READ 3320 – Principles and Practices of Reading Instruction (EC-6)

Course Description
This course focuses on recent issues, materials, methods, and strategies considered essential for effective reading instruction in the elementary school, specifically early childhood through fourth grade. Components of the course will include comprehension strategies, vocabulary development, word identification strategies, and fluency as well as a focus on the various stages of and approaches to literacy development.

Learning Objectives
(Student learning outcomes)

1. The student will demonstrate an understanding of the EC-6 Standards for English Language Arts and Reading created by Texas State Board for Educator Certification.

2. The student will demonstrate an understanding of the relationship between language development and the reading process.

3. The student will demonstrate an understanding of the methods, materials, and beliefs used in a well-rounded literacy program for the EC-6 learner.

4. The student will demonstrate an understanding of word recognition, word identification, vocabulary, and comprehension strategies used in the reading process.

5. The student will demonstrate an understanding of informal assessment processes for reading and language arts.

6. The students will demonstrate an understanding of the issues affecting the developmental process of learning to read and write including those from the disciplines of sociology, psychology, economics, political science, and history.

7. The students will demonstrate an understanding of the role of both children's literature and packaged reading programs in developing a strong and dynamic literacy program for the EC-6 learner.

Major Course Requirements

1. Students will complete all assigned readings.
2. Students will complete numerous quizzes; some announced, some unannounced.
3. Students will create 2 lesson plans: a word study bulletin board (group) and a guided reading lesson
4. Students will participate in discussions (in-person and/or online) pertaining to course content.
5. Students will complete a comprehensive phonics examination.
6. Students will complete pretest and post test examinations on course content.
7. Students will meet attendance requirements.

**Required or Recommended Readings**
(Lists of required/recommended texts and reading)

**Textbook:**

Various articles as directed by instructor

**Supplemental Reading:**


Cunningham, P. (2006). What if they can say the words but don't know what they mean?. *The Reading Teacher, 59*(7), 708–711.


**Websites:**

**Blackboard 9.1:** [https://iol.tamucc.edu/](https://iol.tamucc.edu/)

*Blackboard will be used throughout the semester; please be sure that you are able to access Blackboard and use your Islander E-mail address.*

**Annenberg Media:** [http://learner.org/](http://learner.org/)


**ELAR TEKS Vertical Alignment Document:** [http://www.englishspanishteks.net/teachers/teks.asp](http://www.englishspanishteks.net/teachers/teks.asp)
State Adopted Proficiencies/TExES competencies (COE)

English Language Arts

**Competency 001 (Oral Language)**
The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.

**Competency 002 (Phonological and Phonemic Awareness)**
The teacher understands phonological and phonemic awareness and employs a variety of approaches to help children develop phonological and phonemic awareness.

**Competency 003 (Alphabetic Principle)**
The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps children understand the relationship between spoken language and printed words.

**Competency 004 (Literacy Developmental)**
The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of student’s literacy.

**Competency 005 (Word Analysis and Decoding)**
The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, contextual analysis) for reading comprehension and provides many opportunities for students to practice and improve their word-identification skills.

**Competency 006 (Reading Fluency)**
The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

**Competency 007 (Reading Comprehension and Applications)**
The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches children strategies for improving their comprehension including a variety of texts and contexts.

**Competency 008 (Reading, Inquiry and Research)**
The teacher understands the importance of research and inquiry skills to students’ academic success and provides students with instruction that promotes their acquisition and effective use of those skills in the content areas.

**Competency 009 (Writing Conventions)**
The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing skills.

**Competency 010 (Written Communication)**
The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students’ competencies in written communication.

**Competency 011 (Viewing and Representing)**
The teacher understands skills for interpreting, analyzing, evaluating producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

**Competency 012 (Assessment of Developing Literacy)**
The teacher understands the basic principles of literacy assessment and use a variety of assessment practices to guide literacy instruction.
State Board for Educator Certification (SBEC) Standards

Standard I. Oral Language: Teachers of young children understand the importance of oral language, know the development processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young children understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young children's literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.

Standard X. Assessment and Instruction of Development Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.

