**READ 3310.002: Principles and Practices of Early Reading Instruction**  
Spring 2020  
Thursday, 7:00 pm-9:30 pm / ECDC 219B

**Instructor:**  
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Office: ECDC 219G  
Office Hours:  
Monday- 10:45 am -2:00 pm  
Tuesday-Thursday- 9:00 am -9:30 am  
10:45 am -12 noon  
Thursday 6:00 pm- 7:00 pm  
Or by appointment

**Course Description**  
This course explores theories of early language and literacy development of children. Course content addresses language development and literacy concepts essential for pre-reading areas, such as phonemic awareness, oral language development, listening comprehension development, and alphabetic knowledge. The course explores ways educators can enhance language and literacy concepts utilizing art, music, and dram. READ 3310 emphasizes development of emergent literacy skills that lead to higher literacy skills taught in READ 3320.

**Rationale**  
This course is essential for pre-service educators to understand the early theories and strategies needed to teach the foundational skills of reading. The use of art, music, and drama in developing these skills enhances student learning. The instruction and activities in this course address TEKS in aesthetic education as well as reading. The elements of art, drama, and music engage students in learning and help them develop a joy of reading.

**Generalist, EC-6 Standards, Chapter 149, Standards**  
**Standard I: Oral Language:** Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.  
1.1k Basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;  
1.2k How to build on students’ cultural, linguistic, and home backgrounds to enhance their oral language development;  
1.3k The relationship between the development of oral language and the development of reading;
1.9k How to use effective informal and formal assessments to evaluate students’ oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention;
1.10k Similarities and differences between oral and written language conventions and how to promote young students’ awareness of these similarities and differences; and
1.1s Acknowledge students’ current oral language skills and build on these skills to increase students’ oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information;
1.2s Strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language;
1.3s Provide direct and indirect instruction, including modeling and reading aloud, in “classroom” English (e.g., language structures and pronunciations commonly associated with written English) and support students’ learning and use of classroom English through meaningful and purposeful oral language activities;
1.7s Plan, implement, and monitor instruction that is focused on individual students’ needs, strengths, and interests and is based on informal and formal assessment of students’ progress in oral language development;

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

2.1k The concept of phonological awareness, its relationship to the ability to read an alphabetic language, and the development of phonological awareness in students (a student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print);
2.2k The significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur (A student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.); and
2.3k Effective formal and informal assessments of phonological and phonemic awareness and be able to analyze results, and identifying appropriate instructional strategies for teaching phonological and phonemic awareness to individual student.
2.1s Plan, implement, and monitor instruction that is focused on individual students’ needs and is based on continuous use of formal and informal assessments of individual students’ phonological development;
2.2s Use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students’ phonological awareness;
2.3s Select and use instructional materials that promote students’ phonological and phonemic awareness and build on students’ current language skills;

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

3.1k The importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;
3.2k Expected patterns of students’ alphabetic skills development and knowledge that individual variations may occur;
3.3k That not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and know how to help English language learner deal with positive and negative transfer related to the alphabetic principle; and
3.4k How to select, administer, and analyze results from informal and formal assessments of alphabetic knowledge.
3.1s Respond to individual student's needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters;
3.2s Select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students’ understanding of the elements of the alphabetic principle;
3.3s Use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction;

**Standard IV: Literacy Development and Practice:** Teachers of young students 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 students’ literacy.

4.1k That literacy acquisition develops in an often predictable pattern from prereading (sometimes referred to as emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition;
4.2k That the developing reader has a growing awareness of print in the environment, of the sounds in spoken words, and of the uses of print;
4.3k That literacy development occurs in multiple contexts through reading, writing, and the use of oral language;
4.4k A wide range of student literature and other texts written for students;
4.5k The importance of modeling and encouraging reading for pleasure and lifelong learning;
4.9k How to select, administer, analyze, and use results from informal and formal assessments of literacy acquisition, including assessments of phonological and phonemic awareness and alphabetic skills.
4.1s Provide instruction that focuses on concepts about print and functions of print, including book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words;
4.3s Provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts;
4.11s Communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and

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

5.1k That many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;
5.3k The norms for reading fluency that have been established for various age and grade levels;
5.4k Important phonetic elements and conventions of the English language;
5.5k Strategies for decoding and determining the meaning of increasingly complex words;
5.6k The importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary) to reading comprehension and know a variety of strategies to help young student develop and apply word analysis skills;
Differences in students’ development of word analysis skills and know how to adjust instruction in response to various students’ needs;

A variety of formal and informal procedures for assessing students’ word identification and decoding skills; and

Instructional practices to meet students’ individual needs in decoding and word identification.

