WINTHROP UNIVERSITY
RICHARD W. RILEY COLLEGE OF EDUCATION
READ 461
Introduction to the Teaching of Reading in the Elementary School
Fall 2012
MW 3:30 PM- 4:45 PM
115 Withers

Professor: Telephone: Email:
Office: Office Hours:

Catalog Description of the Course

This course provides basic understanding of: factors related to literacy; literacy competencies; procedures for developing literacy instruction; and assessment measures for literacy.

Section: 01

Credit Hours: 3

Prerequisites

Admission to teacher education is a prerequisite. ECED and ELEM majors must take READ 510 as a co-requisite. A grade of C or higher must be earned.

Expanded Description of the Course

In Read 461, you will have three major emphases of study. You will be encouraged to develop knowledge, understanding, competencies, and skills which appear, at this particular point in time, to be vital as a base for your professional competency in the teaching of reading. You will be encouraged to utilize the information you learn in this course in teaching your future students. You will be encouraged to learn how to learn about the teaching of reading. Questions you ask this semester may, in the long run, be far more important than any answers you may give, or get. The skills you develop in seeking answers will undoubtedly be of greater value to you in your teaching than the answers you might find.

Winthrop University/College of Education Conceptual Framework

In addition to being guided by national standards, this course also operates within the conceptual framework of the College of Education. "The mission of the College of Education is to prepare educational leaders who are committed to a lifelong quest for teaching, learning and service to society" (from Teacher As Educational Leader: A Conceptual Framework, College of Education, Winthrop University). Your undergraduate teacher education program is organized within three stages: the Exploratory Stage, the Preprofessional Stage, and the Professional Stage. READ 461, Introduction to Teaching Reading in the Elementary School, is part of your Preprofessional Stage. In this course, you will learn (on an introductory level) specific pedagogical skills necessary for successful teaching of reading as part of literacy education of your future pupils.

Required Text and Materials

1. Required reading is derived from the following sources:
   a.) <u>Creating Literacy Instruction for All Students</u> (Seventh Edition) by <mark>Thomas G. Gunning</mark>
   b.) Professional article used in discussion.

Alignment with Standards

This course is aligned with:

The International Reading Association (IRA) Standards, the Association for Childhood Education International (ACEI) Standards, the National Association for the Education of Young Children (NAEYC) Standards, and the South Carolina Language Arts Frameworks (SC Guiding Principles).

Global Learning Initiative

This course participates in the global learning initiative. The global learning component of this course is the following:
Students will read articles about literacy strategies for English Language Learners and will engage in classroom discussion about the content.

Major Goals and Objectives of the Course

The major goal for this course is to develop teachers who provide for individual differences of their future pupils in reading. The following objectives will help students attain this goal:

1. Know foundational theories related to practices and materials they use in the classroom (IRA 1.1)
2. Demonstrate knowledge of reading research and histories of reading (IRA 1.2).
3. Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Their selections are guided by evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students (IRA 2.2).
4. Demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading (ACEI 2007.2.1)
5. Understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students (ACEI 2007.3.2)
6. Understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving (ACEI 2007.3.3)
7. Know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction (ACEI 2007.4.0)
8. Understand how students develop basic concepts of print and understanding of sounds, letters, and letter-sound relationships (NAEYC 4c).
9. Understand how an effective English language arts curriculum provides strategic and purposeful instruction in reading and writing (SC Guiding Principle 4).

Goals/Objectives	Course Assignments	Standards
Objective 1—Know foundational theories related to practices and materials they use in the classroom	Exams 1-3	IRA 1.1
Objective 2—Demonstrate knowledge of reading research and histories of reading	Exams 1-3 Article Discussion	IRA 1.2
Objective 3—Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices	**Phonics Lesson Plan** 5 Components Lesson Plan	IRA 2.2
Objective 4—Demonstrate a high level of competence in use of English language arts	Phonics Lesson Plan 5 Components Lesson Plan	ACE 2007.2.1
Objective 5—Understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students	Phonics Lesson Plan 5 Components Lesson Plan	ACEI 2007.3.2
Objective 6—Understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving	Phonics Lesson Plan 5 Components Lesson Plan	ACEI 2007.3.3
Objective 7—Know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction	Phonics Lesson Plan 5 Components Lesson Plan	ACEI 2007.4
Objective 8—Understand how students develop basic concepts of print and understanding of sounds, letters, and letter-sound relationships	Exam 1 Sound Cards In Class Activities	NAEYC 4c
Objective 9—Understand how an effective English language arts curriculum provides strategic and purposeful instruction in reading and writing	Exams 1-3 Phonics Lesson Plan 5 Components Lesson Plan	SC Guiding Principle 4

