Winthrop University Standard 2: Early Reading: Addendum

The **fall 2012 READ 321 Elementary and Middle School Language Arts syllabus** and selected course assignments are contained in this addendum.   These materials were received after the Winthrop University response to standard 2 and accompanying attachments were prepared and submitted to the site. While this course is not a primary course for early reading instruction, we are attaching the course syllabus and selected materials to demonstrate that phonemic awareness, fluency, and comprehension are also addressed in the context of teaching language arts. All elementary education majors take this course.

The following materials are contained in this document:

READ 321 fall 2012 Syllabus

Chapter 3 Emergent Literacy Outline

Readers Theatre Assignment

Phonics or Phonemic Awareness Activity

Comprehension of Expository Texts Assignment Guidelines

Winthrop University
Syllabus Fall 2012

READ 321
Elementary and Middle School Language Arts

Assistant Professor:		
Office Location:		
Office Phone:		
Email Address:		
Credit Hours:		
Class Hours:		
Dates:		

Course Description:
Learners use appropriate language arts and problem-solving strategies when teaching all pupils. This course is a survey of materials, methods, and concepts related to the teaching of language arts to elementary/early middle school children. Emphasis is given to teaching written communication.

Co-requisite Courses:
READ 322: Elementary and Middle School Language Arts: Laboratory (ELEM and ECED majors)

Course Goals:
Elementary Education majors will:
- develop content knowledge in language arts strategies and skills.
- apply pedagogical knowledge to teach language arts.
- use children's literature for language arts teaching and learning.

Assessment of Learning Outcomes and Standards:

Course Objectives	Standards	Student Performance Assessment
Learners will apply foundational information to the teaching of the language arts.	The Learner: Learning (ACEI 1.0)	Author's study/writing project, tests, classroom participation activities
Learners will demonstrate techniques for promoting oral language skills of future pupils: listening and speaking.	The Educational Leader: Communication (ACEI 3.5)	Class participation activities
Learners will demonstrate techniques for promoting the written language skills of future students: handwriting, spelling, conventions, writing processes, writing-to-learn strategies, and assessment techniques.	The Teacher: Curriculum (ACEI 3.5)	Author's study/writing project, class participation activities, tests
Learners will study and practice selected process, performance and product assessment measures.	The Teacher: Assessment (ACEI 4.0)	Author's study/writing project, classroom participation activities, tests
Learners will demonstrate how writing strategies can be taught through literature.	The Curriculum: Integrative Studies (ACEI 3.1)	Author's study/writing project, classroom participation activities
Learners will demonstrate real world practices for reading and writing across the curriculum.	The Curriculum: Integrative Studies (ACEI 3.1) (IRA 2003 4.3)	Author's study/writing project, tests, class participation

Learners will demonstrate a competence in use of English language arts 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.	The Teacher: Curriculum (ACEI 3.5) (ACEI 2.1)	Author's study/writing project, exams and participation activities
Learners will use formal and informal assessment strategies to plan, evaluate and strengthen language arts instruction.	The Teacher: Curriculum (ACEI 4.0)	Assessment rubric in author's study/writing project

COURSE READING(S):
 Required Texts:
Tompkins, G. E. (2009). *Language Arts: Patterns of Practice* (8th ed.). Upper Saddle River, NJ: Pearson.

Reading List (suggested):
Calkins, L. M. (1994). *The art of teaching writing.* Portsmouth, NH: Heinemann.

NOTE: Additional readings will be assigned throughout the semester.

ASSIGNMENTS:
1. **Exams (300 pts.)** Three exams (100 points each) will be administered throughout the semester.
    Handwriting. Students will be required to pass a test in manuscript and cursive handwriting. This is a performance test in which you will be asked to write specific individual letters, words and sentences. Some classroom instruction will be provided; however, independent practice will be necessary to master the handwriting models.

2. **Classroom Activities (a variety of activities with varying point values)**
    Throughout the semester, students will complete a variety of classroom activities designed to provide practice and/or application with information presented in the text. The point value of these activities varies depending on the complexity and depth of understanding required to complete. Some of these activities may be completed outside of class and then discussed in class; others will be completed during the class.

