quality of the content, presentation of the content, and connection to research-based known best practice in early childhood education.

#### **Catalog Description**

Extends ECD 321; language and literacy development; language acquisition; methods of facilitating oral language in relation to emergent reading and writing; methods of facilitating early literacy development; clinical observation. Co-requisites: Early Childhood Students; Progression into upper division Professional Teacher Preparation Program (PTPP) courses.

#### **Course Format**

This class will be conducted as a learning seminar and active tutorial where class members engage in critical inquiry through written and oral expression.

The seminar format will be a combination of lecture, small-group and whole-group class discussions of assigned readings, applied practice, and both formal and informal student presentations. Teacher candidates will engage in critical inquiry through:

- 1) Reading, analysis, and discussion of required course materials;
- 2) Gathering student data through a comprehensive literacy assessment, interpreting results, and evaluating assessment-informed instruction through the lens of best practice in early childhood literacy instruction;
- 3) Synthesizing the learning experience through creation of a written case study to communicate with teachers, parents, and the broader learning community.

In addition, teacher candidates will critically evaluate children's literature, demonstrate understanding through an oral presentation and evaluation of peer presentations.

The tutoring format requires teacher candidates to:

- 1) Serve as a role model for communicative competence in written and oral discourse as the literacy tutor for second graders;
- 2) Demonstrate written and oral competence through lesson planning, teaching, assessing, and reflecting on tutoring experiences.
- 3) Demonstrate critical inquiry through gathering assessment data, interpreting assessment results, and evaluating literacy skills to provide assessment-informed literacy intervention;
- 4) Communicating results in a competent manner through written and oral course requirements.



**ECD 413 - Literacy Curriculum, Instruction, and Assessment**  
**College of Teacher Education and Leadership**  
**Arizona State University**  
**FALL 2010**  
**Course Line No. xxxxx**

**Instructor Information:**

Dates of Classes: Tuesday: 1:00 – 3:45 p.m.  
Location of Classes: Shaw Butte Elementary School, Room #20  
12202 N 21<sup>st</sup> Avenue, Phoenix, AZ 85029 602 – 347 – 4200  
Instructor: Dr. Cory Hansen  
Email: cory.hansen@asu.edu  
Work Phone: 602 – 543 – 6322  
Office Hours: T 11:00 – 12:00  
Off Campus Hours: by appointment or after class  
Office Location: FAB-S272A

**Course Information:**

**Catalog Description**

Extends ECD 321; language and literacy development; language acquisition; methods of facilitating oral language in relation to emergent reading and writing; methods of facilitating early literacy development; clinical observation. Co-requisites: Early Childhood Students; Progression into upper division Professional Teacher Preparation Program (PTPP) courses.

**Course Format**

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The tutoring format requires teacher candidates to 1). Serve as a role model for communicative competence in written and oral discourse as the literacy tutor for second graders; 2). Demonstrate written and oral competence through lesson planning, teaching, assessing, and reflecting on tutoring experiences. 3). Demonstrate critical inquiry through gathering assessment data, interpreting assessment results, and evaluating literacy skills to provide assessment-informed literacy intervention; 4). Communicating results in a competent manner through written and oral course requirements.

### **Required Course Texts, Materials, and Resources**

1. ASU Blackboard Course Management Website at <http://myasucourses.asu.edu>  
(All ASU students have FREE access to this web resource)
2. The College of Teacher Education and Leadership's Internet resource – TK20 at <http://TK20.com> (requires a subscription fee).
3. IDEAL subscription, which can be obtained from <https://www.ideal.azed.gov/>  
(All ASU students have FREE access to this web resource after account is created). This subscription will remain with you throughout your education and teaching career.
4. Rog, L. J. (2007). *Marvelous minilessons for teaching beginning writing, K-3*. Newark, DE: International Reading Association.
5. Morrow, L.M. (2009). *Literacy development in the early years: Helping children read and write*. (6<sup>th</sup> ed.). Boston, MA: Pearson.
6. Required course materials available without cost at: <http://dibels.uoregon.edu>

Dynamic Indicators of Basic Early Literacy Skills 6<sup>th</sup> Edition  
➤ Administration and Scoring Guide

Dynamic Indicators of Basic Early Literacy Skills 6<sup>th</sup> Edition  
➤ First Grade Scoring Booklet  
➤ Benchmark Assessment  
➤ Student Materials

## Tentative Course Calendar

	Date	Tutoring	Children's Literature	Assessment and Assessment Informed Instruction 45 minutes	Language Arts	Assignment Due
	<b>Week 1</b>	<b>45 minutes</b> <b>Overview of Case Study:</b> Tutoring Requirements Anecdotal Notes Time Tracker	<b>45 Minutes</b> Picture Books About Beginning School – What makes a good picture book??	Developing a Community of Readers And Writers  Background Information www.greatschools.com	<b>45 Minutes</b> The Writing Process: Prewriting Drafting Revising Editing Publishing	ASU Student Profile
	<b>Week 2</b>	<b>Introduction to Case Study:</b> Taking Anecdotal Notes to Structure Observations  Teacher Interview	Non-Fiction Picture Books  Structure of Informational text -vs- Narrative text	Ways to assess attitude and interest in language and literacy:  -McKenna Garfield -Burch Reading Interview -EDRS Motivation to Read Profile	Developmental Stages in Writing (Quiz #1)  Scaffolding Beginning Writers	Read Rog Chapter 1: Developmental Stages of Writing (pages 1 – 13)
<b>C4</b>	<b>Week 3</b>	<b>Lesson Plan #1</b> Assess Attitude and Interest in Language and Literacy	Using ABC books with beginning readers:  History of teaching beginning readers	Assessing Letter Naming Fluency  Effective ways to teach letters of the alphabet	Writing Language Arts Minilessons	LP# 1  Background Information Purpose Page and Results Summary
<b>C4</b>	<b>Week 4</b>	<b>Lesson Plan #2</b> Assess Letter Names	Introduction to Children's Literature Project  Using children's literature to promote each of the six traits	Six Traits Writing Rubrics  Assessing Phoneme Segmentation  Assessing Oral Presentations	Six Traits of Effective Writing (Quiz #2)  Invented Spelling Honoring approximate spelling yet always pushing for conventional	Read Rog Chapter 1: The Six Traits of Effective Writing (pages 13 – 18)  LP#2 Reflection #1  Literacy Attitude Purpose page and Results Summary
<b>C4</b>	<b>Week 5</b>	<b>Lesson Plan #3</b> Assess Phoneme Segmentation	Exemplary children's picture books	Systematic, Research Based Phonics	Phonemic Awareness and Knowledge of	LP#3 Reflection #2

			to promote <u>#1. Voice</u>	Instruction: Assessing Initial Sound Fluency	Letter Name – Precursors to Reading Success	Assessing Letter Names Purpose Page and Results Summary
<b>C4</b>	<b>Week 6</b>	<b>Lesson Plan #4</b> Assess Initial Sounds	Exemplary children's picture books to promote <u>#2. Word Choice</u>	Assessing Ability to Decode Words  Writers' Workshop the Early Childhood Classroom  Writing Conferences	Writers' Workshop (Quiz #3)  Effective ways to teach sight words	Read Rog Chapter 1: The Writing Workshop and Minilessons (pages 18 – 29)  LP#4 Reflection #3  Assessing Phoneme Segmentation Purpose Page and Results Summary
<b>C4</b>	<b>Week 7</b>	<b>Lesson Plan #5</b> Assess Decoding Ability	Exemplary children's picture books to promote <u>#3. Sentence Fluency</u>	Assessing Word Use Fluency  Alternate ways to assess vocabulary	Topics and Details: Getting Started with Writing (Quiz #4)  Using children's literature to promote phonemic awareness and oral language; and to provide a structure for beginning writers.	Read Rog Chapter 2  LP#5 Reflection #4  Assessing Initial Sounds Purpose Page and Results Summary
<b>C4</b>	<b>Week 8</b>	<b>Lesson Plan #6</b> Assess Vocabulary	Exemplary children's picture books to promote <u>#4. Organization</u>	Assessing Comprehension  Standardized Testing  Authentic Assessment  Talk about Story	Substance and Style: The Writers' Craft (Quiz #5)  Promoting Comprehension in the Early Childhood Classroom - Questioning	Read Rog Chapter 3  LP#6 Reflection #5  Assessing Word Decoding Ability Purpose Page and Results Summary
<b>C4</b>	<b>Week 9</b>	<b>Lesson Plan #7</b> Assess Comprehension	Exemplary children's picture books to promote <u>#5. Conventions</u>	Assessing Literacy Development: Running Records Miscue Analysis (Use of Phonemic,	Conventions: The Nuts and Bolts of Writing (Quiz #6)  Peer editing	Read Rog Chapter 4  LP#7 Reflection #6 Assessing