Teach the analysis of phonetically regular words in a simple-to-complex progression, i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, and syllables;

Teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently;

Teach students to recognize high-frequency irregular words by selecting words that appear frequently in students’ books and reviewing difficult words often;

Teach students ways to identify vowel sound combinations and multisyllabic words;

Provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes and suffixes);

Teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;

Use formal and informal assessments to analyze individual student’s word identification and decoding skills in order to plan and monitor instruction;

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

How students’ reading rate and fluency affect comprehension;

How young students develop reading fluency and that fluency involves rate, accuracy, and intonation;

How to assess students’ reading fluency on an ongoing basis and know the norms that have been established for various age and grade levels;

Instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading;

Instructional strategies and practices for promoting students’ word analysis skills and reading fluency;

Differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas; and

A variety of informal and formal procedures for assessing on an ongoing basis students’ reading fluency.

Identify and monitor on an ongoing basis young students’ fluency levels by using leveled passages or reading materials on a daily basis;

Apply norms for reading fluency to evaluate students’ reading fluency;

Communicate with other professionals and continually seek implications from current research about the development of students’ reading fluency; and

Provide opportunities for students to improve reading fluency through self-correction.

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

That reading comprehension begins with listening comprehension and knows strategies to help students improve listening comprehension;

Reading comprehension as an active process of constructing meaning;
Factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure and vocabulary);

The relationship between extensive reading, vocabulary development, and reading comprehension;

The use of metacognitive skills in reading comprehension;

Various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics;

Different purposes for reading and associated reading strategies;

Model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;

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

Predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;

Writing processes, including the use of self-assessment in writing;

The differences between first draft writing and writing for publication;

Appropriate instructional strategies and sequences for developing students’ writing skills;

The development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;

Create an environment in which students are motivated to express ideas in writing;

Teach purposeful, meaningful writing in connection with listening, speaking, and reading;

Formally and informally monitor students’ writing development and provide focused instruction to address students’ individual strengths, needs, and interests;

Provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;

Provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;

Communicate with other professionals and continually seek implications for practice from current research about students’ development of written communication; and

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

That young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual students vary in development of these conventions;

The relationship between spelling and phonological, graphophonemic knowledge, alphabetic awareness, and the importance of this relationship for later success in reading and writing;

The stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students’ development from one stage to the next;

Formal and informal ways to assess young students’ development of writing conventions;

The importance of spelling and graphophonemic knowledge for success in reading and writing; and

The appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing.

Formally and informally assess young students’ development of writing conventions and provide focused instruction based on individual students' strengths, needs, and interests;

Provide hands-on activities to help young students develop the fine motor skills necessary for writing;

Teach pencil grip, paper position, and beginning stroke;
Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

10.1k Appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion-referenced state tests) and informal assessments (e.g., curriculum-based reading assessments and informal reading inventories) related to the development of literacy in young students;

10.2k Formative and summative uses of assessment;

10.3k How to use multiple assessments and the results of these assessments to inform reading and writing instruction;

10.4k How to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);

10.6k The reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;

10.8k How to determine students’ independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials.

10.1s Use multiple assessments to plan instruction in and monitor the literacy development of young students;

10.2s Analyze students’ errors in reading and writing and use them as a basis for future instruction;

10.3s Use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;

10.5s Communicate instructional decisions based on research, assessments, and knowledge of students; and

10.6s Collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students’ developing literacy.

Technology Standards

2.2k how to deliver a product electronically in a variety of media

2.1s use technical writing strategies to create products such as a technical instruction guide

2.2s participate in electronic communities as a learner, initiator, and contributor

2.3s employ technological collaboration such as sharing information through online communications to complete tasks

2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences

2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences

3.1k how to use strategies for acquiring information from electronic resources in a variety of formats

3.3k how to access and use online help

3.1s use strategies to locate and acquire desired information from collaborative software and online resources

3.3s use online help and other documentation

Course Topics

The major topics to be considered are:

- ELAR Texas Essential Knowledge and Skills
- Early literacy assessment
Balanced literacy practices
- Phonemic awareness and phonics
- Integrating the arts into the early literacy classroom

**Course Objectives/Learning Outcomes**

*Student Learning Outcomes and Assessment of Outcomes*

By the conclusion of READ 3310, the student will:

- Examine grade-appropriate TEKS documents and apply TEK objectives in all lesson plans submitted.
- Students will critically analyze formal and informal early literacy assessment instruments and demonstrate their use by administering the assessment and analyzing the results.
- Participate in a field observation and write a paper describing the observed components of reading and writing workshop.
- Define the alphabetic principle and discuss its importance in learning to read (midterm and final exams).
- Students will design a series of instructional literacy plans including a shared reading plan, a guided reading plan, and an integrated arts lesson plan.