3. **Author Study (100 pts.)**
    Students will complete an Author Study that will demonstrate his/her ability to use literature to teach language arts strategies and skills. Students will incorporate an author's work to integrate meaningful language arts learning in the elementary and middle school classroom. A detailed explanation of the assignment and scoring rubric will be provided.

4. **Class Presentation/ Evaluation (10 pts.)**
    Students will present their Author Study to the class (5 pts.) and provide feedback on a classmate's presentation (5 pts.). A detailed explanation of the assignment will be provided in class.

COURSE POLICIES AND PROCEDURES:
Participation:
Active participation begins before you enter the classroom with careful readings of the texts. Spend time working through the text, marking important passages, jotting down questions, and engaging the author as a conversation partner. Preparation plays a crucial role in participation. In class, comment on the passages you marked, ask the questions you jotted down, and engage me and your fellow students as conversation partners. Simply showing up is not enough. Read everything, and come ready to interact with the texts and with one another. Remember that this course is ours, not only mine or yours, so we are all responsible for its success. Find your voice and be prepared to share it. Your presence should make a positive difference in the quality of this course!

Class Attendance Policy:
Regular class attendance is encouraged for the successful completion of this course. The expectations for this class are identical to those of your future school employers. Students are encouraged to attend all scheduled classes at the designated starting time and remain for the entire class session. Because this course is interactive in nature and depends on the input of all participants, it is ***not*** possible to "make up" the content in a missed class. Therefore, in order to accumulate all possible points available for this class, it is

beneficial that all students attend class and become active in the learning community. In the case of personal illness or family emergency, the instructor *may* elect to give additional assignments to "make up" for a missed class. This is reserved for extreme cases only. Personal illness or family emergency must be communicated to the instructor by email (in advance, if possible and certainly within 24 hours) and be accompanied by proper documentation in writing (hard copy).

It is the student's responsibility to document their attendance by signing in for each class session. Students who forget to sign in will be marked absent. After the second unexcused absence, the student's final grade will be dropped by one letter grade.

Winthrop Attendance Policy:
According to Winthrop University Policy, "*Students are expected to attend classes and should understand that they are responsible for the academic consequences of missing class. The student is responsible for all requirements of the course regardless of absences. Instructors are not obligated to provide makeup opportunities for students who are absent…*"

The instructor may establish the attendance requirements for the course. The following policy will be in effect unless the instructor specifies otherwise: if a student's absences in a course total 25 percent or more of the class meetings for the course, the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the Withdrawal from Courses section, a grade of F or U shall be assigned (Student Handbook, p.6).

Contacting Your Instructor:
Email is the best way to contact your instructor. When contacting her via email, include the following information in your message: a specific subject line description with the course number (i.e. READ 321 – author study) and the specific question/issue. If contacting your instructor by telephone, you may leave a message if she is not available. However, please do not include in your message a request for a call back to confirm that your instructor received the phone message (i.e. "I will not be in class; call me back so that I know you got this message").

Late Work:
- Assignments are due at the beginning of the class session in which they are due. Work is accepted only on or before the due dates specified by the instructor. If a student is absent, it is his/her responsibility to make arrangements with a **classmate** to obtain information, materials, notes, handouts, etc. which may have been provided during the class session. In addition, the student should make arrangements for a classmate to submit the assignment (do not email assignments unless directed to do so by your instructor).
- Even if you are absent from class, it is **YOUR** responsibility to make arrangements for your work to be handed in *on* or *before* class on the date it is due (including having it placed it in your instructor's mailbox in 204 Withers). Find someone in your class from whom you can get missed work. Do not ask your instructor, "What did I miss in class today?"
- Your instructor will require assignments to be turned in in a variety of ways: "dropped" in Blackboard, a hard copy turned in during class time, emailed, and so on. Please follow the requirements of each assignment for credit to be awarded.
- Plan your semester so that you will have ample time to complete assignments because due dates on assignments are not negotiable.
- 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 absence.

Grades:
The final grade is based upon a point accumulation. The awarding of points for each component will be based upon work completed within the required time frame and the quality of the work. All written assignments must be typed. Correct spelling, neatness, proper syntax, and clarity of prose should be present at all times. All assignments should be proofread and edited prior to submission.

Percentage	Grade	
93 – 100	A	
85 – 92.9	B	
77 – 84.9	C	
69 – 76.9	D	
< 68.9	F	

A grade of incomplete will only be assigned following a discussion with the instructor to explain the need and appropriate guidelines set for work completion. This should be addressed as early as possible during the course.