				Semantic, and Syntactic Cueing Systems)  Formalizing an Intervention Plan Based on Assessment Data		Vocabulary Purpose Page and Results Summary
C4	Week 10	Lesson Plan #8 Intervention Activity #1	Exemplary children's picture books to promote #6. Ideas	Continued work with running records and miscue analysis	Strategies to increase Comprehension	LP#8 Reflection #7  Assessing Comprehension Purpose Page and Results Summary  Assessment Informed Intervention Plan
C4	Week 11	Lesson Plan #9 Intervention Activity #2  Take running record and miscue analysis	Exemplary children's picture books to promote + One. Presentation	Assessing Reading Levels  Independent Instructional Frustrational  Matching text to readers – guided reading	Spelling: Using Phonics Knowledge to Promote Spelling Strategies  Spelling: patterns, making words, phonetic analysis	LP#9 Reflection #8
C4	Week 12	Lesson Plan #10 Intervention Activity #3	Poetry in Children's Literature	Assessing Student Writing  Designing appropriate lesson plans based on Six Traits Results	Revision: Making Good Writing Even Better (Quiz #7)  Poetic Forms	Read Rog Chapter 5  LP#10 Reflection #9  Running Record and Miscue Analysis Purpose Page and Results Summary
C4	Week 13	Lesson Plan #11 Intervention Activity #4	Caldecott Award Winners	Assessing Writing Across the Content Areas  Reassessing after a Period of Intervention – accounting for difference in scores	Designing Effective Writing Centers	LP#11 Reflection #10
C4	Week 14	Lesson Plan #12	Transitional Chapter	Adaptations of the Six Traits	Basal Critique	LP#12 Reflection #11

		Post-Intervention Assessment  Last Day for Writing Project – Finish revising and editing minilessons	Books	Writing Rubric for Young Writers		Assessment of Student Writing Purpose Page and Results Summary
<b>C4</b>	<b>Week 15</b>	<b>Celebration of Learning</b>	Share published writing		Case Study Requirements	Published Critical Inquiry Project  Case Study Write Up in Tk20: -All Purpose Pages -Intervention Plan -Four Intervention Lesson Plans -Reflection Upon Intervention Results -Parent/Teacher Conference -Philosophy of Teaching Reading Position Statement

### Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Use diagnostic assessment to shape instruction.
2. Describe, plan, and implement lessons focusing on the 5 components of effective reading instruction.
3. Develop and implement lessons for large and small group reading instruction.
4. Develop a teaching the language arts philosophy statement.
5. Evaluate programs of instruction and instructional materials in use in public schools based on criteria based in sound literacy pedagogy.
6. Evaluate student writing using a six trait writing rubric.

## Course Assignments

	Assignment	Points	APT Standard/ Course Objective	National Professional Standard Assessed (IRA)
	Assignment #1 Weekly Tutoring Sessions and Active Participation in Learning Seminars 15 @ 3 points each	45	1: Objective 1, 3, 4, 6, 7, 8, 9, 11, 12, 13; 2: Objective 1, 6; 3: Objective 1 through 15 4: Objective 2, 3, 5; 5: Objective 2;	2.1.1 2.1.2 2.2.2 2.3.1
C1	Assignment #2 <b>Case Study Report</b> *Signature Assignment Part 1 - Purpose Pages 13 components @ 5 points each	65	4: Objective 2, 3, 5; 8: Objective 1, 2, 3, 4, 7, 9	1.1.1 1.1.2 1.1.3 1.1.4
C1	Assignment #3 <b>Comprehensive Reading Assessment</b> *Signature Assignment Part 2 - Assessment Informed Instruction Assessing Instructional Materials, Reading and Writing Lesson Plans, Implementation, Reflection, and Designing Assessment Informed Intervention, Communicating Assessment Results 11 @ 5 points each 1 @ 2 points	55 2	1: Objective 1, 3, 4, 6, 7, 8, 9, 11, 12, 13; 2: Objective 1, 6; 3: Objective 1 through 15 4: Objective 2, 3, 5; 5: Objective 1, 2;	2.1.1 2.1.2 2.1.3 2.2.2 2.3.2
	Assignment #4 Chapter Quizzes 7 @ 3 points each	21	8: Objective 1, 2, 3, 4	1.1.1 1.1.2 2.2.1
C1	Assignment #5 <b>Six Traits Children's Literature Oral Presentation</b>	7	1: Objective 1, 7, 8, 11	4.4.3
C1	Assignment #6 <b>Philosophy of Teaching Reading</b>	5	6: Objective 1	6.3.1
C1	Total Points	200		

**Grading Scale**

**A = 186 – 200    B = 171 – 185    C = 151 – 170    D = 131 – 150    E = 0 –130**

**Assignment Descriptions**

**#1. Weekly Tutoring Sessions**

Teacher candidates will apply all learning outcomes by tutoring second-grade children within a local elementary school partnership.

<b>C2</b>	<b>#2. Case Study Report</b>		
	Teacher candidates will critically evaluate effectiveness all learning outcomes by researching the theoretical and practical base of effective teaching methods, assessments, and intervention and consider how to use this knowledge in planning instruction to meet curriculum goals. Purpose pages will be submitted weekly and graded according to content, quality, and mechanics by using the following sample rubric.		
	<b>A 2.2 Phoneme Segmentation Fluency</b>		
	Phonemic Awareness	2	Accurate information presented clearly – theory
		1	Inaccurate information or not enough detail
	Phoneme Segmentation	2	Accurate information presented clearly – practical application
		1	Inaccurate information or not enough detail
	Summary Paragraph	1	Accurate interpretation of results based on raw data
		0	Raw data does not support the interpretation of results
			<b>Of a possible 5 points</b>
Less	2	Deductions for any spelling, mechanical, grammatical, or typographic errors	
Final Total			
	<b>#3. Comprehensive Reading Assessment</b>		
	Teacher candidates will administer a comprehensive reading assessment using state mandated assessment instruments, record and interpret results, analyze assessment data, and plan instruction based on individual student needs to analyze and experience all learning. Purpose pages will be submitted weekly for extended feedback based on quality, quantity, accuracy, and composition standards to help you do better on subsequent pieces of this comprehensive reading assessment.		

**#4. Chapter Quizzes**

Teacher candidates will read the scholarship of the reading profession and seek to understand theoretical knowledge in relation to early literacy education.