Course Policies

Class attendance and participation: In order to socially construct knowledge, I need all class participants to be present in class and actively involved in the course discussions. There are no such things as excused absences. Absences and lateness will affect your grade. There is a high positive correlation between consistent, punctual attendance and higher course grades. Punctuality and attendance count toward your grade. Incompletes will only be given in the event of debilitating illness or catastrophic occurrence. On time and present are the requirements. Class attendance is mandatory and absences will impact your course grade. After the second absence, your grade will be lowered one letter grade for each additional absence. You will be considered tardy if you are five or more minutes late (two tardies equal one absence). It is your responsibility to collect any missed handouts. I do not make repeat performances. If you are absent, ask a classmate for the notes. However, if you have a question about course material, please feel free to ask me to clarify
during office hours. I will be happy to meet with you during office hours.

Late work and Make-up Exams
No coursework will be accepted late. In-class points are not available to those who do not attend, and Blackboard assignments are due by the specified due date.

Extra Credit
Student Reading Council meeting attendance-5 points will be awarded per meeting attendance

Cell Phone/Electronic Device Usage
Cell phones, text messaging, and checking your cell phone, email, and text messages during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set on vibrate.

Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, November 15, 2013 is the last day to drop a class with an automatic grade of “W” this term. Last day to withdraw from TAMUCC is Monday, December 9, 2013.

Required methods of scholarly citations
6th ed. APA Format
http://owl.english.purdue.edu/owl/resource/560/01/

Classroom/professional behavior
Professional decorum is expected in this pre-service teacher course.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with
disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

Course Evaluation/Grading

<table>
<thead>
<tr>
<th>Discussions/ In-class Activities/ Outside Projects</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Online discussions</td>
<td></td>
</tr>
<tr>
<td>*class participation/in-class activities/ mini-quizzes</td>
<td></td>
</tr>
<tr>
<td>*Attendance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lessons/ Lesson Plan: (rubric attached)</th>
<th>20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Guided Reading Lesson Plan (10 pts.)</td>
<td></td>
</tr>
<tr>
<td>*Word Work group bulletin board presentation (10 pts.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phonics Test -1 attempt only</th>
<th>40 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom environment visit and paper (rubric)</td>
<td>10 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Midterm</th>
<th>10 points</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Final Exam</th>
<th>10 points</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>100 points</th>
</tr>
</thead>
</table>

Letter grades will be determined by the following scale:

A 90-100% of total points possible for course
B 80-89%
C 70-79%
D 60-69%
F 59% or below

*No coursework will be accepted late. In-class points are not available to those who do not attend.

Grades will be assigned according to the professional level of the final submissions.

A = Excellent-All work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance.
B = Good-All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish.
C = Average-The work is complete. The work contains all required parts. The work lacks evidence of time and effort.
D = Passing-The work is not adequate in details, efforts, professionalism, or completeness.
F = Failing-The work is inadequate or incomplete.
# Tentative Course Outline

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Textbook Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Reading Instruction</td>
<td>5 Pillars (components) of Reading</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>7 Pillars of Effective Reading Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom Design</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>Oral Language Development</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Emergent Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Letter Name Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>Phonics</td>
<td>Word Identification Strategies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Introduction to Phonics Rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word Work Lessons</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Strategies for Fluent Readers</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Assessment &amp; Instruction</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Implicit &amp; Explicit Strategies &amp; Activities</td>
<td>6</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Increasing Reading Comprehension</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Teaching Strategies &amp; Activities</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Integrating Writing into Instruction</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Balanced Literacy Approach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Importance of Writing in Instruction</td>
<td></td>
</tr>
<tr>
<td>Guided Reading</td>
<td>Steps in Guided Reading Instruction</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Guided Reading Lesson Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guided Reading Lesson in Action</td>
<td></td>
</tr>
<tr>
<td>Assessments &amp; Materials</td>
<td>Informal &amp; Formal Assessments</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>TPRI, STAAR, STAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rubrics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basal, Leveled, Decodable, Authentic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Record Keeping</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments &amp; Exams</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Assignments/Activities</td>
<td>TBA</td>
</tr>
<tr>
<td>Blackboard Discussion &amp; Journal</td>
<td>TBA</td>
</tr>
<tr>
<td>Phonics Exam</td>
<td>March</td>
</tr>
<tr>
<td>Guided Reading Lesson Plan</td>
<td>April</td>
</tr>
<tr>
<td>Classroom Environment Paper &amp; Map</td>
<td>April</td>
</tr>
<tr>
<td>Word Work Group Lesson</td>
<td>May</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May</td>
</tr>
</tbody>
</table>
The following points are part of the syllabus. The bulleted list below forms key points that the student must understand about READ 3320.