Teaching Methods

Throughout this class, students have the chance to demonstrate their knowledge:

1. through participating in and leading class discussions;
2. through collaborative in-class assignments;
3. through viewing instructional videos;
4. through written work that includes art, media, and technology;
5. through long-term and short-term projects that allow individual choice for performance of knowledge;
6. through in-class and out-of class assignments; and
7. through on-going dialogue with classmates and professor.

Reading List

The following is a list of books and materials you may find to be especially helpful.

Cooper, J. D. (2003). *Literacy: Helping children construct meaning*. Boston: Houghton Mifflin.

Crawley, S. & Merritt, K. (2003). *Remediating reading difficulties*. Dubugue, IA: William C. Brown Publishers.

Eckwall, E. E. & Shanker, J. (2002). *Locating and correcting reading difficulties*, 8th edition. Columbus, OH: Merrill Publishing.

Glazer, S. & Brown, C. (1993). *Portfolio and beyond: Collaborative assessment in reading and writing*. Norwood, MA: Christopher-Gordon Publishers.

Hopkins, C. (November, 1998). "I'm here to help-what do you want me to do?": A primer for literacy tutors. *The Reading Teacher*.

Johns, J. (1998). *Handbook for remediation of reading difficulties*. Englewood Cliffs, NJ: Prentice-Hall.

Johns, J. & Lenski, S. (2001). *Improving Reading: Strategies and Resources*. Kendall/Hunt.

Lynch, P. (1986). *Using big books and predictable books*. Toronto: Scholastic.

Norton, D. E. (2005). *Through the eyes of a child: An introduction to children's literature.* Englewood Cliffs, NJ: Merrill.

Norton, T. (2006). *Learning guide for READ 510*. Winthrop.

Rouch, R. & Birr, S. (1984). *Teaching reading: A practical guide of strategies and activities.* New York: Teachers College Press.

Tierney, R., Readence, J. & Disher, E. (1995). *Reading strategies and practices: A compendium*, 4th edition. Boston, MA: Allyn & Bacon.

Trealease, J. (1996). *The new read-aloud handbook: Including a giant treasury of great*

read-aloud books. New York: Penguin.

Weintrab, S. (Ed.). (2002). *Summary of investigations relating to reading*. Newark, DE: International Reading Association.

Books Used in the Development of Course

Allington, R. L. (2001). *What really matters for struggling readers: Designing research -based programs.* New York: Addison Wesley Longman.

August, D., & Shanahan, T (2006). *Developing literacy in second-language learners: A report of the National Literacy Panel on Language—Minority Children and Youth.* New Jersey: Erlbaum.

Bialystok, E. (1997). Effects of bilingualism and biliteracy on children's emerging concepts of print. *Developmental Psychology, 33*, 429-440.

Calderon, *Evidence-based Program for ELLs*, Johns Hopkins University Center for Data Driven Reform, 2004.

Cox, C. & Boyd-Batstone, P. (1997). *Crossroads: Literature and language in culturally and linguistically diverse classrooms*. New Jersey: Merrill Prentice Hall.

Cunningham, P. M. (2000). *Phonics they use (3rd ed.).* N.Y.: Longman.

Genesee, F. (1994) *Education second language children: The whole child, the whole curriculum, the whole community.* MA: Cambridge University Press.

Gunning, T.G. (2000). *Phonological awareness and primary phonics.* Boston: Longman.

Newman, B.D. (1998). *Sample "think alouds" for comprehension skills.* AL: Athens State University.

Opitz, M.F. (1998). *Literacy instruction for culturally and linguistically diverse students.* Delaware: International Reading Association.

Rasinski, T.V. & Padak, N. R. (2000). *Effective reading strategies: Teaching children who find reading difficult* (2nd ed.).Upper Saddle River NJ: Merrill.

Tompkins, G. (2001). *Literacy for the 21st century: A balanced approach (2nd. Ed).* New Jersey: Merrill Prentice Hall.

Wiesendanger, K.D. (2001). *Strategies for literacy education.* New Jersey: Merrill Prentice Hall.

Yopp, R. H. & Yopp, H. K. (2001). *Literature based reading activities (3rd ed).* Boston: Allyn and Bacon.