C2	<p>#5. Six Traits Children's Literature Oral Presentation</p> <p>Teacher candidates will be divided into groups of six and each will be assigned one of the Six Traits of Writing. Each student will then select a children's picture book that is an exemplary example of that trait, read the book aloud, provide a rationale and rich examples of why the book was selected, and lead the group in ways to teach language arts with this particular selection.</p>
	<p>#5. Philosophy of Teaching Reading</p> <p>Teacher candidates will synthesize their experiences with all learning outcomes by creating a written philosophy of teaching reading.</p>

### Rubric for Signature Assignment - ECD 413 Case Study

Criterion	Rating	Meets - 3	Approach - 2	Doesn't Meet- 1
<p>APT Standard 1</p> <p>The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan.</p>	<p>Exceeds - 4</p> <ul style="list-style-type: none"> <li>- Teacher candidate's lesson plans focus on Arizona's academic standards - APTS 1: Objective 1</li> <li>- Teacher candidate's lesson plans include appropriate use of a variety of methods, materials, and resources - APTS 1: Objective 7; IRA 2.3.2.</li> <li>- Teacher candidate's lesson plans include learning experiences that are based upon principles of effective instruction - APTS 1: Objective 11</li> <li>- Teacher candidate's lesson plans incorporate appropriate assessment of student progress - APTS 1: Objective 13</li> </ul>	<p>Only includes three of the Exceeds performance objectives</p>	<p>Only includes two of the Exceeds performance objectives</p>	<p>Only includes one of the Exceeds performance objectives</p>
<p>APT Standard 2</p> <p>The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards.</p> <p>APT Standard 5</p> <p>The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and transition from school to work or post-secondary education.</p>	<ul style="list-style-type: none"> <li>- Teacher candidate establishes and maintains standards of mutual respect during tutoring sessions - APTS 2: Objective 1</li> <li>- Teacher candidate provides a motivating learning environment during tutoring sessions - APTS 2: 6.</li> <li>- Teacher candidate works with parents to enhance student learning at home and school by requesting case study permission and completes a hypothetical parent/teacher conference - APTS 5: Objective 1</li> <li>- Teacher candidate collaborates with other professional and agencies to improve the overall learning environment for students within a learning partnership with a local school district - APTS 5: Objective 2</li> </ul>			
<p>APT Standard 3</p> <p>The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards.</p>	<ul style="list-style-type: none"> <li>- Teacher candidate appropriately implements and manages 11 teacher-designed literacy lesson plans - APTS 3: Objective 1.</li> <li>- Teacher candidate models the skills, concepts, attributes, or thinking processes to be learned during literacy tutoring sessions - APTS 3: Objective 4.</li> <li>- Teacher candidate uses a variety of effective teaching strategies to</li> </ul>			

	engage students actively in learning during literacy tutoring sessions - APTS 3: Objective 12. - Teacher candidate provides opportunities for students to use and practice what is learned during literacy tutoring sessions - APTS 3: Objective 14.			
APT Standard 4 The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards.	- Teacher candidate uses a variety of appropriate formal and informal assessments aligned with instruction - APTS 4: Objective 2. I - Teacher candidate maintains records of student work and performance and uses them to guide instruction decisions - APTS 4: Objective 3. - Teacher candidate maintains privacy of student records and performance - APTS 4: Objective 3. - Teacher candidate's lesson planning aligns curriculum with the student assessments - intervention plan is accurately based on assessment data and lesson plans build on an identified area of literacy growth APTS 1: Objective 3	Only includes three of the Exceeds performance objectives	Only includes two of the Exceeds performance objectives	Only includes one of the Exceeds performance objectives
APT Standard 8 The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning.	- Teacher candidate's purpose pages demonstrate knowledge of a variety of methods for teaching language arts and reading at the elementary level - APTS 8: Objective 1 - Teacher candidate's purpose pages demonstrate principles and techniques associated with various instruction strategies - APTS 8: Objective 3 - Teacher candidate's purpose pages evidence knowledge of learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals - APTS 8: Objective 4. - Teacher candidate's purpose pages demonstrate knowledge of the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identify what experiences will support their further growth and development - APTS 8: Objective 9	Only includes three of the Exceeds performance objectives	Only includes two of the Exceeds performance objectives	Only includes one of the Exceeds performance objectives
Total Score				
Grade				

### Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Response(s) to the course/instructor are anonymous and will not be returned to your

instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epouupdate/>.

### **University/College of Teacher Preparation and Leadership (CTEL) Policies**

- **Professional Behavior**

It is expected that students exhibit professional behavior inside the classroom, during intern placements, and working with other students outside of the class on assignments related to this class in addition to behavior in the classroom on ASU's campus. If at any time your behavior is 'unprofessional', the instructor may refer the student to the Director of the Advising, Recruitment, and Retention Office (ARRO) for the development of a Professional Improvement Plan (PIP).

- **Attendance and Participation**

Class attendance is mandatory. Attending class on time, participating, and completing all of the course-required readings are expected of each learner. Arriving late and leaving early is disruptive to the learning of others. Given the nature of this class, learning by borrowing a colleague's notes will be virtually impossible and ineffective. Students need to act in a professional manner and work should reflect that level of commitment. While participation styles vary, preparation and active participation are essential to the learning process. Full participation will require a careful reading of the text(s) for group discussions.

Should you find yourself in a position that you cannot provide tutoring instruction for your students, you will need to arrange for a substitute intern to cover your class. Attendance will be recorded at the beginning of class. Points can be earned daily for active participation in the learning activity. Active participation (see the schedule for the daily learning activity) includes reading, writing, listening and speaking among the members of our entire classroom community. Therefore, daily active participation points cannot be made up outside of class and, cumulatively, will have a significant impact on your grade.

- **Late and Missing Assignments**

All written assignments must be submitted on the due date indicated. Any late assignments will be accepted for one-half the point value up until one week past the due date. No assignments will be accepted if they are more than one week late. If you submit an assignment via email, do not assume I have received it unless you receive a reply. All email assignments will be acknowledged with a

reply. All assignments need to be typed using a 12 or 14-point professional font. Papers should be spaced appropriately and carefully edited for spelling and grammar.

- **Academic Integrity/Plagiarism**

The ASU Student Handbook contains the following information: "The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units."

The rest of the code, which consists of several pages, is available at the following URL.

[http://www.asu.edu/studentaffairs/studentlife/judicial/academic\\_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm).

- **Disability Accommodations for Students**

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate.

Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

- **Religious Accommodations for Students**

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible.

Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

- **Military Personnel Statement**

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see <http://www.asu.edu/aad/manuals/usi/usi201-18.html>.

- **Harassment Prohibited**  
 ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus Administration building suite 102, 480-727-1060; Tempe campus Student Services Building room 263, 480-965-6547; or the West campus UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.
- **Grade Appeals**  
 The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the undergraduate and graduate catalogs, which are available at <http://www.asu.edu/catalog>
- **Cell Phone Policy**  
 Out of respect for our learning community, kindly turn off all cell phones during class. Should you be expecting an emergency call, please let your instructor know.
- **Lap Top Use Policy**  
 Laptop computers for the sole purpose of recording notes from class and during in-class assignments may be used with permission from the instructor. Any abuse of this usage will be considered a breach of the Student Code of Conduct.
- **Electronic Communication**  
 Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html> ) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).
- **Technological Services and Support**  
 The College of Teacher Education and Leadership encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some PDS sites. The following support services are available to support student computing needs.

Student Purchases:

Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online.

(<http://gomobile.asu.edu/>)

The John Babb Scholarship provides \$500 financial reimbursement for qualified students. (<http://gomobile.asu.edu/content/scholarship-info>)

ASU Campus Classroom Connectivity:

In-class use of laptops is encouraged by CTEL.

In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites. (<https://docs.google.com/a/asu.edu/#all>)

Hardware and Software Support:

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software and operating systems, security, networking, etc. ([http://help.asu.edu/ASU\\_1to1\\_Technology\\_Studio](http://help.asu.edu/ASU_1to1_Technology_Studio))

Virus scan software downloads are available free for students.

(<https://webapp3.asu.edu/myapps/>)

MyApps provides free software tools, online applications, and information about discounted software for purchase.

(<https://webapp3.asu.edu/myapps/>)

## Course Assignment Descriptions

### ECD 413 - Literacy Curriculum, Instruction, and Assessment College of Teacher Education and Leadership Arizona State University

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## Assignment #1. CASE STUDY REPORT

The Case Study is an on-going assessment project that will unfold throughout the entire semester. The purpose of this assignment is to give you the opportunity to learn how to assess all the different areas of reading, to interpret your results, and to design intervention to meet the specific needs of your case study student to help him/her continue to grow as a reader and writer. This course will give you the tools, the knowledge and the direction to meet the various needs of collective learners.