**Instructional Methods and Activities**

Methods and activities for instruction include lecture and discussion, teaching demonstrations, direct experience, and student presentations.

**Evaluation and Grade Assignment**

The following course requirements will be explained in detail during class meetings.

**Total points: 245**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections/Learning Tasks (10 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Early Literacy Classroom Observation Report</td>
<td>25</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
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<tr>
<td>Culminating Integrated Lesson (Shared, Guided</td>
<td>50</td>
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<tr>
<td>and Arts Integration)</td>
<td></td>
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<tr>
<td>Professionalism</td>
<td>20</td>
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</table>

**Evaluation & Grading Scale**

Assignments are scored based on completion of assigned tasks, accuracy, content, grammar, and spelling. Grades are contingent upon the completion and quality of assigned work, and are based on the subjective evaluation by the professor. Rubrics and evaluation instruments are available on Blackboard.

Late assignments will not be accepted unless there are extenuating circumstances about which the student has conferred with Student Services or another appropriate University office.

**Assignments**

Course assignments will be explained further in class. The following is a short explanation of each of the assignments.

1. **5 one-page Reflections OR In-class assignments**
   - Insightful response based on lecture/conversations/activities in class and your personal reactions (at least 1 page typed, double-spaced, APA format)
   - Turn into Blackboard under “Reflection” link
   - See rubric at the end of this syllabus.
2. **Classroom Observation Report**
   - You will observe an early literacy classroom (Pre-K, K, 1st, or 2nd) for at least an hour and a half and write a specific report of what you observed.
   - Other arrangements for observation will be considered, if alternatives are requested before times/days available for pre-arranged Observation are discussed with professor.
   - See the end of the syllabus for rubric.

3. **Culminating Integrated Lesson (Shared, Guided and Arts Integration)**
   You will create an early elementary (K-2) lesson which integrates both Literacy and Fine Arts TEKS. ***NOTE: This is the benchmark assignment for this course
   - The lessons will address a Literacy (Shared, Guided Reading) and Fine Arts (Art, Music, Theatre) objective.
   - The lessons will be created using the lesson templates provided.
   - See the end of the syllabus for rubric.

4. **Professionalism**-This grade is based both on attendance and class participation. You must attend all scheduled classes to earn the full 20 points.

**Evaluation and Grading Scale**
Letter grades will be determined by the following scale:
- A=92-100%
- B=83-91%
- C=74-82%
- D= 66-74%

**Required and Recommended Readings**

**Required Texts:**

**Recommended Resources:**


**Consequences for not attending class regularly:**

For classes that meet once per week, for each absence over two, your final grade in the course drops a letter.

For classes that meet twice per week, for each absence over four, your final grade in the course drops one letter grade.

One absence is defined as missing one complete class or arriving 15 minutes late, and leaving 15 minutes before completion of the class.

Additionally, two tardies equal one absence. A tardy is considered arriving any time after the scheduled class starting time.

Class attendance and participation will be considered as a part of your professionalism grade.

Please refer to The TAMUCC web page [http://catalog.tamucc.edu/content.php?catoid=6&navoid=177](http://catalog.tamucc.edu/content.php?catoid=6&navoid=177) for additional information.

**Late work and Make-up Exams**

No coursework will be accepted late without instructor approval. In-class points are not available to those who do not attend, and Blackboard assignments are due by the specified due date. Points will be subtracted for each day the assignment is tardy and I WILL NOT ACCEPT ANY ASSIGNMENT AFTER THE THIRD DAY.
Extra Credit
Student Reading Council (SRC) meeting attendance, Science Fair volunteering or participation in the IHeartReading tutoring program will all be considered for extra points. A maximum of 10 extra points can be earned.

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.

Classroom/Professional behavior
Professional decorum is expected.

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.

Veterans
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.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Reflection Rubric**

<table>
<thead>
<tr>
<th>Missing</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1-3</td>
<td>4-6</td>
<td>7-10</td>
</tr>
</tbody>
</table>

Missing

Your reflection was superficial and lacked depth. Your writing was disorganized, hard to understand, and contained many grammatical errors. You reflected on very few of the class topics and readings.

Novice

You used some knowledge from the readings and constructed an insightful reflection. Your writing was organized, coherent, and only contained a few grammatical errors. You reflected on most of the class topics and readings.