Assignments and Exams

**Denotes critical assignments

Assignment	Due Date	Point Value
Article Discussion	Sept. 5	10
Test 1	Sept. 19	30
Test 2	Oct. 24	30
Exam 3	Dec. 7	30
Phonics Lesson Plan	Oct. 22	40
**5 Components Lesson Plan	Dec.3	60
4 Pop Quizzes	Across the semester	20
4 In Class Activities	Across the semester	20
Sound Cards	Nov. 14	20
Total		**260 points**

Assignments are collected at the beginning of class. Please do not wait until the night before or the day an assignment is due to prepare and/or print the assignment as Murphy's Law typically takes effect which leads to a lack of professionalism.
Ten percent (10%) of the total point value of an assignment will be deducted for each day where an assignment is late. Late assignments will not be collected after the second day of being late. Please do not email me late assignments.

All assignments must be turned in to pass the class

All exams are to be taken ON the day for which they are scheduled. If students miss an exam, in order to make it up, they MUST provide documentation about the reason(s) for which they are absent. The instructor will be responsible for judging the adequacy of cause for absence.

Extra credit/make-up work is NOT provided in this course, and assignment resubmissions are based on the instructor's discretion.

Plagiarism and Academic Dishonesty -Dishonesty of any kind is not tolerated at Winthrop University. The Academic policy of the University is followed in this course. The work you turn in **MUST** be your own. All references used in the production of your product must be acknowledged and cited in accordance with the *APA Publications Manual, 5th edition*.

Plagiarism or dishonesty is cause for IMMEDIATE course failure with serious consequences for possible dismissal. Academic integrity is required in the performance and conduct of all students. Personal integrity is *an essential ingredient for success for every professional.*

Respect for Others- The University encourages a mutual learning environment, where students can freely raise questions in search for understanding. We expect that you will listen to each other, ask questions and raise concerns, and provide the respect that you, your colleagues, and instructor deserve.

No cell phones or laptops are to be on during class. No text messaging is to take place during class. If you are expecting an emergency phone call, please see me prior to the beginning of class. **Please plan to print the Power Points before coming to class instead of typing on your laptops in class.**

Grade scale

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<60	F

Class Attendance

Students are expected to attend all scheduled classes. **Students with more than 2 absences from the class meetings will have their final grade reduced by ONE letter grade**. Within this limit, you have the right to decide about class attendance, and you must accept responsibility for your level of achievement which may result from absences. You will be expected in class, unless you notify your professor beforehand of your absence. This will also be part of your professional responsibility needed as a teacher. You should be in class, **on time**, each day. You should be ready to learn during class. You should complete assignments prior to class.

Student Code of Conduct

As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the Student Conduct Code Academic Misconduct Policy in the Student Handbook online at www.winthrop.edu/studentaffairs/handbook.

Class Participation

   Class participation is vital in READ 461. Students are expected to attend all class sessions. This course will involve a substantial degree of student participation in class discussions and activities;

consequently, these experiences cannot be made up. Students are responsible for any work missed and material covered during an absence.

Power Point handouts on which you take notes will be provided via Blackboard. Please print the relevant Power Point prior to coming to class. I do not allow students to take notes using their laptops, so please print your hard copy handouts.

Students With Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability and need classroom accommodations, please contact Gena Smith, Program Director, Services for Students with Disabilities, at 323-3290, as soon as possible. Once you have your Professor Notification Form, please tell me, so that I am aware of your accommodations well before the first assignment, test, or paper.

Conferences

Conferences are encouraged.   Please make an appointment with me by emailing me at mingk@winthrop.edu, or come to my office during my posted office hours.

Communication- Feel free to contact the Instructor at any of the listed numbers or through e-mail. The Instructor is available to answer any of your questions, either in or out of class. Office hours are on the front page of the syllabus.
    If you need suggestions or if you have specific questions in preparing to meet the course requirements, or need assistance in developing your study or learning skills, please contact the instructor well in advance of due date of assignment who can advise you of the available resources on campus to support your learning goals.
    If you are going to be absent from the class, please notify me by email before the class meets.

