

RED 4311: Literacy Assessment and Instruction
FLORIDA INTERNATIONAL UNIVERSITY
COLLEGE OF EDUCATION
University Park Campus

Department: Curriculum and Instruction
Course Title: Teaching Intermediate Reading
Course Number: RED 4311 sec U03
Credit: 3 semester hours
Professor: Patsy A. Self, Ph.D.
Location: Tuesday 6:25 – 9:05 OE 100
Dr. Self's Office: University Park Campus, Room PC 247
(305) 348-2295 or 348-2180 (secretary)
E-Mail: selfp@fiu.edu
Office Hours: T 11:00a.m. to 6:00p.m & MWF 10:00am – 2:00pm
in the Learning Center PC 247 *let me know you are coming*
If you cannot meet at these hours let me know during class.

Links

[Benchmark Books](#)
[Group Participation Sheet](#)
[Rubric for Informal Reading Inventory](#)
[Rubric for Informal Reading Protocol](#)

Course Description: RED 4311 is a required course in the Elementary Education program and is part of Block IV. In addition to supporting candidates' development of understandings, skills and dispositions necessary for teaching literacy within the intermediate grades, (3rd grade – 6th grade) this course addresses the question: In what ways does the school as a social institution serve and constrain the ideals of nurturing and developing educated professionals?

PREREQUISITES: (1) Admission into the Elementary Education (Grades 1-6 & ESOL Endorsement) program (or, admission to another College of Education program requiring literacy course work) with all lower division course prerequisites for the program completed with a C grade or better. (2) completion of RED 4150 with a grade of C or better. **RED 4150 and RED 4311 cannot be taken concurrently.**

COREQUISITES/ OR ADDITIONAL REQUIREMENTS:

All students must register for the appropriate field experience course and are required to spend two hours a week in the field placement for this course alone.

All students must be fully admitted into the COE.

All students must be in block 4—there are some exceptions, check with Dr. Nancy Marshall.

Students in Block 3 must register for EDE 4941, section 3.

Students in Block 4 must register for EDE 4941, section 4.

Early childhood students must register for EEC 4941. Their section numbers match their blocks, also.

Special Education students must register for EEX 4940. There is only one section for this course, section 01.

Students taking the course for certification only MUST register for EDE 4941, section 05, regardless of the course taking

TEXTBOOKS

There are **three** required texts for this course: three textbooks and this module. The module is available from the instructor: w3.fiu.edu Click on Reading

1. Textbook: Johns, Jerry (4th ed) Improving Reading Strategies

2. Assessment Book: Johns, Jerry (8th ed.) Basic Reading Inventory

3. 50 Literacy Strategies by Gail Tompkins

3. Module/Syllabus- on line.

Suggested Reading

Fry, E. B., Kress, J. E., & Fountoukidis, D. L. The Reading Teacher's Book of Lists. Englewood Cliffs, NJ: Prentice Hall.

Moustafa, M. (1997). Beyond traditional phonics: Research discoveries and reading instruction. Portsmouth, NH: Heinemann.

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

Wong, H. K., (1991). The First Days of School: How to be an Effective Teacher. Sunnyvale, CA: H. K. Wong.

*Self-selected journal articles from the Reading Teacher on culturally and linguistically diverse learners.

*Children's Multicultural Literature Books for intermediate grades.

I. PURPOSE OF COURSE:

RED 4311 is an elementary education content course designed to provide the knowledge and experiences needed to teach literacy to diverse populations in intermediate grades.

Such a course is recommended by International Reading Association (IRA) in A Reference for the Preparation of educators in the United States: Standards for Reading Professionals (1998) and by IRA and the National Council of Teachers of English (NCTE) in their Standards for the English Language Arts (1996) and the Florida Department of Education. Students' understanding of how theory translates to practical application is developed. The emphasis is on learning how to assess students and design instruction based on students' needs in classrooms of diverse learners. This course is required in the bachelor's degree program in Elementary Education and meets the State of Florida requirements for certification (Elementary Education, 1-6). It is also recommended for Special Education majors.

II. COURSE OBJECTIVES:

Upon completion of this course, participants will have the following understandings, skills, and dispositions:

Understandings

- 1.0 Understand the relationship of reading and writing literacy to other disciplines in the field of Elementary Education, with a special focus on literacy in the content areas.
- 2.0 Understand that the content of "reading literacy" and "writing literacy" encompasses processing skills and strategies that overlay and extend beyond specific subject matter material
- 3.0 Understand that effective reading and writing instruction requires the integrated application of knowledge about the learner, the content of reading and the delivery of instruction

Skills

- 4.0 Demonstrate the ability to plan, execute and assess reading and writing literacy experiences and instruction that provide for differences in learners' developmental levels, rate and style of learning, and other learning needs (ex. ESOL; ESE)
- 5.0 Demonstrate the ability to integrate reading and writing literacy experiences and instruction in meaningful contexts for the purpose of accomplishing specific, authentic tasks or for pleasure.
- 6.0 Demonstrate the ability to develop appropriate instructional experiences based on assessments of learners' strengths and areas for growth

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|--------------------------------|---------------|--------------|
| I Hate Mathematics Book | Marilyn Burns | 0-590-480146 |
| The Cricket in Times Square | George Seldon | 0-440-801300 |
| The Girl Who Loved Wild Horses | Paul Goble | RTB46514-7 |

2nd nine weeks

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| If You Traveled On the Underground Railroad | Eilen Levine | 0-590-51561 |
| My Name is Brian Brian | Jeanne Betancourt | 0-590-49214 |
| Phoebe the Spy | Judith Griffin | 0-590-24327 |
| The Star Fisher | Lawrence Yep | 0-059062431 |
| Hurray for Ali Baba Bernstein | Johanna Hurwitz | RTB43169-2 |
| Baby Sitters on Board | Ann Martin | RTB44240-6 |
| Freedom Crossing | Margaret Clark | RTB44569-3 |
| The 18 th Emergency | Betsy Byars | RTB44578-2 |
| Samuel's Choice | Richard Berleth | RTB46455-6 |
| Misty of Chincoteague | Marguerite Henry | RTB45315-7 |

3rd nine weeks

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| If You Lived With the Sioux Indians | Ann McGovern | 0-590-451626 |
| Bridge to Teribithia | Katherine Paterson | 0-380-432811 |
| The Indian in the Cupboard | Lynn Reid | RTB79403-2 |
| They Came From the Field | Dan Gutman | RTB47975-X |
| Dog to the Rescue II | Jeannette Sanderson | RTB48573-3 |
| Little House on the Prairie | Laura Ingalls Wilder | RTB20574-9 |
| The Defenders | Ann McGovern | RTB43866-2 |
| The Knitwits | William Taylor | RTB45779-9 |
| Trouble in Marsh Harbor | Susan Sharpe | RTB46221-0 |
| Zlata's Diary | Zlata Filippouic | 0-670-857246 |

4th nine weeks

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| My Side of the Mountain | Jean Craighead George | 0-590-431609 |
| The Summer of the Swans | Betsy Byars | RTB47813-3 |
| Night Frights | J.B. Stamper | RTB46046-3 |
| Fourth Grade Jinx | Colleen McKenna | RTB41736-3 |
| King of the Wild | Marguerite Henry | RTB45316-5 |
| Back to Paul Revere | Beatrice Gromley | RTB46227-X |
| Koya Delaney and the Good Girl Blues | Eloise Greenfield | RTB43299-0 |
| Dog to the Rescue | Jeanette Sanderson | RTB47112-0 |
| These Happy Golden Years | Laura Ingalls Wilder | RTB48812-0 |

Grade 5 Benchmark Books

1st nine weeks

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| Family Under the Bridge | Natalie Carlson | RTB44169-8 |
| Missouri Homestead: The Days of Laura Ingalls Wilder | T.L. Tedrow | RVB41277-1 |
| Chickens Aren't the Only Ones | Ruth Heller | 0-590-426001 |

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| Johnny Appleseed | Steven Kellogg | 0-590-426168 |
| The Loner | Ester Weir | RVB44352-6 |
| Thank You, Jackie Robinson | Barbara Cohen | 0-590-423789 |
| Welcome to the Greenhouse | Laura Regan | 0-590-48091X |
| Ramona and Her Father | Beverly Cleary | 5-440-472415 |
| Mike Fink | Steven Kellogg | RTB004-009 |
| Encyclopedia Brown's Book of Strange but True Crimes | Donald and Rose Sobol | RTB44169-8 |

