STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Education
EDUC544
Foundations of Literacy for Elementary School Children
Credit Hours = 3
Length of Course = 16 weeks
Prerequisite = EDUC500 (May be taken concurrently)

Instructor Information

Instructor: APUS Faculty

Course Description (Catalog)

The Foundations of Literacy for Elementary School Children course will focus on examining the building blocks of teaching children how to read. It focuses on the stages of literacy acquisition. During this course, you will become proficient in the core components of literacy instruction which consist of phonemic awareness, phonics, fluency, vocabulary, and text comprehension. This course includes an exploration of instructional strategies to implement a coordinated literature program and plan an appropriate curriculum in literacy development. One of the requirements for this course is a field experience where students will visit a classroom and observe and critique examples of effective teaching practices. (Prerequisite: EDUC500 Philosophical Foundations of Education)

Course Scope

This course is designed to provide students with a foundation in the components of literacy instruction. This includes the development and implementation of classroom strategies and experiences. Participants in this course will have a thorough understanding of the relevant content and pedagogical knowledge in the building blocks of literacy instruction. This course addresses the International Reading Association (IRA)/National Council of Teachers of English (NCTE) standards for the English Language Arts.

Course Objectives

After successfully completing this course, students will be able to:

1. Identify components of literacy instruction.
2. Demonstrate an understanding of phonemic awareness and its importance in literacy development.
3. Demonstrate an understanding of the development of phonemic awareness.
4. Implement and discuss instructional strategies in phonemic awareness.
5. Demonstrate an understanding of phonics instruction and its importance.
6. Evaluate phonics programs.
7. Implement and discuss instructional strategies in phonics including:
   - principles of phonics and phonics instruction in learning to read and spell.
   - developmental stages of spelling and word study.
8. Demonstrate an understanding of fluency and its importance.
9. Demonstrate an understanding of the development of reading fluency.
10. Monitor student progress in reading fluency.
11. Demonstrate an understanding of vocabulary development and its importance.
12. Implement and discuss instructional strategies in vocabulary instruction.
13. Demonstrate an understanding of text comprehension and its importance.
15. Develop curriculum and instruction that make productive use of the literacy abilities that children bring to school and in accordance with the IRA/NCTE Standards.

**Course Delivery Method**

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by midnight on Thursdays and Sundays of each week as noted under the assignments tab inside the classroom. These assignments include Forum questions (accomplished in groups through a threaded Forum), individual assignments, and projects. Assigned faculty will support the students throughout this sixteen week course.

**Course Materials**

**Two textbook are required for this course:**

ISBN 0-13-111338-0


In addition to the required course text, the following public domain websites are useful. Please abide by the university’s academic honesty policy when using internet sources as well. Note web site addresses are subject to change.

*Literature Learning Ladders*
Evaluation Procedures

Homework assignments (5 at 40 points each)
Throughout the semester you will write five responses to posted assignment questions. These responses will involve analyses of readings, comparing and contrasting the views of authors, and critique of arguments presented by the readings or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers should be 3 – 5 pages in length, and may require lesson plans.

Constructed Response Items (2 at 100 points each)
At the end of this course, you will be presented with 3 constructed response items and/or case studies. You must select 2 to respond to. Papers will be graded on purpose, application of content, and support for your response. As a whole, the response to each assignment must demonstrate an understanding of the content taught in this course. Responses are scored on the extent to which they achieve the purpose of the task, are appropriate and accurate in the application of subject matter knowledge, provide high-quality and relevant supporting evidence from the study, and demonstrate a soundness of argument and an understanding of literacy instruction.

Instructional/Observational Project (2 parts at 35 points each)

Part 1 - For this assignment, you will be assigned a field experience during weeks 13 and 14 where you will visit a classroom to observe and critique examples of effective teaching practices. You will need to conference with your coordinating teacher on all of the district’s expectations for literacy instruction. Does the district’s framework meet the
expectations set forth in *Put Reading First?* What evidence did you observe in the classroom visit?