- **Participation** is based on blackboard discussion, punctuality, class activities, and class discussion. A participation grade is part of the grading for this class. Please refer to the attendance and tardy policy as stated in the syllabus.

- **A Phonics Exam** Students will have two (2) scheduled opportunities to take the test.

- **Cell phone / Electronics**: Cell phones, text messaging, and checking your cell phone, email, and text messages or any other form of social networking which do not support course instruction during class are all **strictly prohibited**. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and / or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me **before** the start of class and phone set on vibrate.

I affirm that I have read this syllabus and understand all class policies and assignments.

______________________________________________________         _________________________
Name            Date
Guided Reading Lesson Plan Rubric; READ 3320

<table>
<thead>
<tr>
<th>Category</th>
<th>4 Expert</th>
<th>3 Mostly Proficient</th>
<th>2 Proficient</th>
<th>1 Needs Improvement</th>
<th>0 No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level</strong></td>
<td>Grade level, GR level, focus/skill, and text &amp; author, are present/ follow the lesson (all 4 present)</td>
<td>3 are present/ follow the lesson</td>
<td>2 are present/ follow the lesson</td>
<td>1 is present/ follows the lesson</td>
<td>Not present/ doesn’t follow the lesson</td>
</tr>
<tr>
<td><strong>Focus Skill</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Text &amp; Author</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Warm-up Exercise</strong></td>
<td>Warm-up exercise is completely prepared, has command of their content, and is well rehearsed.</td>
<td>Warm-up exercise is prepared, introduces their topic but might have been a little clearer.</td>
<td>Warm-up exercise is somewhat prepared, introduces the information about their material but it is clear that rehearsal was lacking.</td>
<td>Warm-up exercise does not seem well prepared for the lesson but is whole group.</td>
<td>Warm-up exercise is not whole group or is not present.</td>
</tr>
<tr>
<td><strong>Before Reading</strong></td>
<td>All strategies present are before reading, perfect for the purpose of the lesson, and/or clearly explained.</td>
<td>All strategies present are before reading, well-suited for the purpose of the lesson, and/or explained.</td>
<td>Most strategies present are before reading, good for the purpose of the lesson, and/or explanation is somewhat clear.</td>
<td>Some strategies present are before reading, not well-suited for the purpose of the lesson, and/or not clearly explained.</td>
<td>Most strategies present are not before reading, not well-suited for the purpose of the lesson, not clearly explained, and/ or before reading absent. Or…Not small group</td>
</tr>
<tr>
<td><strong>During Reading</strong></td>
<td>All strategies present are during reading, perfect for the purpose of the lesson, and/or clearly explained.</td>
<td>All strategies present are during reading, well-suited for the purpose of the lesson, and/or explained.</td>
<td>Most strategies present are during reading, good for the purpose of the lesson, and/or explanation is somewhat clear.</td>
<td>Some strategies present are during reading, not well-suited for the purpose of the lesson, and/or not clearly explained.</td>
<td>Most strategies present are not during reading, not well-suited for the purpose of the lesson, not clearly explained, and/ or before reading absent. Or…Not small group</td>
</tr>
<tr>
<td><strong>After Reading</strong></td>
<td>All strategies present are after reading, perfect for the purpose of the lesson, and/or clearly explained.</td>
<td>All strategies present are after reading, well-suited for the purpose of the lesson, and/or explained.</td>
<td>Most strategies present are after reading, good for the purpose of the lesson, and/or explanation is somewhat clear.</td>
<td>Some strategies present are after reading, not well-suited for the purpose of the lesson, and/or not clearly explained.</td>
<td>Most strategies present are not after reading, not well-suited for the purpose of the lesson, not clearly explained, and/ or before reading absent. Or…Not small group</td>
</tr>
<tr>
<td><strong>Extension Activities(s)</strong></td>
<td>Activities are perfect for the purpose of the lesson, easily replicable, and clearly explained.</td>
<td>Activities are well-suited for the purpose of the lesson, replicable, and explained.</td>
<td>Activities are good for the purpose of the lesson and can be replicated.</td>
<td>Activities are not right for the purpose of the lesson, not easily replicable, and not clearly explained.</td>
<td>Activities are absent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>1 Expert</th>
<th>0 Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td>All materials that are used in the lesson are clearly stated in the first section under “materials”</td>
<td>Not all materials that are used in the lesson are clearly stated in the first section under “materials”</td>
</tr>
</tbody>
</table>
Rubric: Classroom Environment visit