2nd nine weeks

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| Why Doesn't the Earth Fall Up? | Vicki Cobb | RVB-48753-1 |
| The Perilous Road | William O. Steele | RVB45128-6 |
| Sounder | William Armstrong | RVB47838-6 |
| Volcanoes and Earthquakes | Patricia Lauber | RTB42592-7 |
| Dragon's Gate | Laurence Yep | RVB20355-X |
| Roll of Thunder, Hear My Cry | Mildred Taylor | RVB98207-9 |
| Blood and Guts: A Working Guide to Your Own Insides | Linda Allison | RVB45858-2 |
| Farmer Boy | Laura Ingalls Wilder | 0-590-327879 |
| Winter Camp | Kirpatrick Hill | RVB20518-8 |
| Home to the Prairie: The Days of Laura Ingalls Wilder | T.L. Tedrow | RVB47613-0 |

3rd nine weeks

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| If You Traveled West in a Covered Wagon | Eilen Levine | RTB-007-010 |
| The Legend of Jimmy Spoon | Kristiana Gregory | 0-590-463888 |
| And Then What Happen, Paul Revere? | Jean Fritz | RTB41204-3 |
| Bull Run | Paul Fleischman | RVB47408-1 |
| Brightly of Grand Canyon | Marguerite Henry | RVB45314-9 |
| What's the Big Idea, Ben Franklin? | Jean Fritz | RVB41205-1 |
| Freedom Train: The Story of Harriet Tubman | Dorothy Sterling | RVB43628-7 |
| The Magic School Bus: Inside the Hurricane | Joanna Cole | 0590-44686X |
| The Lemonade Trick | Scott Corbett | 0-590-321978 |
| If Your Name Was Changed to Ellis Island | Ellen Levine | RVB43829-8 |

4th nine weeks

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| Charlie and the Chocolate Factory | Ronald Dahl | RVB21598-1 |
| American Tall Tales | Mary Pope Osborne | RVB56930-9 |
| Aesop's Fables | Ann McGovern | RVB43880-8 |
| The Seven Chinese Brothers | Margaret Mahy | 0-590-44686X |
| Mufaro's Beautiful Daughters | John Steptoe | 0-590-420585 |
| Pippi Longstockings | Astrid Lingren | 0-590-016555 |
| Julie of the Wolves | Jean Craighead George | 0-06-4400581 |
| Afternoon of the Elves | Janet Taylor Lisle | RVB43944-8 |
| Two-Minute Mysteries | Donald Sobol | RVB44788-2 |
| Island of the Blue Dolphins | Scott O'Dell | 0-440-940001 |

According to PISA, scientific literacy comprises knowledge of science and science-based technology. This does not only include knowledge of theories of science but also of procedures of scientific enquiry (OECD, 2013). Apart from mandatory instruction, many German schools offer diverse extracurricular activities, covering many topic areas, such as after school homework supervision as well as various topic-specific clubs for arts, math sports, as well as sciences. From PISA to Educational Standards: The Impact of Large Scale Assessments on Education in Germany. *International Journal of Science and Mathematics Education* 8, 545-563. OECD (2012). Literacy assessment includes more than cognitive activities; it also includes a range of practices and perceptions, including beliefs about literacy, dispositions toward literacy, and self-efficacy regarding literacy. Literacy assessments are valid only to the extent that they help students learn. Accordingly, no single measure informs literacy instruction. THE STATEMENT. The National Council of Teachers of English believes that literacy assessment is an integral part of literacy teaching and learning; that literacy assessment contributes to the conditions for literacy teaching and learning; and that professional knowledge about literacy assessment is a critical component of a literacy teacher's development and practice. AERBVI (Association for the Education and Rehabilitation of the Blind and Visually Impaired) has released a new position paper on Literacy Assessment and Instruction for Students Who Are Blind or Visually Impaired. In this paper Dr. Kelly Lusk, Dr. Holly Lawson, and Dr. Tessa Wright discuss best practices for addressing learning media decisions and literacy instruction for students with visual impairments who are participating in a conventional literacy program. The paper addresses the needs of students who have low vision, are tactile readers, and those who are dual media learners. The paper May 16, 2016 RED 4311 Literacy Assessment: Jerry John's Reading Inventory Demonstration Observational Notes How does the test administrator establish rapport with the student? What procedures does the administrator follow to ask the student to read the word lists? You've reached the end of your free preview. Want to read both pages? TERM Summer '16. PROFESSOR Professor Robbins. TAGS administrator, Interrogative word, Test Administrator.