**Part 2** During your observations in weeks 13 and 14, review a content area textbook and teacher’s manual from an upper-elementary grade. Examine the ways that vocabulary instruction is handled. Do the strategies appear to be consistent with what you have read about and discussed thus far in this course? What new strategies did you learn about? What concerns you about the way vocabulary and concept development is handled?

**Forum Participation (17 at 35 points each)**
The Forum will be employed as a forum for discussing issues of interest to the class through the web. Students are required to post their biography (in the Forum section) (week 1) and participate each week in a Forum thread (weeks 1 – 16). Appropriate “netiquette” should be followed for all postings.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework assignments (5 assignments at 40 points each)</td>
<td>20%</td>
</tr>
<tr>
<td>Forum participation occurrences (17 at 35 points each)</td>
<td>60%</td>
</tr>
<tr>
<td>Final Project - Constructed Response Items (2 at 100 points each)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The success of this course depends on our ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by authors, and to bring to the group questions and concerns about their theses and positions in the discussion groups. Prior to each class, I will post announcements and outline the focus of the subsequent session and direct your reading.

Classes will generally begin with a question I have posed from the previous week. We should work to achieve conversational exchanges with each other through Forums and emails, as well as constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:

- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, i.e., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thought and response to challenges/problems/issues;
• exploration of underlying assumptions about education and schooling;
• clarity of expression and logical connection among ideas expressed;
• writing that reflects precise and concise thinking;
• excellent grammar, syntax, and spelling.
16 Week Course

