

**The School of Education and Behavioral Sciences  
Houston Baptist University**

**Course Syllabus  
EDRE 4330 Teaching Content Area Reading  
Fall 2014**

**COURSE DESCRIPTION**

Students in this course will explore methods for teaching reading in the content areas. Topics will include assessment that leads to data-informed decisions; comprehension skills in content areas; readability and material suitability; study skills; vocabulary development and instruction; appropriate strategies for before, during, and after reading; the role of fluency in comprehension and strategies to improve fluency and reading efficiency; grouping procedures in a multi-tiered approach; and lesson design that differentiates based on student need.

**COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION**

**A prerequisite for taking this course is admission to the Teacher Education Program.**

**DATE AND TIME OF CLASS MEETINGS: Tuesday/Thursday; 2:00-3:15 p.m.**

**ROOM NUMBER: Hinton 116**

**INSTRUCTOR INFORMATION**

Name/Title: Dr. Julie Fernandez

E-mail: [jfernandez@hbu.edu](mailto:jfernandez@hbu.edu)

Office Phone:

Office Location: H 365

Office Hours:

**M 3:00-4:30 T 5:30- 6:00 W 10:00-2:00 Th 4:00- 5:00 F by appointment**

**LEARNING RESOURCES**

Course Text(s):

Richardson, J. S., Morgan, R. F., and Fleener, C. E. (2012), *Reading to learn in the content areas*. (8<sup>th</sup> ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN-10: 1111302731

**RELATION TO THE MISSION OF THE UNIVERSITY**

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

The course supports the overall mission of the university by providing the graduate student with information that supports effective content area reading pedagogy and curriculum development, provides a supportive atmosphere for students from all backgrounds which fosters intellectual and social interaction in the teaching-learning environment, encourages academic excellence, freedom, and objectivity, models and supports a commitment to professional excellence, develops critical and creative thinking, compassion, responsibility, ethics, professionalism, and a continuing interest in learning, and integrates faith and learning.

## **RELATION TO THE GOALS AND PURPOSES OF THE SCHOOL OF EDUCATION**

The mission of the School of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- The courses and mentoring necessary for a solid pedagogical grounding in their discipline.
- Essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- An understanding of their Christian mission and calling to influence individuals and the larger society.

## **COURSE LEARNING OBJECTIVES**

Upon completion of this course, students should be able to:

1. define appropriate terms as they relate to content area reading,
2. identify, develop, and apply instructional strategies in differing subject areas,
3. summarize organizational patterns of writing unique to differing subjects,
4. explain the PAR framework and develop strategies in each section,
5. utilize strategies for developing vocabulary, writing skills, study skills, and cooperative study,
6. compare published instructional material as aides in subject area reading,
7. understand the logistics of using readability formulas for application in subject texts, and
8. utilize instructional strategies developed in class to develop the TEKS for their chosen area.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

## **SCHOOL OF EDUCATION REQUIREMENTS RELATED TO TExES AND IDA STANDARDS**

- The course learning objectives acquired through the experiences in this course support both the TEA Standards for Pedagogy and Professional Responsibilities and Standards and the International Dyslexia Association (IDA) Standards for Reading.
- A matrix at the end of this document indicates the PPR topics and IDA standards addressed in this course.
- Appropriate grade level TEA guidelines and TEKS are included as part of this course.
- A list of specific TExES competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

**TEGES Standards.**

The following TEGES Pedagogy and Professional Responsibilities Standards are addressed in part or in full in this course:

- Domain I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Domain II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Domain III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- Domain IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

**IDA Standards.**

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

## Knowledge Component:

## A. Foundation Concepts about Oral and Written Language

- Identify the language processing requirements of proficient reading and writing.
- Identify other aspect of cognition and behavior that affect reading and writing.
- Review environmental, cultural, and social factors that contribute to literacy development.

## D. Interpretation and Administration of Assessments

- Explain the basic principles of test construction, including reliability, validity, and norm-referencing.

## E-3. Structured Language Teaching: Fluent, Automatic Reading of Text:

- Describe examples of text at a student's frustration, instructional, and independent reading level.