The Learning Community

Starting Fall 2007, the Richard W. Riley College of Education is requiring students to sign up for access to LiveText. This is an online management tool that will strongly reinforce your learning experience. During your program at Winthrop, you will have the opportunity to use LiveText in a variety of ways that will benefit you. Once you have signed into the program, it is available to you for the next five years. While LiveText can be used for peer reviewing and instructor review and evaluation, you manage who may visit and view specific work, thus maintaining control over your own work and keeping your portfolio confidential. You can download public presentations, musical performances, auditions, lesson plans, unit plans, portfolios and so forth which may later be shared with prospective graduate schools or employers. LiveText, therefore, serves not only as a learning tool, but also as a repository that allows you to collect your work, to evaluate it for particular audiences, and to reflect on what has been learned from that work. You will need to purchase your LiveText account at the Bookworm on Cherry Road. The cost is $105.50. For additional information on LiveText at Winthrop University, visit the Winthrop LiveText Support Website: http://coe.winthrop.edu/livetext/

* Syllabus Change Policy This syllabus reflects expectations for the course; however, the instructor may find it necessary to make changes to the syllabus after the course begins. In such cases, students will be notified accordingly.

TENTATIVE SCHEDULE

DATE	TOPIC(S) DISCUSSED IN CLASS	DO THIS BEFORE CLASS
8/22/12	Course introduction-- Syllabus, assignments, expectations	Buy text book and begin reading
8/27/12	Chapter 1—The Nature of Literacy and Today's Students	Read Gunning Text Chapter 1 pp. 3-24
8/29/12	Chapter 11 Approaches to Teaching Reading	Read Gunning Text Chapter 10 pp. 487-494 & Supplemental reading material found in power point
9/3/12	Chapter 2—Literacy for All	Read Gunning Text Chapter 2 pp. 29-54
9/5/12	Chapter 4—Fostering Emergent Literacy **Article Discussion**	Read Gunning Text Chapter 4 pp. 121-131, 136-166,
9/10/12	Chapter 4—Fostering **Emergent Literacy**	
9/12/12	Chapter 4—**Fostering Emergent Literacy**	
9/17/12	**Discuss how to write lesson plans** Review for Test 1	
9/19/12	**Test 1 (Chaps. 1, 2, 4, 11)**	
9/24/12	Chapter 5—**Teaching Phonics**	Read Gunning Text Chapter 5 pp. 185-220, 234-253
9/26/12	Chapter 5—**Teaching Phonics**	
10/1/12	Chapter 5—**Teaching Phonics**	
10/3/12	Chapter 5—Teaching Phonics	
10/8/12	Chapter 5—Teaching Phonics	
10/10/12	Chapter 5—Teaching Phonics	
10/15/12	**Fall Break**	
10/17/12	Chapter 6—**Building Vocabulary**	Reading Gunning Text Chapter 6 pp. 260-280, 287-291
10/22/12	Chapter 6—**Building Vocabulary Phonics Lesson Plan Due**	
10/24/12	**Test 2 (Chaps. 5, 6)**	
10/29/12	Chapter 7—**Comprehension**: Theory and Strategies	Reading Gunning Text Chapter 7 pp. 308-341
10/31/12	Chapter 7-- **Comprehension**: Theory and Strategies	
11/5/12	Chapter 8—Text Structures and Teaching Procedures Review for Test 2	Reading Gunning Text Chapter 8 pp. 363-366, 368, 373-382
11/7/12	Chapter 8—Text Structures and Teaching Procedures	
11/12/12	Chapter 12—Writing & Reading with Emphasis on Writing	Read Gunning Text Chapter 12 pp. 507-524, 538-540

11/14/12	Chapter 12—Writing & Reading with Emphasis on Writing **Sound Cards Due**	
11/19/12	Chapter 3—Assessing for Learning	Read Gunning Text Chapter 3 pp. 57-64, 71-75, 83-86, 91-96, 100-101, 107
11/26/12	Chapter 3—Assessing for Learning	
11/28/12	Chapter 13—Creating and Managing a Literacy Classroom	Read Gunning Text Chapter 13 pp. 547-553, 560-561
12/3/12	Chapter 13—Creating and Managing a Literacy Classroom **5 Components Lesson Plan Due**	
12/7/12	**Test 3 (Chaps. 3, 7, 8, 12, 13 @ 3PM)**	

ASSIGNMENTS (Detailed explanation of each assignment and any additional requirements or rubrics to be shared with the student).

1. **Tests/Final Exam-** Three tests will be administered throughout the semester. A review will be given in class prior to each test.

2. **Phonics Lesson Plan**-You will write a phonics lesson plan appropriate for primary-aged or intermediate struggling readers. You will choose the skill to be taught (for e.g. letter-sound relationships, beginning consonant sounds, onset-rime patterns). This lesson plan must be based on the South Carolina State Standards and the IRA/NCTE 12 Standards. See lesson plan format below to guide you as you write your plan.