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Phonemic Awareness</td>
<td>Identify components of literacy instruction.</td>
<td>Armbruster &amp; Osborn pages 2 - 10 Phonemic Awareness</td>
<td>Post your biography as Forum # 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate an understanding of phonemic awareness and its importance in literacy development</td>
<td></td>
<td>Go to the IRA/ NCTE Standards for the English Language Arts (see link under above course materials) and read the standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate an understanding in the development of phonemic awareness</td>
<td></td>
<td>Participate in Forum Discussion # 2 – Discuss the pros and cons of the NCTE standards. Post your response into the Forum and comment on two other students’ postings</td>
</tr>
<tr>
<td>Week</td>
<td>Topic(s)</td>
<td>Learning Objective(s)</td>
<td>Reading(s)</td>
<td>Assignment(s)</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Phonemic Awareness</td>
<td>Identify components of literacy instruction.</td>
<td></td>
<td>Participate in Forum Discussion # 3 – A parent of a preschooler asks you for recommendations on early literacy preparation. What would you recommend and why? Post your response into the Forum and comment on two other students’ postings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate an understanding of phonemic awareness and its importance in literacy development</td>
<td></td>
<td>Participate in Forum Discussion # 4 - After completion of the reading assignment, go to the Reading Rockets website and view the video on phonemic awareness, submit a critique of the video. Include connections to the reading – What phonemic awareness activities used in the video exemplified the scientifically-based research in your reading? Post your response into the Forum and comment on two other students’ postings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate an understanding in the development of phonemic awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement and discuss instructional strategies in phonemic awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Define the language of literacy to include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phoneme</td>
<td>Reading 101 – What you should know about print awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Grapheme</td>
<td>Reading 101 – What you should know about sounds of speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phonics</td>
<td>Reading 101 – What you should know about phonemic awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phonemic awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phonological awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Syllable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Onset and rime</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>See also Web Resources after this course outline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic(s)</td>
<td>Learning Objective(s)</td>
<td>Reading(s)</td>
<td>Assignment(s)</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Phonics</td>
<td>Identify components of literacy instruction.</td>
<td>Armbruster &amp; Osborn pages 11-19 Phonics Instruction</td>
<td>Participate in Forum Discussion # 5 – Reflect on your own experiences with spelling and phonics instruction. You may use your personal experiences or those of your children or children in your life. Do you feel like it was systematic and explicit? Do you feel that it was effective? Why or why not? Based on this module’s readings and your additional research, is your (a child’s) experience supported or explained by a specific model? Correlate (or compare and contrast) your experience with a contemporary model. Post your response into the Forum and comment on two other students’ postings.</td>
</tr>
<tr>
<td>4</td>
<td>Phonics</td>
<td>Identify components of literacy instruction.</td>
<td>Reading 101 – What you should know about phonics</td>
<td>Submit HW#1 – Discuss the difference between phonemic awareness and phonics. How should each be approached? What are the roles of teachers and/or parents in each of these components? Participate in Forum Discussion # 6 – After completion of the reading assignment, go to the Reading Rockets website and view the video on phonics, submit a critique of the video. Include connections to the reading – Are you seeing a systematic and explicit phonics lesson used in the video? What does the scientifically-based research tell us about these models? Post your response into the Forum and comment on two other students’ postings.</td>
</tr>
<tr>
<td>5</td>
<td>Word Study</td>
<td>Demonstrate an understanding of phonics instruction and its importance</td>
<td>Bear, Invernizzi, Templeton.</td>
<td>Participate in Forum Discussion #7 –</td>
</tr>
<tr>
<td></td>
<td></td>
<td>understanding of phonics instruction and its importance</td>
<td>Johnston Chapters 1-3</td>
<td>Research a different phonics/spelling program. Investigate “Hooked on Phonics” and comment as to how well Hooked on Phonics works for you. What would be your likes and dislikes? How does this program compare to Words Our Way word study and how does it meet the requirements of a systematic, explicit phonics program? Support your findings with evidenced from the readings. Post your response into the Forum and comment on two other students’ postings.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>Word Study</td>
<td>Demonstrate an understanding of phonics instruction and its importance</td>
<td>Bear, Invernizzi, Templeton, Johnston Chapters 4-8</td>
<td>Submit HW# 2 - Using the Case Study Developmental Spelling Analysis data and information complete the following tasks: 1. Analyze Bobby’s Feature Guide Spelling Inventory  a. Score it for words spelled correctly, feature points, and total feature score. b. State Bobby’s Developmental Word study stage based on the spelling inventory 2. How would you group the children listed on Classroom Composite Inventory for instruction and Why? 3. What feature would you start each group on? 4. What activities would you choose to reinforce the feature being studied and why? Participate in Forum Discussion # 8 – What</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluate phonics programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement and discuss strategies in phonics instruction including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• principles of phonics and phonics instruction in learning to read and spell</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• developmental stages of spelling and word study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic(s)</td>
<td>Learning Objective(s)</td>
<td>Reading(s)</td>
<td>Assignment(s)</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-----------------------</td>
<td>------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| 7    | Fluency  | Demonstrate an understanding of fluency and its importance  
Demonstrate an understanding in the development of reading fluency  
Monitor student progress in reading fluency | Armbruster & Osborn pages 21 – 31 Fluency Instruction  
Reading 101 – What you should know about fluency  
What is a Running Record?  
See also Web Resources after this course outline. | After completion of the reading assignment, go to the Reading Rockets website and view the video on fluency.  
After completion of the reading assignment, go to the Reading Rockets website and view the video on informal assessment.  
Participate in Forum Discussion #9 – A teacher is planning instruction for a first-grade student who is learning English as a second language (ESL). The student is a beginning reader in her primary language. What would be your first steps in assessing this student’s needs, what types of activities/lessons would you plan for this student, and what would be the benefits of such actions? Use additional research to back up your position. Post your response into the Forum and comment on two other students’ postings. |
| 8    | Fluency  | Demonstrate an understanding of fluency and its importance | What is a Running Record?  
See also Web Resources after | Participate in Forum Discussion # 10 – Select a passage from a children’s picture book. |
Demonstrate an understanding of fluency and its importance
Monitor student progress in reading fluency

The Savvy Teacher’s Guide: Reading Interventions That Work
Techniques to Promote Reading Fluency
pages 13-20

Submit HW#3 – After completing the reading assignment in Put Reading First, read and evaluate each of the strategies listed in The Savvy Teacher’s Guide. Support your critique with evidence from scientifically-based research.

After completion of the reading assignment, go to the Reading Rockets website and view the video on vocabulary.

