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 or 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**


*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.
<table>
<thead>
<tr>
<th>2nd nine weeks</th>
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<tbody>
<tr>
<td>If You Traveled On the Underground Railroad</td>
<td>Eilen Levine</td>
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<tr>
<td>My Name is Brian Brian</td>
<td>Jeanne Betancourt</td>
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<td>Phoebe the Spy</td>
<td>Judith Griffin</td>
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<td>The Star Fisher</td>
<td>Lawrence Yep</td>
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<td>Hurray for Ali Baba Bernstein</td>
<td>Johanna Hurwitz</td>
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<td>Baby Sitters on Board</td>
<td>Ann Martin</td>
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<td>Freedom Crossing</td>
<td>Margaret Clark</td>
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<td>The 18th Emergency</td>
<td>Betsy Byars</td>
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<td>Samuel’s Choice</td>
<td>Richard Berleth</td>
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<tr>
<td>Misty of Chincoteague</td>
<td>Marguerite Henry</td>
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<thead>
<tr>
<th>3rd nine weeks</th>
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<tbody>
<tr>
<td>If You Lived With the Sioux Indians</td>
<td>Ann McGovern</td>
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<tr>
<td>Bridge to Teribithia</td>
<td>Katherine Paterson</td>
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<tr>
<td>The Indian in the Cupboard</td>
<td>Lynn Reid</td>
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<tr>
<td>They Came From the Field</td>
<td>Dan Gutman</td>
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<tr>
<td>Dog to the Rescue II</td>
<td>Jeannette Sanderson</td>
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<tr>
<td>Little House on the Prairie</td>
<td>Laura Ingalls Wilder</td>
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<tr>
<td>The Defenders</td>
<td>Ann McGovern</td>
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<tr>
<td>The Knitwits</td>
<td>William Taylor</td>
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<td>Trouble in Marsh Harbor</td>
<td>Susan Sharpe</td>
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<td>Zlata’s Diary</td>
<td>Zlata Filippouic</td>
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<tr>
<td>My Side of the Mountain</td>
<td>Jean Craighead George</td>
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<tr>
<td>The Summer of the Swans</td>
<td>Betsy Byars</td>
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<tr>
<td>Night Frights</td>
<td>J.B. Stamper</td>
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<tr>
<td>Fourth Grade Jinx</td>
<td>Colleen McKenna</td>
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<tr>
<td>King of the Wild</td>
<td>Marguerite Henry</td>
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<tr>
<td>Back to Paul Revere</td>
<td>Beatrice Gromley</td>
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<tr>
<td>Koya Delaney and the Good Girl Blues</td>
<td>Eloise Greenfield</td>
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<tr>
<td>Dog to the Rescue</td>
<td>Jeannette Sanderson</td>
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<tr>
<td>These Happy Golden Years</td>
<td>Laura Ingalls Wilder</td>
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<th>Grade 5 Benchmark Books</th>
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<td>1st nine weeks</td>
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<tr>
<td>Family Under the Bridge</td>
<td>Natalie Carlson</td>
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<tr>
<td>Missouri Homestead: The Days of Laura Ingalls Wilder</td>
<td>T.L. Tedrow</td>
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<tr>
<td>Chickens Aren’t the Only Ones</td>
<td>Ruth Heller</td>
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<td>Johnny Appleseed</td>
<td>Steven Kellogg</td>
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<tr>
<td>The Loner</td>
<td>Ester Weir</td>
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<tr>
<td>Thank You, Jackie Robinson</td>
<td>Barbara Cohen</td>
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<tr>
<td>Welcome to the Greenhouse</td>
<td>Laura Regan</td>
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<tr>
<td>Ramona and Her Father</td>
<td>Beverly Cleary</td>
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<tr>
<td>Mike Fink</td>
<td>Steven Kellogg</td>
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<tr>
<td>Encyclopedia Brown’s Book of Strange but True Crimes</td>
<td>Donald and Rose Sobol</td>
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2nd nine weeks

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<thead>
<tr>
<th>Why Doesn’t the Earth Fall Up?</th>
<th>Vicki Cobb</th>
<th>RVB-48753-1</th>
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<tbody>
<tr>
<td>The Perilous Road</td>
<td>William O. Steele</td>
<td>RVB45128-6</td>
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<tr>
<td>Sounder</td>
<td>William Armstrong</td>
<td>RVB47838-6</td>
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<tr>
<td>Volcanoes and Earthquakes</td>
<td>Patricia Lauber</td>
<td>RVB42592-7</td>
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<tr>
<td>Dragon’s Gate</td>
<td>Laurence Yep</td>
<td>RVB20355-X</td>
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<tr>
<td>Roll of Thunder, Hear My Cry</td>
<td>Mildred Taylor</td>
<td>RVB98207-9</td>
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<tr>
<td>Farmer Boy</td>
<td>Laura Ingalls Wilder</td>
<td>0-590-327879</td>
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<tr>
<td>Winter Camp</td>
<td>Kirpatrick Hill</td>
<td>RVB20518-8</td>
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<tr>
<td>Home to the Prairie: The Days of Laura Ingalls Wilder</td>
<td>T.L. Tedrow</td>
<td>RVB47613-0</td>
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3rd nine weeks