Competent

It is clear you read the chapter carefully and you constructed an honest and insightful reflection. Your writing was exceptionally organized, extremely coherent, and grammatically correct. You reflected on all class topics and readings.
### Shared Reading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Points</td>
<td>0 Points No Teaching Points included</td>
<td>1 Points Teaching Points identified but does not relate to the learning focus</td>
<td>2 Points Teaching Points identified and relates to the learning focus strategy</td>
</tr>
<tr>
<td>Introduction</td>
<td>2 Points No lesson Introduction</td>
<td>5 Points Minimal introduction, included only some of the following: discussing the title, cover, and author/illustrator. Ask the students to make predictions regarding what they think the story might be about</td>
<td>8 Points Introduction included all components: discussing the title, cover, and author/illustrator. Ask the students to make predictions regarding what they think the story might be about</td>
</tr>
<tr>
<td>Modeling</td>
<td>2 Points No modeling</td>
<td>5 Points Some modeling included, but not specifically tied to teaching points</td>
<td>8 Points Modeling is visible. A description of how the teacher will model is acknowledged, and directly tied to teaching points</td>
</tr>
<tr>
<td>Independent Activity</td>
<td>0 Points No Independent Activity</td>
<td>1 Points Independent Activity does not relate back to learning focus</td>
<td>2 Points The Independent Activity relates back to the lesson focus</td>
</tr>
</tbody>
</table>

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12
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Improvement Needed</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td><strong>2 Points</strong> No introduction provided; several parts are missing, such as activating prior knowledge, setting the purpose, making predictions, going over vocabulary, no book walk/talk.</td>
<td><strong>4 Points</strong> Okay introduction, but some important parts are missing.</td>
<td><strong>6 Points</strong> Introduction included most components. The purpose was set for reading, vocabulary was introduced, predictions were made, what good readers do was discussed, but lacked a good flow.</td>
</tr>
<tr>
<td><strong>During</strong></td>
<td><strong>0 Points</strong> No During reading addressed.</td>
<td><strong>1 Points</strong> Did not address goals for during Guided Reading, did not address anecdotal notes during reading and no mention of support.</td>
<td><strong>2 Points</strong> Addressed some goals for during Guided Reading: Students read and teacher guides as they read, miscues clues and anecdotal notes addressed.</td>
</tr>
<tr>
<td><strong>After</strong></td>
<td><strong>0 Points</strong> No discussion or questions provided.</td>
<td><strong>2 Points</strong> Discussion is not related to Text and Teaching Point revisit not addressed.</td>
<td><strong>4 Points</strong> Included some discussion and revisiting of text; and praise for utilizing strategies by students was visible. Connecting back to Teaching Point is not quite noticeable.</td>
</tr>
<tr>
<td><strong>Grammar/Punctuation</strong></td>
<td><strong>0 Points</strong> The lesson plan is full of mistakes, more than 10.</td>
<td><strong>1 Points</strong> The lesson plan has 5-10 mistakes.</td>
<td><strong>2 Points</strong> The lesson plan has 1-4 mistakes.</td>
</tr>
</tbody>
</table>
## Arts Integration Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art/Music Tek</strong></td>
<td>0 Points</td>
<td>1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td>No integration of the ELAR &amp; Fine Arts TEKS is apparent.</td>
<td>Includes vague integration of for ELAR &amp; Fine Arts TEKS.</td>
<td>Includes some integration of ELAR &amp; Fine Arts TEKS.</td>
<td>Includes detailed integration of TEKS for both ELAR &amp; Fine Arts TEKS. This lesson blended both TEKS well.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials and Creative Process</strong></td>
<td>0 Points</td>
<td>1 Points</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td>Materials needed for the lesson are not listed</td>
<td>Materials for the lesson are listed but activity does not represent creative process.</td>
<td>Materials for the lesson are listed but activity do not fully represent creative process.</td>
<td>Materials for the lesson are listed and the activity represents a creative process.</td>
<td></td>
</tr>
<tr>
<td><strong>Procedures</strong></td>
<td>0 Points</td>
<td>2 Points</td>
<td>3 Points</td>
<td>4 Points</td>
</tr>
<tr>
<td>Modeling and Questioning are missing from the lesson.</td>
<td>The lesson is poorly planned. Procedures are unclear and difficult to follow.</td>
<td>Procedures are vague, lacking detail required for a third party to follow the lesson.</td>
<td>Includes detailed integration of TEKS for both ELAR &amp; Fine Arts TEKS. This lesson blended both TEKS well.</td>
<td></td>
</tr>
</tbody>
</table>

### Assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Tasks (5 @ 10 points each)</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Early Literacy Classroom Observation Report</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Shared Reading Lesson Plan</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Guided Reading Lesson Plan</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Arts Integration Lesson Plan</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>245 points</td>
<td></td>
</tr>
<tr>
<td>Extra Points (10 points SRC, IHEART or Science Fair)</td>
<td>10 points</td>
<td></td>
</tr>
</tbody>
</table>