## E-4. Structured Language Teaching: Vocabulary:

- Describe the role of vocabulary development and vocabulary knowledge in comprehension.
- Describe the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.
- Explain varied techniques for vocabulary instruction before, during, and after reading.
- Review that word knowledge is multifaceted.
- Discuss the sources of wide differences in students' vocabularies.

## E-5. Structured Language Teaching: Text Comprehension:

- Describe teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.
- Explain the usefulness of writing in building comprehension.
- Describe factors that contribute to deep comprehension (including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text.

## TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Content Teachers and Content Area Literacy
2. Preparation for Learning
3. Assistance in Learning
4. Learning Through Reflection
5. Moving Beyond the Traditional Textbook and Transmission Methods
6. Teaching in the Affective Domain
7. Teaching Vocabulary
8. Writing to Learn in the Content Areas
9. Study Skills in the Electronic Age
10. Supporting Diverse Learners in Content Classrooms
11. Assessment and Evaluation Issues

*The content of this outline and the attached schedule are subject to change at the discretion of the professor.*

## TEACHING STRATEGIES

The following teaching/learning activities may be emphasized:

1. interactive lecture/discussion
2. demonstration/modeling
3. small group activities
4. basic technology skills
5. designing and implementing learning activities

## ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

**Course Requirements.** See the agenda at the end of this syllabus for due dates.

## ASSESSMENT OF LEARNING

### Course Requirements:

Assignment	Learning Objective(s)	Standards	Point Value
Midterm Exam	1, 2, 4, 6, & 7	IDA: Knowledge - A.1,2,3; E-5 – 1; PPR: I, II, III.	20%
Final Exam	1, 2, 3, 4, 5, 6, 7, & 8	IDA: Knowledge of Structure – D.2; PPR: I, II, III, IV.	20%
IRIS Modules <sup>1</sup>	1, 2, 5, 6, & 7	IDA: E-3 – 2; E-4 – 1,2,3,4,5; E-5 – 1,4,7; PPR: I.	20%
Class Participation: <sup>3</sup> <ul style="list-style-type: none"><li>• Content Reading Activities/ Applications<sup>2</sup></li><li>• Discussions</li></ul>		PPR: I, II, III, IV.	25%
Teaching a Reading Strategy Mini-Lesson <sup>1</sup>	1, 2, 3, 4, 5, 6, 7, & 8	PPR: I, II, III, IV.	15%

<sup>1</sup> Descriptions and rubrics for assignments are included at the end of this document.

<sup>2</sup> These assignment/activities develop and/or assess state and national standards including TExES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

<sup>3</sup> Class participation will be determined by the overall level of participation in class activities and discussions throughout the semester. This average will count 20% of the final grade.

### Grading Standards

#### Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours. Participation in the University Symposium is a source of bonus credit for this course. More details will be provided at the appropriate time.

Detailed descriptions/rubrics regarding every assessment are provided towards the end of this syllabus and/or provided and discussed in class.

### Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

### CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than insert the appropriate number of class sessions absences occur, the course grade will be “F” no matter what test and paper scores might be.

ACADEMIC ACCOMMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

LATE WORK STATEMENT. Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

**PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS**

Dr. Julie Fernandez

**Students are required to read the University Classroom Policy addendum to this course syllabus**

Dr. Julie Fernandez

Instructor

August 1, 2014

Date

**COURSE ACKNOWLEDGEMENTS**

**Syllabus Statement**

I am aware of all topics listed and described in the course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to the following:

- course description; course sequence in the curriculum and pr-requisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of School of Education;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- additional policies for this class: **attendance**, late work, missed tests and electronic devices; and
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

**Professional Integrity Statement**

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another’s test will constitute cheating. If you share answers in any way, both students will receive a “0” for the test and/or fail this course. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a “0” and/or course failure. **DO NOT**:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement.** \_\_\_\_\_