How are we going to do this? Each week you will be reading a chapter from your textbook that explains the theory behind literacy assessment. As your instructor I will be providing the materials, explaining, and setting up practice scenarios during class time so you can confidently administer the assessment over the following week. Then you will turn in each section of your case study, weekly, so I can give you appropriate feedback and direction. Falling behind in this class puts you in a very difficult situation: it is almost impossible to catch up unless you are willing and able to put in extra hours. The best advice I can give you is to keep on top of things, let me know if circumstances beyond your control are interfering with your work, and practice being very organized.

Each section of the case study report is outlined on the check sheets that follow. Include the grading rubric with the materials you turn in each week. Keep a running file open on your computer, adding each new piece, as you will be uploading the entire case study into Tk20 as the signature assignment at the end of the semester.

Keep the following information in mind:

- Look at each piece as part of a picture puzzle of the child as a reader.
- Keep your mind open as you start putting pieces together – you won't see the whole picture until the end.
- Don't let what you think at first get in the way of what you are finding.
- Be responsive and enjoy your special time with your case study student.
- At the same time, remember your task is to assess the child's ability accurately and professionally.
- Consider class activities as possible strategies to use with your student.



## **CASE STUDY COMPONENTS:**

1. Background Information
  - BI 1.1 Anecdotal notes
  - BI 1.2 An interest/reading attitude interview
  
2. Assessments
  - A 2.1 Initial Sound Fluency
  - A 2.2 Letter Naming Fluency
  - A 2.3 Phoneme Segmentation
  - A 2.4 Word Fluency: Nonsense Words  
San Diego Quick Assessment of Reading Ability
  - A 2.5 Word Use Fluency
  - A 2.6 Oral Reading and Retell Fluency
  - A 2.7 Running Record and Miscue Analysis
  - A 2.8 Writing Sample assessed using the Six Traits Rubric
  
3. Communicating Results
  - CR 3.1 Rationale for the reading intervention lessons based on assessment data
  - CR 3.2 How results would be presented in a parent/teacher conference
  - CR 3.3 Four assessment informed literacy lesson plans
  - CR 3.4 Reflection upon the intervention plan including pre- and post-assessment results.

## Component 1:

### BI 1.1 Background Information and Anecdotal Records

The first step in beginning this case study is to get to know your student. Obtain background information from the child's teacher. You will be provided with a letter requesting permission to work with your student that needs to be signed and included with your documents before you begin.

Background Information:

- Title Page:
  - Heading: Case Study Report
  - Child's first name only, age, date of birth and current grade level
  - Examiner information at the bottom (that's you)
  
- Permission Letter:
  - Signed and dated by a representative of the child
  
- Page Three: Background Information (formatted by Dr. Karen Onofrey, ASU West)
  - Introduction to the child. The first sentence in your report should be:  
\_\_\_\_\_(first name only)\_\_\_\_\_ is a \_\_\_\_\_ grade child in a public school in Arizona. He/she is \_\_\_\_\_ years old. Discuss how the child was selected for the focus of this case study.
  - Second paragraph: Only use the child's first name to protect his/her identity. Include any information you have gathered about the child from the teacher. Research the school at [www.greatschools.com](http://www.greatschools.com) and provide an objective description of the learning environment.
  - Last paragraph: An anecdotal note about an observation of the child. Refer to page 85 of Tompkins. For example: I observed (child) during a 20 minute reading lesson on January 30, 2008. The teacher was reading Eric Carle's The Hungry Caterpillar aloud to the whole class. (child) was sitting at the teacher's feet with her legs crossed. She laughed when the caterpillar had a stomachache and turned around to Johnny and rubbed her stomach. She spread both hands to the side of her body at the caterpillar turning into a butterfly page. She told the teacher that the caterpillar was a pig for eating all that food during response time . . . .

Please do not make interpretations at this time. You are reporting objectively at this stage of gathering information about your case study student.

Attach the following rubric to your work. Remember to begin a running word document to store each piece of your case study report.

Name: _____ Teaching No. _____		
<b>BI 1.1 Background Information</b>		
Title Page		Information Complete/Required
Permission Granted		Required
First paragraph	2	Follows format/Information is correct
	1	Does not follow format or error in information
Second paragraph	2	Information presented in a professional manner
	1	Minimal information about the child
Anecdotal Note	1	Objective and descriptive
	0	Subjective language
		Of a possible 5 points
Less	2	Deductions for any spelling, mechanical, grammatical, or typographic errors.
Final Total		

**BI 1.2 Interest/Reading Attitude Interview**

The second step is to get to know your case study student before conducting any assessments. Select an interest/reading attitude interview from the ones modeled in class, the Burke Reading Interview (that follows), or find an appropriate one on the web.

Please do not require the child to do any writing – you should record his/her responses on your interview document.

➤ Page One: Interest/Reading Attitude Interview (Purpose Page)

- One paragraph explaining why teachers use interest/reading attitude interviews.
- One paragraph explaining your choice of instrument, when the interview was conducted and an anecdotal note describing the child's reaction.
- Summary (formatted by Dr. Karen Onofrey, ASU West)  
One concise paragraph containing just the facts structured as follows:

\_\_\_\_\_ was given an interest/reading attitude on \_\_\_\_\_.  
\_\_\_\_\_. According to the interest interview, he/she likes \_\_\_\_\_.  
\_\_\_\_\_. Additional information that was shared includes \_\_\_\_\_.  
\_\_\_\_\_ When reading, according to \_\_\_\_\_, he/she \_\_\_\_\_.

- Add additional sentences as needed.

➤ Page Two: Raw Data

- The interview form with the child's answers written on it.
- Notes about the child's attitude, behavior or responses written in the margins.
- Evidence of clarifying questions asked to elicit further information.

➤ Attach the following grading rubric.

		Name: _____ Teaching No. _____
		<b>BI 1.2 Interest/Reading Attitude Interview</b>
Purpose	2	Satisfactory amount/quality of information
Page	1	Unsatisfactory amount/quality of information
Instrument	2	All areas of instrument administered; anecdotal notes included
	1	Areas of the assessment incomplete; no supporting anecdotes
Summary	1	Concise, complete and accurately based on raw data
	0	Too much information or focus on interpreting results rather than presenting data
		Of a possible 5 points
Less	2	Deduction for any spelling, mechanical, grammatical, or typographic errors.
Final Total		

## BI 1.2 Burke Reading Interview

The interview should be conducted in an informal setting, relatively free of interruption. Notations of the student's responses should be made as an anecdotal record or in other suitable form.

### INTERVIEW QUESTIONS

1. When you are reading and you come to something you don't know, what do you do? Do you ever do anything else?
2. Do you think that (your teacher) is a good reader? Who is a good reader that you know?
3. What makes him/her a good reader?
4. Do you think that she/he ever comes to something she/he doesn't know when she/he is reading?
5. If YES: When she/he does come to something she/he doesn't know, what do you think she/he does about it?
6. If you knew that someone was having difficulty reading, how would you help them?
7. What would your teacher do to help that person?
8. How did you learn to read? What did (they/you) do to help you learn?
9. What would you like to do better as a reader?
10. Do you think that you are a good reader?

## Component 2: Assessment Instruments

You will need to download the following required course materials for component 2. These resources are available at: <http://dibels.uoregon.edu/>

Dynamic Indicators of Basic Early Literacy Skills 6<sup>th</sup> Edition

- Administration and Scoring Guide

Dynamic Indicators of Basic Early Literacy Skills 6<sup>th</sup> Edition

- First Scoring Booklet (one level below the actual grade level)
- Benchmark Assessment
- Student Materials

### A 2.1 Initial Sound Fluency

Materials for Initial Sound Fluency are available in the DIBELS materials for kindergarten. I will provide these materials to facilitate easy access. Directions are clearly outlined in the DIBELS administration and scoring guide. Turn in the following:

- Page One: Initial Sound Fluency (Purpose Page)

- One paragraph summarizing how effective early childhood teachers support children's use of the four cueing systems within a balanced approach to literacy instruction.
- One paragraph discussing the role of phonics in a balanced reading program.
- Summary (formatted by Dr. Karen Onofrey, ASU West)  
One concise paragraph containing just the facts structured as follows:

(child's) ability to identify initial sounds was assessed on (date) using the DIBELS Kindergarten Benchmark Assessment of Initial Sound Fluency. (child's) raw score on this assessment was \_\_\_\_\_. According to the DIBELS' Three Assessment Periods Per Year Benchmark Goals and Indicators of Risk, this score places (child) at (risk level or status) at the (beginning, middle, end) of the school year. Errors (if any) were \_\_\_\_\_.