Electronic Devices:

In an effort to provide an environment that fosters and supports learning and the exchange of ideas, it necessary to address the acceptable use of all electronic devices during class sessions. Using an electronic device for activities unrelated to the learning experience designed by the course instructor distracts the student using the device, his/her neighbors, and the instructor. Additionally, this usage is viewed as disrespectful of all others (students and instructor) engaged in the teaching/learning process. The quality of the learning experience suffers when these discourteous distractions occur. Therefore, all electronic devices are to be turned off and placed out of sight unless directed by the instructor. General guidelines regarding electronic devices:

- A student may not use an electronic device during class time without the express permission of the instructor.
- A student with a diagnosed disability must present to the course instructor the appropriate paperwork from the Office of Disability Services in order to work out an accommodation for the use of otherwise prohibited electronic devices.
- In all cases, when permission has been granted by an instructor for the use of an electronic device in the classroom, the student shall employ such device solely in a manner appropriate to the course work and avoiding distractions or interruptions to fellow students or the instructor.
- A student violating an instructor's classroom policy or individual instructions on the use electronic devices in the classroom shall be subject to confiscation of the device by the instructor for the remainder of the class period and/or dismissal from the class for the day on which the offense occurs.

If you have a particular emergency and feel that you need to keep your electronic device on, please communicate this to your instructor **prior** to class.

Students with Disabilities Policy:

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact Services for Students with Disabilities at 323-3290. Once you have your official notice of accommodations from Services for Students with Disabilities, please inform your instructor as early as possible in the semester.

Final Date and Time: (exams may not exceed 2 ½ hours)

The Final Exam for this course is on 12/07/2012 at 11:30 am. Occasionally, legitimate conflicts with exam schedules occur. Legitimate conflicts are defined as: more than one scheduled exam per period; more than two scheduled exams per day; and more than three scheduled exams in any four consecutive periods. A student with a legitimate conflict will receive notification from the Office of Records and Registration. Conflicts should be resolved by the student and instructor. It is the student's responsibility to initiate the resolution of any conflicts. Personal conflicts such as travel plans and work schedules do not warrant a change in examination time.

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 .

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

Winthrop 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.

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. 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 in the syllabus after the course begins. In such cases, students will be notified accordingly.

Course Calendar

Day	Date	Reading(s)	Topic(s)	Assessments
Tuesday	8/21/2012		Course Overview	
Thursday	8/23/2012	Chapter 1	Learning and the Language Arts	
Tuesday	8/28/2012	Chapter 2	Teaching and Assessing Language Arts	
Thursday	8/30/2012	Chapter 2		
Tuesday	9/04/2012	Chapter 3	Emergent Literacy *	
Thursday	9/06/2012	Chapter 3		
Tuesday	9/11/2012	Chapter 4	Personal Writing	
Thursday	9/13/2012	Chapter 5	Oral Language: Listening and Talking	
Tuesday	9/18/2012	Chapter 5		
Thursday	9/20/2012			**Exam** Chapters 1 - 5
Tuesday	9/25/2012	Chapter 6	Written Language: Reading and Writing	
Thursday	9/27/2012	Chapter 7	Visual Language: Viewing & Visually Representing	
Tuesday	10/02/2012	Chapter 7		
Thursday	10/04/2012	Chapter 8	Building Vocabulary	
Tuesday	10/09/2012	Chapter 8		
Thursday	10/11/2012	Chapter 9	Comprehending and Composing Stories	
Tuesday	10/16/2012	Chapter 10	Investigating Nonfiction**	
Thursday	10/18/2012	Chapter 10		
Tuesday	10/23/2012			**Exam** Chapters 6 - 10
Thursday	10/25/2012		Author Study Presentations with feedback	**Author Study**
Tuesday	10/30/2012		Author Study Presentations with feedback	**Author Study**
Thursday	11/01/2012		Author Study Presentations with feedback	**Author Study**
Tuesday	11/06/2012	Election Day		
Thursday	11/08/2012	Chapter 11	Exploring Poetry	
Tuesday	11/13/2012	Chapter 11		
Thursday	11/15/2012	Chapter 12	Learning to Spell Conventionally	
Tuesday	11/20/2012	Chapter 13	Language Tools: Grammar and Handwriting	
Thursday	11/22/2012	Thanksgiving Day		
Tuesday	11/27/2012	Chapter 13	Language Tools: Grammar and Handwriting	
Thursday	11/29/2012	Chapter 14	Putting It All Together	
Tuesday	12/04/2012	Study Day		
Friday	12/07/2012			**FINAL EXAM** 11:30 am on Chapters 11 - 14