3. ****5 Components of Reading Lesson Plan-** You will choose a grade level (e.g. grade 3) and use a Reading textbook (e.g. *Scott Foresman Reading: Seeing is Believing*) to identify a focus comprehension skill that they would like to teach (e.g., main idea, sequencing, cause/effect, setting, author's purpose). After deciding on the skill, you will find the corresponding story in which the skill is taught. You will use the story to develop a lesson plan that teaches this skill. In addition, you will demonstrate throughout the lesson how to integrate two of the other five essential components of reading (**phonemic awareness, phonics, fluency, and vocabulary)** into the lesson. In other words, look for opportunities throughout the lesson to incorporate two other selected skills into the teaching of your comprehension lesson. Highlight in your lesson where each skill is being taught. This lesson plan must be based on the South Carolina State Standards and the IRA/NCTE 12 Standards. See lesson plan format below to guide you as you write your plan.

4. **Article Discussion**- You will select two articles from the list of professional readings (see list below) read, analyze, and be prepared to discuss it in class in a small group (3-4 members per group) setting. After you have read the article, you will (1) list the main points

and (2) reflect on any new information you have learned along with wow moments! You will also (3) make a note of how this information can be applied to your future classroom (please type as it will be turned in). Points will be based on your classroom participation and write up (5 points for each article). **Please note that you can bullet point your information for each area addressed, and must attach the article to your write up. You <u>must</u> be in class to get the points. You cannot email me the write up to receive points.**

<u>Articles can be found On Blackboard</u>
1. **Teaching Text Structures to ELLs**
2. **Content Area Reading and ELLs**
3. **Selecting Text for ELLs**

5. **Sound Cards**- You will create **phonics** sound cards that represent the sounds and patterns you will learn during the **phonics lessons**. On the front of the card will be the letter(s), and on the back will be example words of the sound and the pronunciation of the sound (if necessary). Use cardstock/construction or any other firm paper, and laminate each card.

6. **4 Pop Quizzes**- You will take four pop quizzes throughout the semester. The content will be based on the text readings. You must be in class to receive credit for these quizzes.

7. **4 In Class Activities**- You will work with classmates to complete activities in class to reinforce the content learned. You must be in class to receive credit for these activities.

Winthrop University
Richard W. Riley College of Education
Lesson Planning Sheet

Title of Lesson _____
Subject(s) _____

Name: _____
Grade level(s): _____
Lesson Duration: _____

National/State Standards (as required by subject area)	Objective(s)	Assessment of Objective(s)
National Standards (IRA/NCTE 12):	List the overarching objective(s) of the lesson. Use the language from the standard indicator to describe what you want students to know and to be able to do at the end of the lesson.	For each objective, describe how you will determine if students meet the specified mastery level. (For example 5/5 on a rubric, 8/10 on a checklist, etc.).
South Carolina Academic Standards:	• Use language from the state curriculum standard indicator • Must be observable and measurable • Mastery level must be specified (100%, 80%, etc.)	For example: ***Students will be assessed using a***
Include from as many different subject areas as appropriate (suggestion: at		

| least two areas). Include both the text of the standard and the number.

(See this website for SC Standards)

http://ed.sc.gov/agency/Standards-and-Lerning/Academic-Standards/old/cso | For example:

The students will be able to _____ with ____% accuracy. | _____. *Passing criteria is __out of__.*

Attach your assessment instrument(s) and scoring criteria (i.e. answer or expected responses).
For example:
• **Questions asked by teacher in oral or performance based assessment**
• **Checklists**
• **Rubrics**
• **Informal (formative) written assessment (exit pass, quick write, journal entry, etc.)**

What plans do you have to assist students who did not meet objectives? |

Rationale for the lesson:
Why is this lesson important? The rationale describes the overall purpose and reason for the learning – NOT the activity. Explain why students would need to know this information in "real life". Include at least two career connections in the lesson plan.

Instructional Plan

Materials
List all the materials that are needed to teach each activity:
- Per class
- Per group
- Per student

The materials list should include appropriate technology that you will use in each activity as well as a complete list of the materials you will use (worksheets, word lists, game directions, art supplies, book titles, etc.).

Essential Vocabulary:
List no more than five terms and their definitions that are introduced or reviewed and are essential for the students to understand the objective(s) and concept(s) of the lesson. Use a bulleted list.