- Page Two: Raw Data

- Either the kindergarten Benchmark for DIBELS Initial Sound Fluency recording sheet with responses indicated
- Anecdotal notes about the child's attitude, behavior written in the margins.
- Errors (if any) indicated

- Attach the following grading rubric to your assignment

Name: \_\_\_\_\_ Teaching No. \_\_\_\_\_

**A 2.1 Initial Sound Fluency**

Discussion of the four cueing systems	2	Accurate information presented clearly
	1	Inaccurate information or not enough detail
Role of phonics in a balanced reading program	2	Accurate information presented clearly
	1	Inaccurate information or not enough detail
Summary Paragraph	1	Accurate interpretation of results based on raw data
	0	Raw data does not support the interpretation of results
		Of a possible 5 points
Less	2	Deductions for any spelling, mechanical, grammatical, or typographic errors.
Final Total		



## **A 2.2 Letter Naming Fluency**

Materials for Letter Naming Fluency are available in the DIBELS materials for first grade. Directions are clearly outlined in the DIBELS administration and scoring guide. Turn in the following:

- Page One: Letter Naming Fluency (Purpose Page)
  - One paragraph describing how children become aware of alphabet letters and meaning as they emerge into literacy.
  - One paragraph describing best practice in teaching children letters of the alphabet.
  - Summary (formatted by Dr. Karen Onofrey, ASU West)  
One concise paragraph containing just the facts structured as follows:  
  
(child's) ability to name letters of the alphabet was assessed on (date) using the DIBELS First Grade Benchmark Assessment of Letter Naming Fluency. (child's) raw score on this assessment was \_\_\_\_\_. According to the DIBELS' Three Assessment Periods Per Year Benchmark Goals and Indicators of Risk at (kindergarten or first grade), this score places (child) at (risk level or status) at the (beginning, middle, end) of the school year. Errors (if any) were \_\_\_\_\_.
  
- Page Two: Raw Data
  - The first grade Benchmark for DIBELS Letter Naming Fluency recording sheet with responses indicated
  - Anecdotal notes about the child's attitude, behavior written in the margins.
  - Errors (if any) indicated
  
- Attach the following grading rubric to your assignment.

Name: \_\_\_\_\_ Teaching No. \_\_\_\_\_

**A 2.2 Letter Naming Fluency**

Alphabet Letter Recognition and Emergent Literacy	2	Accurate information presented clearly – both pieces
	1	Inaccurate information or not enough detail
Best Practice in teaching letters of the alphabet	2	Accurate information presented clearly
	1	Inaccurate information or not enough detail
Summary Paragraph	1	Accurate interpretation of results based on raw data
	0	Raw data does not support the interpretation of results
		Of a possible 5 points
Less	2	Deductions for any spelling, mechanical, grammatical, or typographic errors.
Final Total		

### **A 2.3 Phoneme Segmentation**

Materials for Phoneme Segmentation Fluency are available in the DIBELS materials for first grade. Directions are clearly outlined in the DIBELS administration and scoring guide. Turn in the following:

- Page One: Phonemic Awareness (Purpose Page)
  - One paragraph defining phonemic awareness and why it is an important piece of a balanced literacy program.
  - One paragraph explaining why phoneme segmentation is an important skill for beginning readers and how teachers can develop skill in this area.
  - Summary (formatted by Dr. Karen Onofrey, ASU West)  
One concise paragraph containing just the facts structured as follows:  
  
(child's) ability to segment phonemes was assessed on (date) using the DIBELS First Grade Benchmark Assessment of Phoneme Segmentation Fluency. (child's) raw score on this assessment was \_\_\_\_\_.  
According to the DIBELS' Three Assessment Periods Per Year Benchmark Goals and Indicators of Risk at first grade, this score places (child) at (risk level or status) at the (beginning, middle, end) of the school year. Error patterns (if any) were ...
  
- Page Two: Raw Data
  - The first grade Benchmark for DIBELS Phoneme Segmentation Fluency recording sheet with responses indicated
  - Anecdotal notes about the child's attitude, behavior written in the margins.
  - Error patterns identified (if applicable).
  
- Attach the following grading rubric.

Name: \_\_\_\_\_ Teaching No. \_\_\_\_\_

**A 2.3 Phoneme Segmentation Fluency**

Phonemic Awareness	2 1	Accurate information presented clearly – both pieces Inaccurate information or not enough detail
Phoneme Segmentation	2 1	Accurate information presented clearly – both pieces Inaccurate information or not enough detail
Summary Paragraph	1 0	Accurate interpretation of results based on raw data Raw data does not support the interpretation of results
		Of a possible 5 points
Less	2	Deductions for any spelling, mechanical, grammatical, or typographic errors.
Final Total		

#### **A 2.4 Decoding Words Fluency: San Diego Quick Assessment of Reading Ability Nonsense Word Fluency**

Materials for the **San Diego Quick Assessment of Reading Ability** are included in your packet and include directions and student materials. Materials for **Nonsense Word Fluency** are available in the DIBELS materials for kindergarten, first and second grades. Please pull materials for this assessment even if your case study student is above these grade levels. Directions are clearly outlined in the DIBELS administration and scoring guide. Turn in the following:

➤ Page One: Sight Word Fluency (Purpose Page)

- One paragraph defining sight words and why it is important for young children to be able to quickly and accurately decode high frequency words.
- One paragraph discussing why ability to decode nonsense words gives the teacher information to plan effective instruction.
- Summary (formatted by Dr. Karen Onofrey, ASU West)  
One concise paragraph containing just the facts structured as follows:

(child's) ability to decode words quickly and accurately was assessed using two instruments. The first instrument was the San Diego Quick Assessment of reading Ability. On (date), (child) was able to identify a total of (number) high frequency words which placed (him/her) reading independently at \_\_\_\_\_ grade. (child's) instructional reading level was determined to be \_\_\_\_\_ grade and frustration was at \_\_\_\_\_ grade. The second instrument was the DIBELS Nonsense Word Fluency Benchmark. On (date), (child) was able to identify a total of \_\_\_\_\_ Correct Letter Sounds (CLS) and the total words recoded completely and correctly were \_\_\_\_\_ (WRC). According to the DIBELS' Three Assessment Periods Per Year Benchmark Goals and Indicators of Risk, this score places (child) at (risk level or status) at the (beginning, middle, end) of the school year.

➤ Page Two: Raw Data

- San Diego Quick Recording Sheet with responses recorded
- The first grade Benchmark for DIBELS Nonsense Word Fluency recording sheet with responses indicated and totals correctly calculated
- Anecdotal notes about the child's attitude, behavior written in the margins.

➤ Attach the following grading rubric to your assignment.

Name: \_\_\_\_\_ Teaching No. \_\_\_\_\_

**A 2.4 Decoding Words Fluency**

Discussion of sight words in reading instruction	2  1	Accurate information presented clearly – both pieces  Inaccurate information or not enough detail
What information do teachers gain from an assessment of nonsense word fluency?	2  1	Accurate information presented clearly  Inaccurate information or not enough detail
Summary Paragraph	1  0	Accurate interpretation of results based on raw data  Raw data does not support the interpretation of results
		Of a possible 5 points
Less	2	Deductions for any spelling, mechanical, grammatical, or typographic errors.
Final Total		

## **A 2.4 San Diego Quick Assessment of Reading Ability**

The test consists of twelve word lists graded from preprimer through junior high. The words within each list are of about the same difficulty. The first five lists can be considered primary level, the next four lists intermediate level, and the last three lists upper level. Having the words in a column on a 4 by 6 inch index card with the grade level marked on the back is usually the easiest way to prepare the test for administration.