* NOTE: The topic of Emergent Literacy in this chapter includes instruction in the following areas: the alphabetic principle (one-to-one correspondence between phonemes and graphemes), letter names, phonemic awareness (sound matching, sound isolation, sound blending, sound addition or substitution, and segmentation), phonics (the relationship between phonology and orthography), consonants, vowels, rimes and rhymes, and phonics generalizations.

**NOTE: The topic of investigating nonfiction in this chapter includes instruction in the following areas: characteristics of expository text, types of expository texts, expository text structures, and strategies for comprehending expository texts (i.e. data charts, pocket charts, semantic maps, cubing, and so forth).

CHAPTER 3
EMERGENT LITERACY

Overview

Children's introduction to written language begins before they come to school. As parents and caregivers read to young children, they learn to read signs and other environmental print in the community. Children experiment with writing and participate in meaningful experiences with reading and writing. Principles of emergent literacy are explained. Chapter 3 explores how young children become literate and examines concepts about written language. Techniques such as shared reading, the language experience approach, and interactive writing are discussed.

Chapter 3 Outline

Introduction
Fostering Children's Interest in Written Language
    Concepts about Written Language
    Concepts about the Alphabet
Young Children Learn to Read
    Shared Reading
    Language Experience Approach
Young Children Learn to Write
    Introducing Young Children to Writing
    Interactive Writing
    Minilessons
Summing Up

Figures

    Figure 3-1: Literacy Play Centers
    Figure 3-2: Routines to Teach the ABCs
    Figure 3-3: Phonemic Awareness Routines
    Figure 3-4: The 37 Rimes
    Figure 3-5: Useful Phonics Generalizations
    Figure 3-6: A Family's Reading Log Entry Written after Reading *The Gingerbread Boy*
    Figure 3-7: Samples of Young Children's Writing
    Figure 3-8: One Child's "Kid" Writing
    Figure 3-9: A Kindergarten Class's Interactive Writing Chart

Focus Questions

- How do teachers foster young children's interest in written language?
- How do young children develop as readers and writers?
- What instructional procedures do teachers use to teach reading and writing?

CHAPTER 8
BUILDING VOCABULARY

Overview

Chapter 8 explains the evolution of the English language and addresses Old English, Middle English, and Modern English usage. This background helps teachers and students understand the ways in which morphemes and context clues can be used to determine the meaning of unfamiliar words. Although students learn many words incidentally, the importance of direct instruction in developing word consciousness is addressed. Chapter 8 offers guidance on teaching students about synonyms, antonyms, homonyms, and words with multiple meanings. Authentic assessment measures are presented.

Chapter 8 Outline

History of the English Language
 Old English (A.D. 450–1100)
 Middle English (1100–1500)
 Modern English (1500–Present)
 Learning about Word Histories
Words and their Meanings
 Morphological Information
 Synonyms and Antonyms
 Homonyms
 Multiple Meanings
 Idioms
 Borrowed Words
Teaching Vocabulary
 Targeting Words to Teach
 Word-Learning Strategies
 Word Walls
 Word-Study Activities
 Minilessons
 Integrating Technology
 Differentiating Instruction
 Scaffolding English Language Learners
 Assessing Vocabulary Knowledge
Summing Up

Figures

 Figure 8-2: A Cluster for the Root Word Graph
 Figure 8-4: Students' T-Chart of Synonyms for Wretched
 Figure 8-5: A Page from a Second Grader's Homophone Book
 Figure 8-6: Seventh Graders' Poster of 10 Meanings for Hot
 Figure 8-7: Two Students' Word Maps
 Figure 8-8 A Word Sort on the American Colonies
 Figure 8-9: A Semantic Feature Analysis on Medieval Life

Focus Questions

- How has the history of the English language affected vocabulary?
- What important vocabulary concepts do students learn?
- How do teachers develop students' vocabularies?
- How do teachers focus on words during the four patterns of practice?