Instructional Strategies
- **Introduction (time estimate)**
  How will you "hook" the learner? How will you activate students' prior knowledge?

- **Procedure (time estimate)**
  Make sure that all procedures are clear, sequential and detailed. Make sure that ANY substitute teacher can follow your procedures. Include enough activities to adequately address your objectives. (Include how your five accommodations/modifications will be used during the teaching of the lesson).

  Remember to be very specific in this section, particularly with transitions.

  Make connections clear to students. Get whatever is in your head on paper! Make sure the CONTENT is EVIDENT!!

  Be sure to include all subject specific requirements in this area. (i.e. inquiry-based requirements in science, skill/strategy in language arts, etc.)

- **Closure (time estimate)**
  You should summarize the lesson and if appropriate, provide a transition to the next lesson. How will you wrap up for the day and provide that one last opportunity for students to process the day's lesson? Closure should take five minutes or less.

  Accommodations/Modifications
  EVERY class has learners of differing abilities. Make sure to include how you will address those needs in this section.

  Include at least five specific modification/accommodations for five different types of learners, i.e.
  (1) SLD, (2) ELL, (3) below grade level, (4) gifted/talented, and (5) visual impairment. Describe how you will change the materials, procedures, or assessment to make sure you address all of the needs in your classroom.

Extension/Enrichment Activities
Include at least three "best practice" strategies that may be used as extension or enrichment activities for your lesson. Think about:
- Ideas that enhance critical thinking for students
- Students who finish the assignment early,
- Students who want to pursue more in depth knowledge of the concept.

Teacher Content Knowledge:
Explain in one or two paragraphs what content knowledge or background information the teacher must have to teach the lesson.

Student Prerequisite knowledge:
In addition, include one paragraph describing the prior knowledge the student must have BEFORE beginning the lesson.

Resources:

List all resources that were used in creating the lesson plan. Include where you found the material(s) and document the resource(s) using the APA format

Phonics Lesson Plan

NAME_____ ELEMENTARY LANGUAGE ARTS: LESSON PLAN RUBRIC   _____/40 POINTS

ACEI 2.1 Language arts—Candidates demonstrate a high level of competence in use of English Language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas.

Category	Relational	Multistructural	Unistructural	Prestructural
IRA/NCTE and South Carolina Language arts Standards **ACEI 2.1** ___4	The selection of standards indicates a thorough knowledge of competence in the use of English Language arts and understanding, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas. 4	The selection of standards indicates knowledge of competence in the use of English Language arts and understanding, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas. 3	The selection of standards reflects little knowledge of English Language arts and understanding, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas. 2	The selection of standards reflects no knowledge of English Language arts and understanding, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas. 1-0
OBJECTIVE(S) ACEI 3.1 _____4	• Objectives are clearly stated in measurable terms and are directly related to the language arts lesson assessment 4	• Objectives are stated in measurable terms and are somewhat aligned with the lesson assessment. 3	• Objectives are stated, but are not aligned with the lesson assessment. 2	• Objectives are unclear and are not related to the assessment. 1-0
ASSESSMENT of Objectives ACEI 4.0 _____4	• Lesson assessments are clearly connected to the language arts lesson's objectives and activities. • Formative and summative assessments are included. 4	• Lesson assessment is connected to the language arts lesson's objectives and activities. • Assessment utilizes formative OR summative assessment 3	• Assessment that is provided is "written text-based worksheet or test" that match the language arts lesson's objective and activity. 2	No adequate assessment is provided for the language arts lesson. 1-0

RATIONALE ACEI 2.1 _____ 2	The rationale demonstrates thorough knowledge of the major concepts and modes of inquiry for language arts and clearly aligns with South Carolina language arts standards. 2	The rationale demonstrates knowledge of the major concepts and modes of inquiry for language arts and clearly aligns with South Carolina language arts standards. 1.5	The rationale reflects minimal knowledge of language arts and does not align with South Carolina standards. 1	The rationale does not demonstrate knowledge of the major concepts and modes of inquiry from the language arts. 0
LESSON PLAN Materials Technology _____ 2	Lists materials and equipment needed to implement the language arts lesson as per: Class Group Person Handouts or graphic organizers are included with the lesson plan. Student-centered use of technology enhances the lesson plan. 2	Lists some materials and equipment needed to implement the language arts lesson as per: Class Group Person Some required handouts or graphic organizers were not included with the lesson plan. The use of technology is teacher-centered. 1.5	Lists a few materials and equipment needed to support the lesson, but is not classified per: Class Group Person Handouts or graphic organizers were not included with the lesson plan. Technology would be useful to this lesson plan 1	List of materials or equipment needed to support lesson plan implementation was not found. 0
ESSENTIAL VOCABULARY ACEI 2.1 _____ 4	• Includes challenging vocabulary with definitions in the lesson to teach the major concepts from the language arts. 4	• Includes some vocabulary with definitions in the lesson to teach the major concepts from the language arts. 3	• The selected vocabulary words may not include definitions or a plan for including them in language arts instruction. 2	A vocabulary list was not included in the lesson plan 1-0