Participate in Forum Discussion #12 – Select a children’s book that you believe would be good for teaching vocabulary. Using the Vocabulary Planning Framework, design a vocabulary lesson. There will be
## Week 11: Vocabulary

<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of vocabulary development and its importance</td>
<td>Implement and discuss instructional strategies in vocabulary instruction</td>
<td>Bringing Words to Life: Robust Vocabulary Instruction Chapter 2</td>
<td>After completion of the reading assignment, go to the Reading Rockets website and view the video on text comprehension. Submit HW# 4 – Select one of the 6 text comprehension strategies that are set forth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buehl’s Vocabulary Development Comments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading 101 – What you should know about vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>See also Web Resources after this course outline</td>
<td></td>
</tr>
</tbody>
</table>

### Reading 101 – What you should know about vocabulary

See also Web Resources after this course outline.

### Buehl’s Vocabulary Development Comments

Participate in Forum Discussion # 14 - Would you categorize Words Their Way word study as robust vocabulary instruction? Support your response with evidence on the Forum and comment on two other students’ postings.

Participate in Forum Discussion # 13 - Submit a mid-term self-reflection. How are you doing in this course? With more references being applied to your pedagogy, how is your own style reshaping? What are your goals for the rest of the course and your future as a teacher? Post your response on the Forum and comment on two other students’ postings.

### Web Resources

- Sample lessons posted in the packet.
- Your deliverable assignment will also become part of your degree portfolio.
- Did you find it difficult to find a children’s book with robust vocabulary? What did you think of the content and subject matter of today’s children literature? Post your response on the Forum and comment on two other students’ postings.

### Week 12: Text Comprehension

<table>
<thead>
<tr>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of text comprehension and its importance</td>
<td></td>
<td>Armbruster &amp; Osborn pages 47- 57 Text Comprehension Instruction</td>
<td>After completion of the reading assignment, go to the Reading Rockets website and view the video on text comprehension. Submit HW# 4 – Select one of the 6 text comprehension strategies that are set forth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading 101 – What you should know about vocabulary</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic(s)</td>
<td>Learning Objective(s)</td>
<td>Reading(s)</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-----------------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 13   | Text Comprehension | Demonstrate an understanding of text comprehension and its importance  
Implement and discuss instructional strategies in the development of text comprehension | Armbruster & Osborn pages 47 - 57 Text Comprehension Instruction  
The Savvy Teacher’s Guide: Reading Interventions That Work pages 21 - 52 Techniques to Build Text Comprehension | Submit HW# 5 – After completing the reading assignment in Put Reading First, read and evaluate each of the strategies listed in The Savvy Teacher’s Guide. Support your critique with evidence from scientifically-based research. |
<p>| 14   |          | Observe and critique the literacy program of the selected classroom that has been assigned to you. | Content area textbook and teacher’s manual from an | Participate in Forum Discussion # 16 - For this assignment, you will be assigned a field experience where you will visit a classroom to observe and critique examples of effective literacy instruction. You will need to conference with your coordinating teacher on all of the district’s expectations for literacy instruction. Does the district’s framework meet the expectations set forth |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Grade</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observations</td>
<td></td>
<td>upper-elementary grade</td>
<td>in Put Reading First? What evidence did you observe in the classroom visit? The analysis should address your overall impressions, as well as detailed consideration of your experience. You probably want to consider many of the points suggested above in your analysis. Please be sure to include a list of best practices you observed and why they may be applicable to your own teaching practice in the future. What was the demographic of the class that you observed? Describe the instruction levels and backgrounds of your students. Post your response on the Forum and comment on two other students’ postings. Participate in Forum Discussion # 17 – This assignment will require an analysis of vocabulary instruction set forth in the district’s basal series. You will need to refer back to lesson 5 for assistance during your analysis. During your observations, review a content area textbook and teacher’s manual from an upper-elementary grade. Examine the ways that vocabulary instruction is handled. Do the strategies appear to be consistent with what you have read about and discussed thus far in this course? What new strategies did you learn about? What concerns you about the way vocabulary and concept development is handled? Post your response on the Forum and comment on two other students’ postings.</td>
</tr>
<tr>
<td>Constructed Responses and/or Case Studies</td>
<td>Demonstrate a thorough understanding of the relevant content and pedagogical knowledge from the core components of literacy</td>
<td>15</td>
<td>Final Project (Constructed Response to Case Study) - You will be presented with 3 constructed response items and/or case studies. Select 2 case studies and craft a response to each. Papers will be graded on purpose, application of content, and support for your response.</td>
</tr>
</tbody>
</table>
Constructed Responses and/or Case Studies

Demonstrate a thorough understanding of the relevant content and pedagogical knowledge from the core components of literacy

Case Studies

Participate in Forum Discussion # 18 What are the implications that this course will have on your teaching? Post your comments on the Forum. Comment on the postings of two of your classmates.

Participate in Forum Discussion # 19

Which of the following statements best explains how visualizing characters and events in a literary text is likely to promote students' understanding of the text? Use additional research to back up your position. Post your response into the Forum and comment on two other students’ postings.

- Visualizing characters and events in the text enhances comprehension primarily by prompting students to analyze organizational patterns in the text.
- Visualizing characters and events in the text prompts students to combine background knowledge with the text to construct meaning and to engage with literature in a personal way.
- Visualizing characters and events in the text increases students' comprehension of the text primarily by enhancing their appreciation for details of setting.
- Visualizing characters and events in the text prompts students to distinguish different story elements and to interpret the text by applying literary analysis skills.
Web Resources

Week 1-2

Reading:
- Put Reading First: The Research Building Blocks for Teaching Children to Read pages 2 - 10
  Phonemic Awareness
  http://www.nifl.gov/partnershipforreading/publications/reading_first1.html
- Reading 101 - What you should know about Print Awareness
  http://www.readingrockets.org/teaching/reading101/printawareness
- Reading 101 - What you should know about sounds of speech
  http://www.readingrockets.org/teaching/reading101/soundsofspeech
- Reading 101 – What you should know about phonemic awareness
  http://www.readingrockets.org/teaching/reading101/phonemic

Week 3-4

Reading:
- Put Reading First: The Research Building Blocks for Teaching Children to Read pages 11-19
  Phonics Instruction
  http://www.nifl.gov/partnershipforreading/publications/reading_first1.html
- Reading 101 - What you should know about phonics
  http://www.readingrockets.org/teaching/reading101/phonics

Week 7

Reading:
- Companion website to Bear, Invernizzi, Templeton, Johnston’s Words Their Way
  http://www.prenhall.com/bear

Week 8-9

Reading:
- Put Reading First: The Research Building Blocks for Teaching Children to Read pages 21 – 31
  Fluency Instruction
  http://www.nifl.gov/partnershipforreading/publications/reading_first1.html
- The Savvy Teacher’s Guide: Reading Interventions That Work pages 13-20
  Techniques to Promote Reading Fluency
- Reading 101 – What you should know about fluency
  http://www.readingrockets.org/teaching/reading101/fluency
- What is a Running Record?

Week 10-11

Reading:
- Put Reading First: The Research Building Blocks for Teaching Children to Read pages 33-45
  Vocabulary Instruction
  http://www.nifl.gov/partnershipforreading/publications/reading_first1.html
- Bringing Words to Life: Robust Vocabulary Instruction Chapter 2
- Buehl Doug’s Vocabulary Development Comments
• Reading 101 – What you should know about Vocabulary  
  http://www.readingrockets.org/teaching/reading101/vocabulary

Week 12- 13

Reading:
• Put Reading First: The Research Building Blocks for Teaching Children to Read pages 47- 57  
  Text Comprehension Instruction  
  http://www.nifl.gov/partnershipforreading/publications/reading_first1.html
• The Savvy Teacher’s Guide: Reading Interventions That Work pages 21 - 52  
  Techniques to Build Text Comprehension  
• Reading 101 – What you should know about Text Comprehension  
  http://www.readingrockets.org/teaching/reading101/textcomprehension

Selected Bibliography

Needham Heights, MA: Allyn & Bacon

Mahwah, NJ: Lawrence Erlbaum Associates.

York: Guilford Press.