CHAPTER 10
INVESTIGATING NONFICTION

Overview

Nonfiction books and articles enable students to answer research questions and explore topics of personal interest. Chapter 10 describes 5 expository text structures and encourages teachers to consider various methods to teach students how to use these text structures to enhance their reading and writing. Suggestions on guiding students through the research process are included.

Chapter 10 Outline

Introduction
Nonfiction Books
      Expository Text Structures
      Nonfiction Features
      Comparing Fiction and Nonfiction Books
Research
      The Research Process
      Research Tools
      Reporting
            Artifact Books
            Lifelines and Timelines
            Charts
            "All about …" Books
            Feature Articles
            Collaborative Reports
            Individual Reports
      Multigenre Projects
      Life Stories
Teaching Nonfiction
      Research Workshop
      Minilessons
      Mentor Texts
      Integrating Technology
      Engaging English Language Learners
      Assessing Nonfiction Projects
Summing Up

Figures

Figure 10-1: The Expository Text Structures
Figure 10-2: Two Clusters about Birds
Figure 10-3: A Cubing on the American Revolution
Figure 10-4: The "U" Page from an Alphabet Book on California Missions
Figure 10-5: A Biography Poster about Martin Luther King, Jr.
Figure 10-6: Two Pages from a First Grader's "All about Me" Book
Figure 10-7: Excerpts from a Seventh Grader's Multigenre Biography Project on Maya Angelou
Figure 10-8: Genres for Multigenre Projects
Figure 10-9: Checklist for a Second-Grade Autobiography Project

Focus Questions

- How do teachers develop students' knowledge about expository text?
- How can teachers facilitate students' reading of informational books?
- How can teachers facilitate students' writing of various types of informational texts, including reports and biographies?

Readers Theater

What is Readers Theater?

Readers Theater is an integrated approach for involving students in reading, writing, listening, and speaking activities. It involves children in….

- sharing literature,
- reading aloud,
- writing scripts,
- performing with a purpose, and
- working collaboratively.

Readers Theater is readers reading a script adapted from literature, and the audience picturing the action from hearing the script being read aloud. It requires no sets, costumes, props, or memorized lines. Instead of acting out literature as in a play, the performer's goal is to read a script aloud effectively, enabling the audience to visualize the action. Performers bring the text alive by using voice, facial expressions, and some gestures.

Benefits of Using Readers Theater in the Classroom or Library?

Readers Theater helps to….

- develop fluency through repeated exposure to text.
- increase comprehension.
- integrate reading, writing, speaking, listening in an authentic context.
- engage students.
- increase reading motivation.
- create confidence and improve the self-image of students.
- provide a real purpose for reading.
- provide opportunities for cooperative learning.

Tips for Implementing Readers Theater

- Model expressive reading often.
- Introduce Readers Theater using pre-prepared scripts. Students need to grasp the concept of Readers Theater and become familiar with the format of a script before writing their own.
- Teach the basic steps of performance: how to use highlighters to mark the parts, how to interpret the part and read expressively, how to hold the script, and when to assume various stage positions.
- Give the students lots of time to prepare. Emphasize practice. Readers should practice their roles in different ways: individually and in small groups, privately and in front of others.
- Keep a copy of the marked script at school and send one home for parents to read and practice with their children.
- Rehearse with the readers, providing needed direction and support regarding their interpretation, pacing, expression, volume, positions, and motions.
- Begin with short presentations.
- Perform for an audience as often as possible.
- Use props sparingly.

Selecting Text for a Readers Theater Script

Readers Theater may be performed with many kinds of literature: picture books, short stories, parts of novels, poetry, folk tales, works of non-fiction, newspaper or magazine articles. Not all literature, however, makes a good Readers Theater script. Look for literature that ….

- is interesting or has compelling content.
- has a strong story line, interesting characters, conflict, plot action, humor.
- uses dialogue.

- is not filled with descriptive passages.
- flows at a steady pace.

Tips for Creating a Readers Theater Script

It is not necessary to use a piece of literature in its entirety. Excepts can be used very effectively. Be sure to keep in mind the reading level of the readers in selecting a piece of text. Choose text that is within the reach of your readers and that they can ==read aloud successfully, given repeated practice==.

Start with picture books. Model how to create a script and create several scripts as a class before asking the students to create their own scripts in small, cooperative groups. Once you have selected the piece of text you wish to adapt to script form, show the students how to ….

- determine what portions of the text to leave in to be true to the story line, characters, or topic and which portions can be deleted.
- delete the less critical passages: descriptions, transitions, etc.
- rewrite or modify those passages that need to be included but require adaptation.
- keep speeches and narrative passages short.
- divide the parts for the readers.

Characteristics of an Effective Readers Theater Reader

An effective reader….

- ==Reads with expression, proper emphasis, and clear enunciation, using his/her voice effectively to convey meaning==.
- Projects to the audience.
- Is familiar with the part and is able to ==read it with fluency==.
- ==Paces== himself/herself effectively.
- Uses props, when employed, effectively (the script is a prop).
- Demonstrates poise and self-confidence.

Linda Cornwell currently serves as the national literacy specialist for the Paperbacks and Classroom Library group of Scholastic, Inc. Retrieved from http://www.scholastic.com/librarians/programs/whatisrt.htm

Assignment

Part A:
Seven students will be asked to perform a Readers Theater using a script developed by your instructor from Chapter 1 of _Anastasia Krupnik_ by Lois Lowrey. They will be given the scripts two days in advance in order to practice their parts.

   a. After listening to the Readers Theater, write a response indicating how various characters view poetry. Look specifically at Mrs. Westvessel, Anastasia, and Professor Krupnik.
   b. Discuss the various viewpoints.
   c. Discuss how a Readers Theater performance can improve ==fluency and comprehension== for children.

Part B:
Following the guidelines presented above in **Selecting Text for a Readers Theater Script** and **Tips for Creating a Readers Theater Script**, select a picture book appropriate for scripting a Readers Theater. Create the script for your Readers Theater. Be sure you have enough copies for the number of parts in your script. Be sure to bring the picture book that you used for scripting to class.

Part C:
Your instructor will randomly select a few of the scripts to be performed in front of the class. Be prepared to discuss how Readers Theater can be used to enhance ==fluency and comprehension==.

Phonics or Phonemic Awareness?

Directions: Look at each lesson plan given to you by your instructor. These lesson plans come from the Florida Center for Reading Research. Based on our class discussions regarding the characteristics of phonics instruction and phonemic awareness instruction, decide if it is a phonics or a phonemic awareness lesson. Put a check mark in the appropriate column. Then in the last column, give some reasons why you think it is a phonics or a phonemic awareness lesson.

Activity	Phonics	Phonemic Awareness	Why?
Fishing for Vowel Diagraphs			
Morpheme Break Apart			
Rhyming-A-Lot-OH!			
Rhyming Game			
Feed the Animals			
Syllable Closed Sort			
Say It Now			
Sound Detectives			
Vowel Slide			

Comprehension of Informational/Expository Texts
in the Elementary Grades
Assignment Guidelines

1. Login to Blackboard.
2. Click on Informational Text in the left navigation pane.
3. Read the book/text called "Saving the Wild Tigers." This is a level 2 informational/expository text. You do NOT need to print the book/text! You are going to use the information in the book to complete a cubing exercise.
4. Go to www.readwritethink.org
5. In the left navigation pane, type cubing in the "Search by Keyword" box. Click go.
6. In the list that appears, look for "Cube Creator." Click on it.
7. Read the overview of the four types of cubes that can be created on this page: Bio Cube, Mystery Cube, Story Cube, and Create-Your-Own Cube.
8. You are going to use the Create-Your-Own Cube.
9. Click on the orange "Get Started" button.
10. Put your name in the name box.
11. Click on Create-Your-Own-Cube.
12. In the Question/Topic sections of the cube, write the six dimensions or viewpoints from page 293 in your book: description, comparison, association, analysis, application, and argumentation.
13. Complete the cube as directed using the "Saving the Wild Tigers" book/text from above. Use the sample on page 295 in your textbook as a guide. Remember, you are somewhat limited as far as the number of words you can include in your cube, so be concise yet thorough.
14. When finished, print and assemble the cube.
15. Bring your completed and assembled cube to class.
16. We will discuss how the cubing exercise assists children in comprehending informational text.