INSTRUCTIONAL STRATEGIES ACEI 3.1
 	
_____ 8
	Provides meaningful and clear details in each of the following components of the language arts lesson:
	   o Introduction
	   o Main Activity
	   o Closure
	8
		Provides some detail in components of the language arts lesson:
		   o Introduction
		   o Main Activity
		   o Closure
		6
			Provides minimal details in the language arts lesson:
			   o Introduction
			   o Main Activity
			   o Closure
			
			4
				Details for lesson implementation were inadequate.
				
				2-0

ACCOMMODATIONS MODIFICATIONS ACEI 3.2
 	
_____ **4**
	The lesson plan reflects a clear and in-depth understanding of how elementary students differ in their developmental approaches to learning by listing: Five accommodations /modifications/extensions for diverse students and special populations. (Special education, ELL) gifted/talented, etc. in the presentation.
	4
		The lesson plan reflects an understanding of how elementary students differ in their development approaches to learning by listing: Three to four accommodations/ modifications and extensions for diverse students and special populations
		     (Special education, ELL, gifted/talented, etc.)
		
		3
			The lesson plan reflects a minimal understanding of how elementary students differ in their development approaches to learning by listing: One to two accommodation modification or extension is listed for diverse students and special populations
			     (Special education, ELL, gifted/talented, etc.)
			
			2
				There are no accommodations/ modifications or extensions included in the lesson plan.
				
				1-0

EXTENSIONS ACEI 3.2 _____ **4**	Extension/enrichment encourages critical thinking and problem solving. Three extensions/enrichment are included 4	Extension/enrichment encourages some critical thinking and problem solving. Two extensions are included 3	Extension/enrichment does not encourage critical thinking and problem solving. One extension/enrichment is included 2	Critical thinking and problem solving is not addressed in this lesson. No extensions are included 1-0
LESSON PLAN Use of Standard English 3.5 _____ **4**	The language arts lesson plan contains strong use of standard English with no errors in spelling, grammar or language usage. 4	The language arts lesson plan contains adequate use of standard English with 1-3 errors in spelling, grammar or language usage. 3	Lesson plan contains errors in standard English with numerous mechanical errors. 2	The language arts lesson plan contains poor use of standard English with many mechanical errors 1-0

Elementary Education Lesson Plan Rubric

Lesson Plan Criteria	Target (3)	Acceptable (2-1)	Unacceptable (0)
Objectives			
ACEI 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	Objectives are clearly stated in measurable terms and are directly aligned with the assessment(s). 6-5 points	Objectives are stated in measurable terms and are somewhat aligned with the assessment(s). 4-3 points	Objectives are unclear or not stated in measurable terms or are not aligned to the assessments. 2-0 points
Connections across the curriculum			
ACEI 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	Meaningful interdisciplinary connections are made to other subject areas. 3 points	Interdisciplinary connections are made to other subject areas. 2 points	Interdisciplinary connections are not made to other subject areas. 1 point
Assessment of Objectives			
ACEI 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	Lesson assessments are clearly connected to the objectives and activities. Formative and/or summative assessments are included. 6-5 points	Lesson assessments are connected to the objectives and activities. Formative and/or summative assessments are included. 4-3 points	Lesson assessments are not connected to the objectives and activities. 2-0 points
Materials			
ACEI 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	Materials and equipment needed to implement the lesson are well planned and organized for: • Class • Group • Student 3 points	Materials and equipment needed to implement the lesson are planned and organized for: • Class • Group • Student 2 points	Materials and equipment needed to implement the lesson are not planned or organized for: • Class • Group • Student 1 point
Instructional Plan			
ACEI 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of	Provides meaningful and clear details in each of the following components of the lesson:	Provides some details in each of the following components of the lesson: • Introduction	Details for lesson implementation are inadequate.