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<tr>
<th>If You Traveled West in a Covered Wagon</th>
<th>Eilen Levine</th>
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<tr>
<td>The Legend of Jimmy Spoon</td>
<td>Kristiama Gregory</td>
<td>0-590-463888</td>
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<tr>
<td>And Then What Happen, Paul Revere?</td>
<td>Jean Fritz</td>
<td>RTB41204-3</td>
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<tr>
<td>Bull Run</td>
<td>Paul Fleischman</td>
<td>RVB47408-1</td>
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<td>Brighty of Grand Canyon</td>
<td>Marguerite Henry</td>
<td>RVB45314-9</td>
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<tr>
<td>What’s the Big Idea, Ben Franklin?</td>
<td>Jean Fritz</td>
<td>RVB41205-1</td>
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<td>Freedom Train: The Story of Harriet Tubman</td>
<td>Dorothy Sterling</td>
<td>RVB43628-7</td>
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<tr>
<td>The Magic School Bus: Inside the Hurricane</td>
<td>Joanna Cole</td>
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<tr>
<td>The Lemonade Trick</td>
<td>Scott Corbett</td>
<td>0-590-321978</td>
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<tr>
<td>If Your Name Was Changed to Ellis Island</td>
<td>Ellen Levine</td>
<td>RVB43829-8</td>
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4th nine weeks

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<thead>
<tr>
<th>Charlie and the Chocolate Factory</th>
<th>Ronald Dahl</th>
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<tr>
<td>American Tall Tales</td>
<td>Mary Pope Osborne</td>
<td>RVB56930-9</td>
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<tr>
<td>Aesop’s Fables</td>
<td>Ann McGovern</td>
<td>RVB43880-8</td>
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<tr>
<td>The Seven Chinese Brothers</td>
<td>Margaret Mahy</td>
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<td>Mufaro’s Beautiful Daughters</td>
<td>John Steptoe</td>
<td>0-590-420585</td>
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<tr>
<td>Pippi Longstockings</td>
<td>Astrid Lingren</td>
<td>0-590-016555</td>
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<tr>
<td>Julie of the Wolves</td>
<td>Jean Craighead George</td>
<td>0-06-4400581</td>
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<tr>
<td>Afternoon of the Elves</td>
<td>Janet Taylor Lisle</td>
<td>RVB43944-8</td>
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<tr>
<td>Two-Minute Mysteries</td>
<td>Donald Sobol</td>
<td>RVB44788-2</td>
</tr>
<tr>
<td>Island of the Blue Dolphins</td>
<td>Scott O’Dell</td>
<td>0-440-940001</td>
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Assessment Literacy: Building a Base for Better Teaching and Learning. Are you assessment literate? As we all know, assessment plays an important role in teaching and learning. It affects decisions related to instruction, determines the extent to which instructional objectives are met, and provides information for administrative decisions. It has been estimated that teachers spend as much as 50 percent of their time in assessment-related activities (Stiggins 1991), and that when assessment is implemented effectively, student achievement is improved (Campbell and Collins 2007). Flight and ground instruction leading to the FAA Flight Instructor - Instrument Certificate. Covers all topics of the Flight Instructor - Instrument Practical Test Standards. Flight fees required. 4311 Aerospace Accessory Systems Maintenance and Repair. Three credits. A laboratory course providing experience in the main tenance, inspection, and repair of aircraft system components. @article{Oakleaf2009TheIL, title={The information literacy instruction assessment cycle: A guide for increasing student learning and improving librarian instructional skills}, author={Megan Oakleaf}, journal={J. Documentation}, year={2009}, volume={65}, pages={539-560} }. Megan Oakleaf. Published 2009. Purpose The aim of this paper is to present the Information Literacy Instruction Assessment Cycle (ILIAC), to describe the seven stages of the ILIAC, and to offer an extended example that demonstrates how the ILIAC increases librarian instructional abilities and improves student information literacy skills. Design/methodology/approach Employing survey design methodology, the researcher and participants use a rubric to code.