Because the number of words in each list is limited, zero errors is considered independent level, one error instructional level, and two errors frustration level. The teacher should begin with a list two or three sets below the child's presumed functioning level in school (or lower if there is a possibility the child has reading difficulties) and have her read the words on each list until she makes two errors. Errors are recorded on a separate sheet that can be prepared in multiple copies.

This separate record sheet can be a rough starting point for initial instruction and further investigation. At this point, it would be appropriate to begin a tentative profile on the child's strengths and weaknesses. Formulation of a tentative hypothesis concerning the child's skills can then be supported or contradicted by additional information to be gathered from such techniques as the assessment of oral paragraph reading.

Directions to the teacher:

Each list of ten words should be on an index card. For primary children, begin with a card that is at level 1, for intermediate – level 4, and for upper end secondary – level 6. Ask the student to read the words aloud. If he or she misreads any on the list, drop to easier lists until there are no errors made. This indicates the independent level.

Directions to the student:

Read each list of words. Say each word carefully. Begin.

Analysis of the test:

The list in which a student misses no words is the level at which the child can read independently. One error indicates the instructional level. Two or more errors identify the level at which reading material will be too difficult (frustration).

As with other reading tasks, the teacher must observe the student's behavior. Such things as posture, facial expression, and voice quality may signal restlessness, lack of assurance or frustration.

---

Dr. Joan Theurer/CSUN

San Diego Quick Assessment of Reading Ability – Record Sheet

Child's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Name of Examiner: \_\_\_\_\_

PREPRIMER	PRIMER	FIRST	SECOND
see play me at run go and look can here	you come not with jump help is work are this	road live thank when bigger how always night spring today	our please myself town early send wide believe quietly carefully
THIRD	FOURTH	FIFTH	SIXTH
city middle moment frightened exclaimed several lonely drew since straight	decided served develop silent wrecked improve certainly entered realized interrupted	scanty business amazed considered discussed behaved splendid acquainted escaped grim	bridge commercial abolish trucker apparatus elementary comment necessity gallery relativity
SEVENTH	EIGHTH	NINTH	TENTH
amber dominion sundry capillary impetuous blight wrest enumerate daunted condescend	capacious limitation pretext intrigue delusion immaculate ascent acid binocular embankment	conscientious isolation molecule ritual momentous vulnerable kinship conservative jaunty inventive	zany jerkin nausea gratuitous linear inept legality aspen amnesty galore



## A 2.5 Word Use Fluency (Vocabulary)

Materials for Word Use Fluency are available in the DIBELS materials for first grade. Directions are clearly outlined in the DIBELS administration and scoring guide.

Please note a benchmark goal for word use fluency has not yet been established. Refer to page 39 of the Administration and Scoring Guide to assess whether your student is at risk.

Turn in the following:

- Page One: Word Use Fluency (Purpose Page)
  - One paragraph explaining how vocabulary can be taught effectively in an early childhood classroom
  - One paragraph describing methods teachers can use to increase understanding and use of new words
  - Summary (formatted by Dr. Karen Onofrey, ASU West)  
One concise paragraph containing just the facts structured as follows:  
  
(child's) ability to use words fluently was assessed using the DIBELS Word Use Fluency Benchmark. On (date), (child) was able to identify a total of \_\_\_\_\_ words in correct sentences. Although a benchmark goal for word use fluency has not yet been established, (child's) score indicate he/she has a (high/average/low) vocabulary for a student in (??) grade.
- Page Two: Raw Data
  - Benchmark DIBELS Word Use Fluency recording sheet with responses indicated and totals correctly calculated
  - Anecdotal notes about the child's attitude, behavior written in the margins.
- Attach the following grading rubric to your assignment.

Name: \_\_\_\_\_ Teaching No. \_\_\_\_\_

**A 2.5 Word Use Fluency (Vocabulary)**

Effective vocabulary instruction	2	Accurate information presented clearly
	1	Inaccurate information or not enough detail
Activities to encourage students to learn and use new words	2	Accurate information presented clearly
	1	Inaccurate information or not enough detail
Summary Paragraph	1	Accurate interpretation of results based on raw data
	0	Raw data does not support the interpretation of results
		Of a possible 5 points
Less	2	Deductions for any spelling, mechanical, grammatical, or typographic errors.
Final Total		

## A 2.6 Oral Reading and Retell Fluency (Comprehension)

Materials for Oral Reading and Retell Fluency are available in the DIBELS materials for first grade. Directions are clearly outlined in the DIBELS administration and scoring guide. Turn in the following:

- Page One: Oral Reading and Retell Fluency (Purpose Page)
    - One paragraph explaining best practice in having children read out loud in effective literacy instruction
    - One paragraph discussing different ways comprehension can be assessed.
    - Summary
      - One concise paragraph containing just the facts structured as follows:

(child's) oral reading fluency was assessed on (date) using the DIBELS Oral Reading Fluency Benchmark. During a one-minute timed session, (child) was able to read a total of \_\_\_ words per minute with \_\_\_ errors for a total of \_\_\_ correct words. According to the DIBELS' Three Assessment Periods Per Year Benchmark Goals and Indicators of Risk, this score places (child) at (risk level or status) at the (beginning, middle, end) of the school year. (child) used \_\_\_\_\_ words in retelling what had been read. (child's) retell is \_\_\_\_\_% of his/her oral reading fluency score. Based on guidelines for interpreting retell fluency, (child's) oral reading fluency and retell (is or is not) a good indication of (child's) overall reading proficiency.
- Page Two: Raw Data
  - The first grade Benchmark for DIBELS Oral Reading Fluency recording sheet with words per minute marked and words correct accurately calculated.
  - Anecdotal notes about the child's attitude, behavior written in the margins.
- Attach the following grading rubric to your assignment.

Name: _____ Teaching No. _____		
<b>A 2.6 Oral Reading and Retell Fluency (Comprehension)</b>		
Best practice in including oral reading as part of effective literacy instruction	2	Accurate information presented clearly
	1	Inaccurate information or not enough detail
Effective ways to assess comprehension <b>THIS PIECE IS VERY IMPORTANT!!!</b>	2	Accurate information presented clearly
	1	Inaccurate information or not enough detail
Summary Paragraph	1	Accurate interpretation of results based
	0	on raw data  Raw data does not support the interpretation of results
		Of a possible 5 points
Less	2	Deductions for any spelling, mechanical, grammatical, or typographic errors.
Final Total		

## A 2.7 Running Record and Miscue Analysis

For this portion of the case study, you will be taking a running record as your student reads aloud a 100-word passage. Based on your knowledge of your case study student as a reader and the results of the San Diego Quick Assessment of Reading Ability, select a reading passage from the DIBELS materials that you think will be at your student's frustration level. You will need two copies of the reading passage: one for your case study student and one for yourself to mark miscues. Take a running record as the student reads aloud using the conventions modeled in class. Ask the child to retell what has been read to get a sense of his/her comprehension. After the session with your student, conduct a miscue analysis using the form provided.

Turn in the following:

- Running Record (Purpose Page)
  - One paragraph explaining how a running record provides insight into a child's reading ability.
- Miscue Analysis
  - After completing the running record, analyze the child's miscues and determine a teaching point
- Summary: One concise paragraph containing structured as follows:

On    (date)    a running record was taken as    (child)    read a 100-word passage from    (name of passage)   . This text is at the    (number)    grade level. For this reading    (child)    produced, on average,    (#)    miscues for every 100 words of text. This text was at    (child's)    (independent, instruction or frustration)    reading level and was read with    % accuracy. (Use error/accuracy table on the next page to determine these numbers). A teaching point to help    (child)    continue to grow as a reader would be   .
- Raw Data
  - 100 word selection marked for miscues using accepted conventions
  - Miscues are analyzed by cueing systems
  - Error rates and accuracy percentages calculated according to the Error/Accuracy table which follows
  - Reading level of this passage determined
- Attach the grading rubric.