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

**Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30\***

*\*Source: TEA Audit Monitoring Handbook 2009*

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
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I, III	<b>1. Reading Instruction</b> <i>Programs are encouraged to select from a variety of theories and methods appropriate for teaching these five essential components of reading instruction.</i>	<ol style="list-style-type: none"> <li>1. Text Structure (organization)</li> <li>2. Vocabulary teaching strategies</li> <li>3. Identifying the word (root, prefix, suffix)</li> <li>4. Fluency (words per minute correct) basic teaching strategies</li> <li>5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)</li> </ol>	Final Exam Mini Lesson
II, IV	<b>2. Code of Ethics</b>	Texas Educators' Code of Ethics TAC§ 247.2	
I, II, III	<b>3. Child Development</b>	Programs will teach a variety of theories for child development.	
I, II, III,	<b>4. Motivation</b>	Programs will select from a variety of theories and methods appropriate for teaching motivation.	
I, II, III	<b>5. Learning Theories</b>	Programs will teach a variety of learning theories	<i>Exam II, Final, Field Paper; Mini Lesson</i>
I, III	<b>6. TEKS Organization,</b>	<a href="http://ritter.tea.state.tx.us/teks/">http://ritter.tea.state.tx.us/teks/</a>	
I, III	<b>7. Content TEKS</b>	<a href="http://ritter.tea.state.tx.us/teks/">http://ritter.tea.state.tx.us/teks/</a>	<i>Mini Lesson</i>
I, II, IV	<b>8. TAKS Responsibilities</b>	<a href="http://www.tea.state.tx.us/">http://www.tea.state.tx.us/</a> click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, II, III	<b>9. Curriculum Development and Lesson Planning</b>	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	<i>Midterm and Final Exam; Mini Lesson</i>
I, III	<b>10. Classroom Assessment and Diagnosing Learning Needs</b>	Programs will select from a variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	<i>Mini-Lesson</i>
II, IV	<b>11. Classroom Management</b>	Programs will select from a variety of theories & methods appropriate for teaching classroom management.	
I, II, III, IV	<b>12. Special Populations</b> ELPS—English Language Proficiencies <a href="http://ritter.tea.state.tx.us/curriculum/biling/elps.html">http://ritter.tea.state.tx.us/curriculum/biling/elps.html</a> National Assoc. for Gifted Children Teacher Knowledge and Skills <a href="http://www.nagc.org/index2.aspx?id=1863">http://www.nagc.org/index2.aspx?id=1863</a> TEA website resources <a href="http://ritter.tea.state.tx.us/special.ed">http://ritter.tea.state.tx.us/special.ed</a>	<b>A. ESL/ Bilingual ELPS</b> <ol style="list-style-type: none"> <li>1. learning strategies</li> <li>2. listening</li> <li>3. speaking</li> <li>4. reading</li> <li>5. writing</li> </ol> <b>B. G/T</b> <ol style="list-style-type: none"> <li>1. Learner characteristics and development</li> <li>2. Instructional strategies</li> <li>3. Socio-cultural influences</li> <li>4. Identifying GT</li> </ol> <b>C. Special Education</b> <ol style="list-style-type: none"> <li>1. Acronyms/Terms</li> <li>2. Modifications/ Accommodations</li> <li>3. Inclusion</li> <li>4. Parent Involvement</li> <li>5. Discipline</li> </ol>	<b><i>IRIS Module Assignment</i></b>
III, IV	<b>13. Parent Conferencing and Communication Skills</b>	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	
I, III	<b>14. Instructional Technology</b> <a href="http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldvl.asp">http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldvl.asp</a>	<b>SBEC Technology Standards for All Teachers</b> <ol style="list-style-type: none"> <li>1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app</li> <li>2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information</li> <li>3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results</li> <li>4. Communicate in different formats.</li> <li>5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.</li> </ol>	<b><i>IRIS Module Assignment; Mini Lesson</i></b>
I, III, IV	<b>15. Pedagogy/ Instructional Strategies</b> <a href="http://olc.spsd.sk.ca/DE/PD/instr/index.html">http://olc.spsd.sk.ca/DE/PD/instr/index.html</a>	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	Midterm, Final Exam, IRIS Module Assignment, Mini Lesson Assignments
I, II, III, IV	<b>16. Differentiated Instruction</b>	Programs will teach a variety of instructional strategies suitable for differentiating instruction.	Midterm, Final Exam, Mini Lesson
IV	<b>17. Certification Test Preparation</b>	Testing study guides, standards, frameworks, competencies	<a href="http://www.texas.ets.org">www.texas.ets.org</a>