students, learning theory, connections across the curriculum, curricular goals, and community	• Introduction • Main Activity • Closure 9-7 points	• Main Activity • Closure 6-4 points	 3-0 points
Instructional Plan			
ACEI 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;	The instructional plan provides for active student engagement in learning to foster self-motivation and positive social interactions and create supportive learning environments. 3 points	The instruction plan provides for student engagement in learning to develop positive social interactions and supportive learning environments. 2 points	The instruction plan does not provide for active engagement in learning. 1 point
Accommodations and/or Modifications			
ACEI 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;	The lesson plan reflects a clear and in-depth understanding of how elementary students differ in their developmental approaches to learning: • Five specific accommodations and/or modifications are planned for diverse students and special populations. 3 points	The lesson plan reflects some understanding of how elementary students differ in their developmental approaches to learning: • Five accommodations and/or modifications are planned for diverse students and special populations. 2 points	The lesson plan reflects minimal understanding of how elementary students differ in their developmental approaches to learning. 1 point
Extensions			
ACEI 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;	A variety of teaching strategies including children's literature and/or technology are planned to encourage students' development of critical thinking and problem solving. 3 points	Teaching strategies include children's literature and/or technology but may not foster students' development of critical thinking and problem solving. 2 points	Teaching strategies do not include children's literature and/or technology to foster students' development of critical thinking and problem solving. 1 point
Use of Standard English			
ACEI 3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry,	The lesson plan contains strong use of standard English with no errors in spelling, grammar or language usage. 3 points	The lesson plan contains adequate use of standard English with 1-3 errors in spelling, grammar or language usage. 2 points	The lesson plan contains poor use of standard English with many mechanical errors 1 point

collaboration, and supportive interaction in the elementary classroom			

Language Arts: ACEI Standard 2.1

ACEI Standard	Target	Acceptable	Unacceptable
Standards			
2.1 Language Arts— Candidates demonstrate a high level of competence in use of English Language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas.	The selection of standards indicates a thorough knowledge of competence in the use of English Language arts and understanding, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas. 3 points	The selection of standards indicates some knowledge of competence in the use of English Language arts and understanding, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas. 2 points	The selection of standards reflects little to no knowledge of English Language arts and understanding, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas. 1 point
Vocabulary			
2.1 Language Arts— Candidates demonstrate a high level of competence in use of English Language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas.	Includes challenging vocabulary with definitions in the lesson to teach the major concepts from the language arts. 3 points	Includes some vocabulary with definitions in the lesson to teach the major concepts from the language arts. 2 points	The selected vocabulary is incomplete or nonexistent. Words may not include definitions or a plan for including them in language arts instruction. 1 point
Rationale			
2.1 Language Arts— Candidates demonstrate a high level of competence in use of English Language arts and they know, understand, and use concepts from reading,	The rationale demonstrates thorough knowledge of the major concepts and modes of inquiry for language arts and clearly aligns with South Carolina language	The rationale demonstrates some knowledge of the major concepts and modes of inquiry for language arts and clearly aligns with South Carolina language arts	The rationale does not demonstrate knowledge of the major concepts and modes of inquiry from the language

language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas.	arts standards. 3 points	standards. 2 points	arts. 1 point
Best Practices			
2.1 Language Arts—Candidates demonstrate a high level of competence in use of English Language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas.	The language arts lesson plan clearly reflects in-depth knowledge and understanding of best practice strategies using the major concepts and modes of inquiry from the language arts. 9-7 points	The language arts lesson plan reflects some knowledge and understanding of best practice strategies using the major concepts and modes of inquiry from the language arts. 6-4 points	No evidence of best practices and teaching strategies for language arts using the major concepts and modes of inquiry from the language arts is provided. 3-0 points
Teacher Content Knowledge and Student Pre-requisite Knowledge			
2.1 Language Arts—Candidates demonstrate a high level of competence in use of English Language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas.	The paragraph for content background demonstrates in-depth knowledge of IRA/NCTE standards and South Carolina Academic Curriculum Standards for age appropriate language arts content. 3 points	The paragraph for content background shows evidence that the candidate has some knowledge of IRA/NCTE standards and South Carolina Academic Curriculum Standards for age appropriate language arts content. 2 points	The lesson plan shows little or no evidence of knowledge of IRA/NCTE standards and South Carolina Academic Curriculum Standards for age appropriate language arts content. 1 point