Cunningham, P. M., & Allington, R. L. (2003). Classrooms that work: They can all read and write.  
Boston: Allyn and Bacon.


with diverse abilities. (3rd ed.). Needham Heights, MA: Allyn & Bacon

Evans, K.S. (2002). Fifth-grade students’ perceptions of how they experience literature discussion  
groups. Research in the Teaching of English, 23 4-29.

Reading Association


New York, NY: Guilford Press.

spelling, writing, and reading performance right from the start. Teaching Exceptional Children, 35(6),  
66-68.

International Reading Association. (2003). Standards for reading professionals. Newark, DE:  
International Reading Association

Prentice Hall.
Rubric for Scoring Constructed Response Items and/or Case Studies

<table>
<thead>
<tr>
<th>Level</th>
<th>Points Possible</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>76 – 100 points</td>
<td>A level 4 response reflects a thorough understanding of the relevant content and pedagogical knowledge from the applicable literacy components. The response completely fulfills the purpose of the assignment by responding fully to the given task. The response demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the applicable literacy components. The response provides strong supporting evidence, examples, and rationales based on the relevant content and pedagogical knowledge from the applicable literacy components.</td>
</tr>
<tr>
<td>3</td>
<td>51-75 points</td>
<td>A level 3 response reflects a general understanding of the relevant content and pedagogical knowledge from the applicable literacy components. The response generally fulfills the purpose of the assignment by responding to the given task. The response demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from the applicable literacy components. The response provides supporting evidence, examples, and rationales based on the relevant content and pedagogical knowledge from the applicable literacy components.</td>
</tr>
<tr>
<td>Level</td>
<td>Points Possible</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>2</td>
<td>21-50</td>
<td>A level 2 response reflects a limited understanding of the relevant content and pedagogical knowledge from the applicable literacy components. The response partially fulfills the purpose of the assignment by responding in a limited way to the given task. The response demonstrates a limited and generally ineffective application of the relevant content and pedagogical knowledge from the applicable literacy components and may contain significant inaccuracies. The response provides limited supporting evidence, examples, and rationales based on the relevant content and pedagogical knowledge from the applicable literacy components.</td>
</tr>
<tr>
<td>1</td>
<td>1-20</td>
<td>A level 1 response reflects little or no understanding of the relevant content and pedagogical knowledge from the applicable literacy components. The response fails to fulfill the purpose of the assignment by responding inadequately to the given task. The response demonstrates a largely inaccurate and/or ineffective application of the relevant content and pedagogical knowledge from the applicable literacy components. The response provides little or no supporting evidence, examples, and rationales based on the relevant content and pedagogical knowledge from the applicable literacy components.</td>
</tr>
<tr>
<td>Grading Rubric for Homework Assignments</td>
<td>8-13 points for each criteria observed</td>
<td>7-6 points for each criteria observed</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Answers to Questions</strong></td>
<td>Answers are well supported with details from the outside research and supplemented by class material. All the answers are accurate and have detailed responses. Student clearly demonstrates a strong working knowledge of the material.</td>
<td>Some details are missing, there could be more supplementing details, but overall, the questions are clearly and accurately answered. Student demonstrates a good working knowledge of class material.</td>
</tr>
<tr>
<td><strong>Organization/ Writing Style</strong></td>
<td>Assignment response is well organized and easy to follow. There is no spelling, grammar, or punctuation mistake (no grammatical errors).</td>
<td>Assignment response is well organized but there are a few grammatical errors.</td>
</tr>
<tr>
<td><strong>Use of Resources</strong></td>
<td>Resources are a clear asset in helping the author—great detail, appropriate dates.</td>
<td>Good use of resources, but may not include an empirical sources.</td>
</tr>
</tbody>
</table>