**TENTATIVE AGENDA  
EDRE 4330 Teaching Content Area Reading  
Fall 2014**

DATE	TOPIC	ASSIGNMENT
Aug. 26	Getting to know you; Course overview; Discuss IRIS Assignments: <a href="http://iris.peabody.vanderbilt.edu/resources.html">http://iris.peabody.vanderbilt.edu/resources.html</a> ;	
Aug. 28	Chapter 1: <i>Content Teachers and Content Literacy</i>	Read Chapter 1 Signed copy of <i>Course Acknowledgements</i>
Sept. 2	Chapter 1: <i>Content Teachers and Content Literacy</i>	
Sept. 4	Chapter 2: <i>Teaching in the Affective Domain</i>	Read Chapter 2
Sept. 9	Chapter 2: <i>Teaching in the Affective Domain</i>	<b>IRIS Module #1 Due</b> <i>Assessment (includes Progress Monitoring): Accommodations: Instructional and Testing Support for Students With Disabilities</i>
Sept. 11	Chapter 3: <i>Preparation for Learning</i>	Read Chapter 3
Sept. 16	Chapter 3: <i>Preparation for Learning</i>	
Sept. 18	Chapter 4: <i>Assistance in Learning</i>	Read Chapter 4
Sept. 23	Chapter 4: <i>Assistance in Learning</i>	
Sept. 25	Chapter 5: <i>Learning Through Reflection</i>	Read Chapter 5
Sept. 30	Chapter 5: <i>Learning Through Reflection</i>	<b>IRIS Module #2 Due</b> <i>RTI (includes Early Intervention): RTI (Part 2): Assessment</i>
Oct. 2	Chapter 6: <i>Moving Beyond the Traditional Textbook and Transmission Methods</i>	Read Chapter 6
Oct. 7	Chapter 6: <i>Moving Beyond the Traditional Textbook and Transmission Methods</i> Review for Midterm	
Oct. 9	<b>Midterm</b>	
Oct. 14	Chapter 7: <i>Teaching Vocabulary</i>	Read Chapter 7
Oct. 16	Chapter 7: <i>Teaching Vocabulary</i>	
Oct. 21	Chapter 8: <i>Writing to Learn in the Content Areas</i>	Read Chapter 8
Oct. 23	Chapter 8: <i>Writing to Learn in the Content Areas</i>	<b>IRIS Module #3 Due</b> <i>Reading, Literacy, Language Arts: CSR: A Reading Comprehension Strategy</i>
Oct. 28	Chapter 9: <i>Study Skills in the Electronic Age</i>	Read Chapter 9
Oct. 30	Chapter 9: <i>Study Skills in the Electronic Age</i>	

Nov. 4	Chapter 10: <i>Technology in Today's Content Classrooms</i>	Read Chapter 10
Nov. 6	Chapter 10: <i>Technology in Today's Content Classrooms</i>	
Nov. 11	Chapter 11: <i>Supporting Diverse Learners in Content Classrooms</i>	Read Chapter 11
Nov. 13	Chapter 12: <i>Assessment and Evaluation Issues</i>	Read Chapter 12
Nov. 18 & 20 & 25	<b>Teaching a Reading Strategy Mini Lessons</b>	Utilize techniques from Ch. 1-12
Nov. 27	<i>Thanksgiving Holiday</i>	
Dec. 2	Final Exam Review	
<b>Final (TBA)</b>	<b>Final Exam</b>	

**REQUIREMENTS FOR IRIS STAR LEGACY MODULE  
ASSIGNMENT**

## Overview of the Assignment

Students will learn about providing instructional and assessment assistance and resources for students in their classrooms by utilizing the IRIS Star Legacy Module website and presenting 3 reflection papers as indicated on the course agenda.

## Required Elements

Three reflections papers will be submitted.