Name: _____ Teaching No. _____		
<b>A 2.7 Running Record and Miscue Analysis</b>		
Running Record	2	Miscues marked using identifiable conventions
	1	Difficult to determine what miscues the child made
Miscue Analysis	2	Miscues accurately assessed and a teaching point identified
	1	Incomplete assessment or lack of a viable teaching point
Summary	1	Accurate interpretation of results based on raw data
Paragraph	0	Raw data does not support the interpretation of results
		Of a possible 5 points
Less	2	Deductions for any spelling, mechanical, grammatical, or typographic errors.
Final Total		

### Conventions to Mark Running Records

- |                             |                    |
|-----------------------------|--------------------|
| 1. Where is Tom?            | (Substitution)     |
| 2. I found the green ball.  | (Omission)         |
| 3. She ran up the hill.     | (Insertion)        |
| 4. "I can't," said Alice.   | (Reversal)         |
| 5. Bill saw the dog.        | (Self-Correction)  |
| 6. I would like to go, too. | (Repetition)       |
| 7. He saw a huge bird.      | (Mispronunciation) |
| 8. His name is Alexander.   | (Teacher Assist)   |

### Error/Accuracy Rates

Using the Error/Accuracy Rate table can determine if the reading material is at the child's independent, instructional or frustration reading level.

To determine the error rate count the number of words and divide by the number of miscues.

$$\frac{\text{Number of words in text}}{\text{Number of miscues}} = \text{error rate}$$

For example: If the passage contained 128 words and the child produced 11 miscues, then

$$\frac{128}{11} = 11.6$$

For this reading the child produced, on average, 1 miscues for every 11.6 words of text. This text was at the child's instructional reading level and was read with 91% accuracy.

### ERROR/ACCURACY RATES

Error Rate	Accuracy Rate (%)	Reading Level
1:200	99.5	Easy/ Independent Level
1:100	99	
1:50	98	
1:35	97	
1:25	96	
1:20	95	
1:17	94	Instructional Reading Level
1:14	93	
1:12.5	92	
1:11.75	91	
1:10	90	
1:9	89	Difficult/ Frustration Reading Level
1:8	87.5	
1:7	85.5	
1:6	83	
1:5	80	
1:4	75	
1:3	66	
1:2	50	

## A 2.8 Writing Sample Assessment

You will need a sample of your case study student's writing for this assessment. Examples would be your writing project, a copy of a journal entry, an edited piece of writing, a report, or a letter to you. Turn in the following:

- Young Children as Writers (Purpose Page)
  - One paragraph which demonstrates your knowledge of how children emerge into writing.
  - One paragraph describing how early childhood educators scaffold children through this process.
- Summary
  - One concise paragraph containing just the facts structured as follows:  
A sample of (child's) writing was analyzed on (date) using an adaptation of Arizona's Six Trait Writing Rubric for young children. Upon reflection, (child's) greatest strength in writing is \_\_\_\_\_.  
One area in which (child) can benefit from writing instruction is \_\_\_\_\_.  
A teaching strategy to accomplish this would be \_\_\_\_\_.
- Raw Data
  - Include the original or a copy of the writing sample.
  - Six Trait Writing Rubric used to assess the piece of writing
- Attach the grading rubric.



Name: \_\_\_\_\_ Teaching No. \_\_\_\_\_

**A 2.8 Writing Sample Assessment**

Discussion of stages of development in children's writing	2	Accurate information presented clearly
	1	Inaccurate information or not enough detail
How teachers can scaffold this process	2	Accurate information presented clearly
	1	Inaccurate information or not enough detail
Summary Paragraph	1	Accurate interpretation of results based on raw data
	0	Raw data does not support the interpretation of results
		Of a possible 5 points
Less	2	Deductions for any spelling, mechanical, grammatical, or typographic errors.
Final Total		

## **Component 3: Communicating Results**

### **CR 3.1 Determining an Area for Intervention**

- Review all the assessment data you have gathered on your case study student. Identify one area, based on assessment results, that you feel your case student study could benefit from planned intervention to become a better reader or writer.
- Begin your intervention piece with an introductory paragraph explaining why you choose this area for intervention, why intervention in this area would be beneficial for the child as a reader, and include the assessment results to support your intervention.

### **CR 3.2 Intervention Activities**

- Copy your four lesson plans that included intervention activities into your on-going Word document you are keeping on your case study student.
- Be certain to re-assess your case study at the end of the semester to measure any growth in your area of intervention. Use the same instrument that you used to determine the area for intervention.

### **CR 3.3 Parent Teacher Conference**

- Review all of the assessments and the summaries that you have written for each assessment. Begin writing everything that the child does as a reader. Look for patterns across the different assessments. What does this child actually do while reading? Describe the child's reading behavior and remember to state just the facts. What type of miscues does this child make? What is the child's estimated reading level? Is there a breakdown in the meaning making process? If so, where? Fold the previous assessments into this portion of the report. Identify the child's strengths. Identify the child's weaknesses. Relate your findings back to the cueing systems.
- Put your ideas together in solid, two-page report. Pretend you are in a parent teacher conference with the parents of your case study student. Relate to them how their child is progressing as a reader. Be careful to use language that will be understood by people who are not teachers. Explain results in ways that would make sense to parents, not a reading specialist.

### **CR 3.4 Reflection on Intervention**

- Close with why you selected the four intervention activities you did for your case study student. Report the post-assessment results and account for any differences in score. Conclude with any other information about your student in the area of intervention for the future.

Name: \_\_\_\_\_ Teaching No. \_\_\_\_\_

**CR 3.1, 3.2, 3.3 3.4 CASE STUDY WRITE UP RUBRIC**

<b>ANALYSIS OF ASSESSMENT DATA:</b>		
<p>Preservice teacher effectively communicates assessment results to parent in a hypothetical conference. Results are presented professionally in a two page document.</p> <p>Writing is professional in tone, yet uses language easily understood by parents. Quality of the writing and attention to grammar, spelling, and mechanics is evident.</p>	10	Thorough, yet concise analysis
	5	General analysis; limited references to course concepts
	1	Inaccurate or incomplete analysis
<b>INTERVENTION PLANS:</b>		
<p>Rationale for designing intervention plans.</p> <p>Presents rationale in a carefully worded document that considers objective language and the intended audience: other teachers, educational professionals, and administrators.</p>	3	Area of intervention appropriate for student
	3	Intervention is based on assessment results
	2	Connected to the over-all picture of developing literacy
Four intervention lesson plans specific to identified needs		Required
<p>Intervention plan</p> <p>Written document is carefully edited, spell-checked, and content is educationally sound.</p>	3	Includes pre- and post-data
	3	Support for intervention design
	2	Identifies step for future instruction
Your score of a total of 26 possible		

Comments:

## **Comprehensive Case Study Report – Signature Assignment**

Your case study, in its entirety, has been selected as the signature assignment that best represents your learning in ECD 413. A checklist follows that outlines what should be uploaded into Tk20. You will note it is not necessary to include raw data – only the purpose pages and assessment summaries. A complete Case Study will include the following:

- Cover page
- BI 1.1 Anecdotal Notes and Background Information Page
- BI 1.2 Interest/Reading Attitude Interview Purpose Page
- A 2.1 Assessment of Initial Sound Fluency Purpose Page
- A 2.2 Assessment of Letter Naming Fluency Purpose Page
- A 2.3 Assessment of Phoneme Segmentation Purpose Page
- A 2.4 Sight Word /Nonsense Word Fluency Purpose Page
- A 2.5 Assessment of Word Use Fluency Purpose Page
- A 2.6 Oral Reading and Retell Fluency Purpose Page
- A 2.7 Running Record and Miscue Analysis Purpose Page
- A 2.8 Six Traits Writing Assessment Purpose Page
- CR 3.1 Rationale for your intervention
- CR3.2 Four lesson plans including intervention activities
- CR 3.3 Reporting results in a parent/teacher format
- CR 3.4 Post-assessment results and reflection

You will receive a grade of I (incomplete) until the Case Study is uploaded into Tk20.