Professor Comments:
<table>
<thead>
<tr>
<th>APUS GRADUATE FORUM RUBRIC</th>
<th>EXEMPLARY (LEVEL 4)</th>
<th>ACHIEVED (LEVEL 3)</th>
<th>DEVELOPING (LEVEL 2)</th>
<th>BEGINNING (LEVEL 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYNTHESIS OF KNOWLEDGE (FOCUS/THESIS)</td>
<td>Learner exhibits a defined and clear understanding of the discussion questions. Response is well constructed to help guide the reader throughout the assignment. Learner builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements. In addition, the learner generates discussion with at least 2 classmates.</td>
<td>Establishes a good comprehension of topic and in the building of the thesis. Learner demonstrates an effective presentation of thesis, with most support statements helping to strengthen the key focus of assignment.</td>
<td>Learner exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While a thesis helps to guide the development of the assignment, the reader may have difficulty in seeing linkages between thoughts. While learner has included a few supporting facts and statements, this has limited the quality of the assignment.</td>
<td>Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Learner’s writing is weak in the inclusion of supporting facts or statements. Learner does not engage in class discussion.</td>
</tr>
<tr>
<td>FOUNDATION OF KNOWLEDGE</td>
<td>Learner demonstrates proficient command of the subject matter in the discussion. Post shows an impressive level of depth of learner’s ability to relate course content to practical examples and applications. Learner provides comprehensive analysis of details, facts, and concepts in a logical sequence.</td>
<td>Learner exhibits above average usage of subject matter in discussion. Learner provides above average ability to relate course content to examples given. Details and facts presented provide an adequate presentation of learner’s current level of subject matter knowledge.</td>
<td>Learner’s discussion has a general, fundamental understanding of the course material. Whereas, there are areas of some concern in the linking of facts and supporting statements. Learner generally explains concepts, but only meets the minimum requirements in this area.</td>
<td>Learner tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Learner presents concepts in isolation, and does not have a logical sequencing of ideas.</td>
</tr>
<tr>
<td>APPLICATION OF KNOWLEDGE (CRITICAL)</td>
<td>Learner demonstrates a higher-level of critical thinking</td>
<td>Learner exhibits a good command of critical thinking skills in the presentation of</td>
<td>Learner takes a common, conventional approach in guiding</td>
<td>Learner demonstrates beginning understanding of</td>
</tr>
<tr>
<td>THINKING SKILLS</td>
<td>necessary for graduate level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Learner provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Learner presents a genuine intellectual development of ideas throughout assignment.</td>
<td>material and supporting statements. Discussion demonstrates the learner’s above average use of relating concepts by using a variety of factors.</td>
<td>the reader through various linkages and connections presented in assignment. However, learner presents a limited perspective on key concepts throughout assignment. Learner appears to have problems applying information in a problem-solving manner.</td>
<td>key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Learner presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.</td>
</tr>
</tbody>
</table>

| ORGANIZATION OF IDEAS/FORMAT | Learner thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes appropriate abstract introduction, well-developed paragraphs and conclusion. Finished assignment demonstrates learner’s ability to plan and organize in a logical sequence. | Learner explains the majority of points and concepts in the assignment. Learner demonstrates good skill level for organizing and formatting material in the assignment. Learner presents above average level of preparedness, with few formatting errors. | Learner applies some points and concepts incorrectly. Learner uses a variety of formatting styles with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. | Assignment reveals formatting errors and lack of organization. Learner presents an incomplete attempt to link or explain key points. |
| RESEARCH SKILL | Learner provides sophisticated synthesis of complex body of information in the preparation of assignment. Research provided by learner contributes significantly to the development of the overall thesis. Learner incorporates a variety of research resources and methodology in the preparation of discussion. | Learner achieves an above average synthesis of research, but interpretation is narrow in scope and description within assignment. | Post provides a basic perspective of learner’s research abilities. | Learner fails to provide an adequate synthesis of research collected for assignment. The lack of appropriate references or source materials demonstrates the learner’s need for additional help or training in this area. The discussion post is not of acceptable quality for graduate-level work. |

Rubric concept borrowed from APUS Writing Rubric: [http://www.apus.edu/Learning-Outcomes-Assessment/Initiatives/Rubrics-Program/Rubrics-Graduate.htm](http://www.apus.edu/Learning-Outcomes-Assessment/Initiatives/Rubrics-Program/Rubrics-Graduate.htm)

**Half credit is earned for initial posts while half credit is earned for responding and communicating with classmates.**