Student Name: ________________________________

<table>
<thead>
<tr>
<th>Component</th>
<th>Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typed: Writing appropriate and readable-no spelling, mechanical, or usage errors (APA format)</td>
<td></td>
<td>____/10</td>
</tr>
<tr>
<td>Addresses Environmental Checklist</td>
<td></td>
<td>____/10</td>
</tr>
<tr>
<td>Content-</td>
<td></td>
<td>____/25</td>
</tr>
<tr>
<td>Map</td>
<td></td>
<td>____/5</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td>____/50</td>
</tr>
</tbody>
</table>

1. Compile all notes taken at the time of your visit. You should use your environment checklist as a guide.
2. Make sure you reflect on the 5 pillars of reading and how they are taught and practiced-take good notes. You might want to remember this question when thinking about information collected
3. Your paper is to include both the classroom environment description and your reflections.
   a. Spelling
   b. Mechanical
   c. Usage
   d. Content
   e. Map
   f. TYPED
4. This paper must be two full pages and include a map as the 3rd page.
## Group Word Work Lesson: READ 3320 Fleming

<table>
<thead>
<tr>
<th>Category</th>
<th>4 Expert</th>
<th>3 Mostly Proficient</th>
<th>2 Proficient</th>
<th>1 Needs Improvement</th>
<th>0 No Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content &amp; Subject Knowledge</strong></td>
<td>Presenter is completely prepared, has command of their content, and is well rehearsed. (TEKS are present)</td>
<td>Presenter is prepared, knows their material but might have needed a couple more rehearsals. (TEKS are present)</td>
<td>Presenter is somewhat prepared, knows some information about their material but it is clear that rehearsal was lacking. (TEKS are present)</td>
<td>Presenter does not seem well prepared for the presentation but muddles through. (TEKS are present)</td>
<td>Presenter is completely unprepared. (TEKS are not present)</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Information about the material is visually appealing. No grammatical, spelling or punctuation errors.</td>
<td>Information about the material is visually appealing. Almost no grammatical, spelling or punctuation errors.</td>
<td>Information about the material is somewhat visually appealing. A few grammatical, spelling, or punctuation errors.</td>
<td>Is not really visually appealing. Many grammatical, spelling, or punctuation errors.</td>
<td>Information about the material is missing and/or not suitable for the presentation.</td>
</tr>
<tr>
<td><strong>Activities(s)</strong></td>
<td>Activities are perfect for the purpose of the workshop, easily replicable, and clearly explained.</td>
<td>Activities are well-suited for the purpose of the workshop, replicable, and explained.</td>
<td>Activities are good for the purpose of the workshop and can be replicated.</td>
<td>Activities are not right for the purpose of the workshop, not easily replicable, and not clearly explained.</td>
<td>Activities are absent.</td>
</tr>
<tr>
<td><strong>Posture &amp; Eye Contact</strong></td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.</td>
<td>Stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Sometimes stands up straight and sometimes establishes eye contact during the presentation.</td>
<td>Seldom stands up straight and rarely looks at the audience during the presentation.</td>
<td>Slouches and/or does not look at audience during the presentation.</td>
</tr>
<tr>
<td><strong>Time Limit</strong></td>
<td>Presentation is 20 -30 minutes long.</td>
<td>Presentation is 16 – 19 minutes long.</td>
<td>Presentation is 13 - 15 minutes long.</td>
<td>Presentation is less than 13 minutes or more than 31 minutes.</td>
<td>Presentation is less than 10 minutes or more than 36 minutes</td>
</tr>
<tr>
<td><strong>Group Participation Evaluation</strong></td>
<td>Attended all outside class meetings to assist the group in the construction of the project, and was an active participant during all meetings.</td>
<td>Attended all outside class meetings to assist the group in the construction of the project, but was not an active participant during all meetings.</td>
<td>Was absent (or tardy) during one outside class meeting, but was an active participant during all meetings.</td>
<td>Was absent (or tardy) during one outside class meeting, and was not an active participant during all meetings.</td>
<td>Was absent (or tardy) during more than one outside class meetings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>1 Expert</th>
<th>0 Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Presentation was over an aspect of Word Study (see word identification handout located in blackboard under Word Study)</td>
<td>Presentation was not over an aspect of Word Study (see word identification handout located in blackboard under Word Study)</td>
</tr>
</tbody>
</table>

**Student:** ________________________________  **Score:** ________/25