### **Assignment #2. Teaching Reading and Writing Minilessons**

You will have the opportunity to meet, assess, teach, and design instruction for 1 or 2 second graders as part of your course work in ECD 413. You will be responsible for designing, implementing, and reflecting on these 30 minute, weekly teaching experiences. An important piece of providing this small-group instruction will be the opportunity to learn how to administer and analyze literacy assessments. After you assess your students, you will implement your reading and writing lessons as outlined in the course schedule. The topics for instruction listed on the course schedule leave you enough room to create your own interesting lessons based on your interpretation of the literacy needs of your students. You will use the results of this teaching experience to craft a comprehensive case study that will showcase your developing knowledge of

effective early childhood literacy instruction.

Lesson plans will vary but the following are important components:

1. Conducting your required assessment.
2. You reading to your students and/or your students reading to you.
3. An authentic reading or writing activity for guided practice.

Follow the lesson plan format clearly outlined in class. These are 30-minute lessons for one or two children. They should be relatively quick to write and presented in a very concise, coherent manner. After you teach each lesson, complete a maximum, one-page reflection. What went well? What were you surprised about? What would you do differently next time? What have you learned about beginning readers? Assess the success of your lesson. Did students learn about the reading and/or writing process? What would you teach next?

Turn in lesson plans for each day of tutoring and turn in reflections the following week. You may not teach if you do not have a standards-based lesson plan readily available. Lesson plans and reflections may not be turned in late. They are due on the date assigned and no points are available for late work.

TO EARN FULL POINTS EACH DAY OF TUTORING:

- o Have a complete lesson plan available
- o Have a reflection prepared for previous lessons

The instructor will record grades directly on the lesson plans and reflections.

#### SUGGESTED OUTLINE FOR LESSON PLANNING

Lesson Plan #1

1. Readaloud

2. BI 1.2 Reading Interview (make sure **you** write the responses)
3. Time Tracker

Lesson Plan #2

1. A 2.1 Letter Names
2. Readaloud/Activity (traveling literature bag)
3. Time Tracker

Lesson Plan #3

1. A 2.2 Phoneme Segmentation
2. Readaloud/Activity (traveling literature bag)
3. Time Tracker

Lesson Plan #4

1. A 2.3 Initial Sounds
2. Introduction to Writing Project: Topics and Details – Getting Started with Writing
3. Time Tracker

Lesson Plan #5

1. A 2.4 Reading Words
2. Introduction to Writing Project: Topics and Details – Getting Started with Writing
3. Time Tracker

Lesson Plan #6

1. A 2.5 Vocabulary
2. Establish Writing Project: Substance and Style – The Writers' Craft (decide on form)
3. Time Tracker

Lesson Plan #7

1. A2.6 Oral reading and retell
2. Work on Writing Project
3. Time Tracker

**IDENTIFY AN AREA FOR INTERVENTION**

Lesson Plan #8

1. Intervention Activity #1
2. Teach Conventions – The Nuts and Bolts of Writing (use ongoing writing project)
3. Time Tracker

Lesson Plan #9

1. Intervention Activity #2
2. A2.7 Running Record
3. Work on Writing Project

#### 4. Time Tracker

##### Lesson Plan #10

1. Intervention Activity #3
2. Work on Writing Project
3. Time Tracker

##### Lesson Plan #11

1. Intervention Activity #4
2. Teach Revision – Making Good Writing Even Better (make some revisions)
3. Time Tracker

##### Lesson Plan #12

1. Reassess for Post-Intervention (use the same instrument you used before the break)
2. Have Writing Project published ready for practicing reading out loud/illustrating, etc.
3. Time Tracker

##### Celebration of Learning

1. Share writing with peers

#### **Assignment #3. Six Traits Children's Literature Oral Presentation**

You will be assigned one of the six + one traits of effective writing:

1. Voice
2. Sentence Fluency
3. Ideas
4. Organization
5. Conventions
6. Word Choice
7. Presentation

Your assignment is to critically examine children's picture books and determine one that you feel exemplifies your assigned trait. Then:

- Practice in order to present the book as an effective readaloud to a small group of peers
- Lead the group in a literature discussion
- Present your rationale for selecting the text
- Teach a literacy lesson based on your text.
- 

Your oral presentation will be graded according to the following rubric:

## Six Traits Children's Literature Oral Presentation Rubric

Criteria	0	1	2	3
<b>Nonverbal Skills</b>				
Eye Contact	Does not attempt to look at audience at all, reads notes the entire time	Only focuses attention to one particular part of the class, does not scan audience	Occasionally looks at someone or some groups during presentation	Constantly looks at someone or some groups at all times
Facial Expressions	Has either a deadpan expression or shows a conflicting expression during entire presentation	Occasionally displays both a deadpan and conflicting expression during presentation	Occasionally demonstrates either a deadpan OR conflicting expression during presentation	Gives audience clues to what the content of speech is about; Appropriate expression, never notice a deadpan or conflicting expression
Gestures	No gestures are noticed			Natural hand gestures are demonstrated
Posture	Sits during presentation or slumps		Occasionally slumps during presentation	Stands up straight with both feet on the ground.
<b>Vocal Skills</b>				
Enthusiasm	Shows absolutely no interest in topic presented	Shows some negativity toward topic presented	Occasionally shows positive feelings about topic	Demonstrates a strong positive feeling about topic during entire presentation
Vocalized Pauses (uh, well uh, um)	10 or more are noticed	6-9 are noticed	1-5 are noticed	No vocalized pauses noticed
<b>Content</b>				
Topic Announced	Audience has no idea what the report is on		Vaguely tells audience what report is over	Clearly explains what the report is covering
Time frame	Presentation is less than minimum time	Presentation is more than maximum time		Presentation falls within required time frame
Visual Aid	Poor, distracts audience and is hard to read	Adds nothing to presentation	Thoughts articulated clearly, but not engaging	Visual aid enhances presentation, all thoughts articulated and keeps interest
Completeness of Content	One or more points left out	Majority of points glossed over	Majority of points covered in depth, some points glossed over	Thoroughly explains all points
Professionalism of Presentation	Mumbles, audience has difficulty hearing, confusing	Thoughts don't flow, not clear, does not engage audience	Thoughts articulated clearly, though does not engage audience	Presentation is organized and the interest level of the audience is maintained



**Assignment #4. Philosophy of Teaching Reading Position Statement**

“How will you teach reading?” is a question you **will** be asked in a job interview. Formulate your response into a maximum one-page response in the language you will use with your interview team. Your electronic submission will be graded according to the following rubric.

Category	Below Standard	Meets Standard	Exceeds Standard
Evaluating Information	· Is unable to differentiate between what is and is not accurate or reliable material	· Includes relevant, accurate, and reliable information appropriate for the topic	· Clearly distinguishes the relevancy and reliability of information and its impact on the credibility of topic
Analyzing and Synthesizing Information	· Includes a basic analysis with little or no attempt at synthesizing information	· Conducts clear analysis of the information gathered	· Conducts a thorough analysis of information and synthesizes it into new knowledge
Conventions	· Displays intrusive errors in control of most aspects of grammar, paragraph structure, punctuation that detract from the purpose and meaning of writing	· Demonstrates control of grammar, paragraph structure, punctuation, sentence construction, spelling, and usage	· Demonstrates exemplary control of grammar, paragraph structure, punctuation, sentence construction, spelling, usage, and mastery of all aspects of writing process
Organization and Structure of Information	· Does not adequately address the core question and/or thesis statement	· Includes a well-defined thesis statement  · Uses a range of appropriate strategies to answer the core question	· Uses a wide variety of skilled methods to reply to core question in a very substantive and meaningful manner

Sixth Edition

# Literacy Development in the Early Years

Helping Children Read and Write

Lesley Mandel Morrow

PEARSON

Boston New York San Francisco  
Mexico City Montreal Toronto London Madrid Munich Paris  
Hong Kong Singapore Tokyo Cape Town Sydney

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# Marvelous Minilessons for Teaching Beginning Writing, K-3



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