- #1: **Assessment (includes Progress Monitoring)** – *Accommodations: Instructional and Testing Support for Students With Disabilities*
- #2: **RTI (includes Early Intervening)** – *RTI (Part 2): Assessment*
- #3: **Reading, Literacy, Language Arts** – *CSR: A Reading Comprehension Strategy*

The following steps are required:

- Locate the following website:  
<http://iris.peabody.vanderbilt.edu/resources.html>.
- Click on the topic for the respective reflection paper (**in bold above**) on the left of the screen.
- Click on “Modules” to the right of the screen.
- Click on the module topic to be addressed (*in italics above*).
- Begin with “Challenge,” and work your way through “Wrap Up” to learn about the topic you are exploring.
- **Prepare a 2-3 page reflection of the content by answering the questions in the “Assessment” section of the module. Provide a cover sheet that includes your name, date, course number and name, and assignment name. A copy of the *Assessment Rubric* must be attached.**

## Assessment

- Clearly-written, thorough responses to each question in the “Assessment” section of the module
- Each question addressed in a paragraph separate from other questions
- Sufficient proofreading/editing of document (free of grammatical and spelling errors)
- Typed, double-spaced, 12-point font, Times New Roman, one side of paper
- A minimum of 2-3 pages

## **ASSESSMENT RUBRIC FOR IRIS STAR LEGACY MODULE ASSIGNMENT**

Name \_\_\_\_\_

Date \_\_\_\_\_

CRITERIA	COMMENTS	POINTS EARNED
<p><b><i>Accuracy and Clarity</i></b></p> <ul style="list-style-type: none"><li>• Clearly-written, thorough responses to each question in the “Assessment” section of the module.</li><li>• Each question addressed in a paragraph separate from other questions.</li></ul>		[70 Possible]
<p><b><i>Mechanics</i></b></p> <ul style="list-style-type: none"><li>• Sufficient proofreading/ editing of document (free of grammatical and spelling errors)</li><li>• Typed, double-spaced, 12-point font, Times New Roman, one side of paper only</li><li>• A minimum of 2-3 pages</li></ul>		[30 Possible]
<b>Total (100 possible)</b>		

Additional Comments:

## REQUIREMENTS FOR TEACHING A READING STRATEGY

### Overview of the Assignment

Utilizing Chapters 1-6 in the *Reading to Learn in the Content Area* textbook **and** a reputable instructional resource (e.g., textbook, teacher's guide, online article, lesson plan, etc.) prepare and present a 10-15 minute mini-lesson that teaches the class how you would utilize one reading strategy in your classroom.

### **Required Elements**

A Power Point presentation that includes the following:

- Your name, the name of your unit and/or lesson topic, grade level, and subject
- One or more unit and/or lesson **objectives**
- **Materials** or **resources** that will be utilized with the lesson
- An explanation of the **strategy** (its name, brief description, and what you will say to your students about its usefulness/value)
- An explanation about how you would **model** it with your students
- A **guided practice exercise** that you will conduct with the class (handout provided for each student in the class)

The presentational style should include:

- Use of effective verbal and visual communication strategies: eye contact (no reading from the Power Point), confidence, and appropriate volume

The Power Point design:

- Clear, attractive, easy to see
- Words and phrases only (no sentences)
- Minimum of 18 point font
- Appropriate use of color (background, borders, graphics, pictures)
- Inclusion of video/audio links that will be utilized in the lesson

### **Assessment**

- Inclusion of required elements
- Accuracy, effective communication, thoroughness, and clarity
- Presentation keeps within 2 minutes of 10-15 minute time limit
- The following must be submitted to the professor prior to the presentation: a copy of the power point presentation (6 slides to a page), the handout prepared for guided practice, and a copy of the *Assessment Rubric*

## **ASSESSMENT RUBRIC FOR TEACHING A READING STRATEGY**

Name \_\_\_\_\_

Date \_\_\_\_\_

CRITERIA	COMMENTS	POINTS EARNED
<p><b>Clarity and Thoroughness</b> <i>Included sufficient detail about:</i></p> <ul style="list-style-type: none"><li><b>Objectives</b></li><li><b>Materials/resources</b></li><li><b>Explanation of strategy</b></li><li><b>Explanation of modeling</b></li><li><b>Guided practice exercise</b></li></ul>		[40 Possible]
<p><b>Visual Presentation (PowerPoint or other presentation medium)</b> <i>Clear, attractive, easy-to-see visual support (without sentences)</i> <i>A copy of PowerPoint slides (6 per page) for professor</i> <i>A copy of the guided practice handout for each classmate and professor</i></p>		[40 Possible]
<p><b>Communication</b> <i>Easy to hear and understand;</i> <i>eye contact with all of audience</i></p>		[20 Possible]
<b>Total</b> (100 possible)		

Additional Comments: