

LOYOLA UNIVERSITY OF CHICAGO  
SCHOOL OF EDUCATION  
**CIEP: 359 Section 003      Reading in the Elementary School**  
**Fall Semester 2008**  
**Mondays and Wednesdays 8:15 – 10:10**  
**Dumbach Hall 231 LSC**  
**Clinicals: Part of Ed. Block I Schedule Only**

Blackboard Course Site:<http://blackboard.luc.edu/webapps/login>

Please check this official website for any changes in the schedule or office hours. In case of emergency, clinical school site closing or special circumstances, information will be posted.

**Prof. Jane Hunt** - [Jhunt2@luc.edu](mailto:Jhunt2@luc.edu)

Office hours: TBA – before or after class

**SPECIAL CIRCUMSTANCES:** Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under *Accessibility, P. 4 of this syllabus*.

**COURSE DESCRIPTION:** The purpose of this course is to introduce the preservice teacher candidate to the teaching and learning processes associated with comprehensive literacy instruction in the elementary school. Developmental stages of learning to read and write, interactive teaching strategies, and instructional methods and materials will be presented. Emphasis will be placed on the development of a knowledge base needed to assist beginning teachers in making insightful decisions regarding their objectives and practices. Updated information on current trends, research, and state standards will be included. Simulated classroom experiences utilizing current children's literature will be routinely presented. Supervised clinical hours experiences by the Elementary Education Block I Faculty team will provide opportunities for students to connect teaching theory with classroom practice.

**CLINICAL SITE :** John Middleton Elementary School  
8300 N. St. Louis Avenue  
Skokie, IL 60076  
(847) 673 – 1222  
Ms. Dana Otto, Principal

**REQUIRED TEXTS:**

Armbruster, Bonnie B. and Jean Osborn. ( 2001) *Put Reading First: The Research Blocks for Teaching Children to Read*. US. Department of Education: National Institute for Literacy.  
(Pamphlet provided by Instructor, listed on syllabus as PRF)  
ISBN: 0-590-31510-2

Boushey, Gail, and Joan Mosher. (2006) *The Daily Five*. Portland, ME: Stenhouse.  
ISBN: 1-57110-429-1

Reutzel, D. Ray and Robert B. Cooter. (2009) *The Essentials of Teaching Children to Read: The Teacher Makes the Difference*. Upper Saddle River, NJ: Merrill, Prentice Hall. **ISBN-10:** 0-13-500559-0

Soto, Gary. (1992) *The Skirt*. New York: Yearling Books. **ISBN-10:** 0440409241

**REQUIRED SOFTWARE:** Live Text Software Account –from

<http://college.livetext.com/college/index.html> - United Streaming (videos) optional

This will be used in other Block I courses and throughout your program including Student Teaching.

Teacher Candidates will be required to utilize the Live Text Software for the development of clinical lesson plans for this course.

**COURSE OBJECTIVES:**

In combined experiences from course reading, demonstrations, modeling, mini- lessons, and discussions along with clinical hours on-site participation, students enrolled in CIEP #359 will:

- Demonstrate a high level of competence in the use of the English Language Arts and Utilize their skills in order to develop, teach and connect lessons in reading, writing, speaking, viewing, listening and thinking skills.
- Define, develop, and refine personal beliefs regarding literacy instruction.
- Recognize mature literacy processes and their patterns of development.
- Understand the science of reading through current research based practices and their connection to literacy instruction.  
(Phonological Awareness, Phonics, Vocabulary Development, Fluency, Text Comprehension).
- Understand how students' learning is influenced by individual experiences, talents, and prior learning , as well as language, culture, family and community values.
- Link ideals of comprehensive literacy instruction to instructional planning, implementation and assessment.
- Develop strategies for assisting children's acquisition of knowledge about print and cueing systems (Visual, Semantic, Syntactic)
- Understand phonological awareness, phonics, word analysis and vocabulary strategies.
- Develop strategies that facilitate development of the reading comprehension process through creative and stimulating instructional techniques that help students develop individual responses to text.
- Understands skills and strategies involved in reading for various purposes: factual information, personal response, literary appreciation, critical analysis, and social interaction.
- Learn how to select and utilize literature to develop skills based instruction.
- Learn effective informal and formal strategies for assessing literacy development.
- Learn how to use knowledge gained from assessment to develop effective instruction.
- Learn how to organize students and classrooms for literacy instruction.
- Develop lesson and unit plans which demonstrate the use of a variety of instructional strategies and are designed to meet the needs of diverse student populations.
- Recognize that all learners have special needs and design literacy learning experiences for students with respect to their individual learning situations.
- Incorporate quality multicultural literature into literacy instruction.
- Utilize computers and related technology in ways that facilitate the emerging roles of the learner and the educator with respect to the teachers' knowledge base, instructional planning, and curriculum and instruction in the areas of reading/language arts.
- Consider and discuss the significance of "service" and "ethics" in today's educational climate and the responsibility educators today have in our schools' cultures with respect to literacy education.

**In addition to the content based connections and applications between coursework and clinicals, the following additional objectives correspond directly to the clinical session:**

- Integrate and apply knowledge for instruction.
- Understand, apply and utilize the Illinois Learning Standards in lesson planning.
- Promote all students' ability to apply language and thinking skills to many different genres, concepts, and situations.

Consider issues relating to the needs of diverse students and adapt planning and instruction with needs of all students in mind.

Use multiple teaching and learning strategies to promote the development of critical and creative thinking, problem solving, and performance skills.

Actively engage in the teaching process.

Recognize and practice professional behaviors of developing career teachers.

Reflect on and evaluate the effectiveness of professional instruction and behavior.

Develop professional relationships with administration, faculty and staff at the clinical site.

Follow school policy and procedures that respects the boundaries of professional responsibilities, when working with students, colleagues, and families.

**School of Education Conceptual Framework Standards:**

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

CF5: Candidates demonstrate technological knowledge and skills which enhance education.

CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

CF8: Candidates apply ethical principles in professional decision-making.

**Please note the following additional information related to this course:**

- **Students will take this course as part of a block of courses in Education Block I. Clinicals will be held daily from 8:00 a.m. until noon for approximately five weeks, Monday through Thursday, beginning officially on Monday, October 20<sup>th</sup>.**
- **The course schedule listed below is an initial tentative schedule. Please consult the Blackboard Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics. In the event of an emergency, school closing, etc., please consult the Blackboard Website for general announcements.**
- **Specific strategies for teaching non-English speaking students and for teaching students with special needs will be covered in class sessions with material from the text.**
- **Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor.**

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

[http://www.luc.edu/education/academics\\_policies.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd> .

### **Harassment**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

## **CALENDAR**

### **Topic**

### **Assignment Due**

**\*Rubrics MUST be handed in with all assignments**

1.) August 25	Course Introduction, <i>Put Reading First</i> : Phonemic Awareness, Phonics, Vocabulary, Text Comprehension, Fluency What is reading? Cueing Systems	<u>Course Syllabus</u> Reutzel, Ch. 1 Put Reading First
2.) Aug. 27	Reutzel, Chapter 1, cont. Personal reading histories Phonological Awareness	<u>Bring Course Syllabus</u>
3.) Sept. 3	Phonological Awareness/ Phonics	Reutzel, Ch. 2 Put Reading First

- 4.) Sept. 8                      Phonics    Autobiographical literacy Due
- 5.) Sept. 10    Running Records / Early Reading Assessment                      Reutzel, Ch. 2
- 6.) Sept. 15    Planning and Teaching Guided Reading Lessons                      Reutzel, pp. 81 – 94  
Fountas and Pinnell  
Introduction to *The Daily Five*  
(Second Grade Clinical Lesson texts)
- 7.) Sept. 17    Building Fluency (oral reading fluency                                      Reutzel, Ch. 3  
and readers’ theater)  
The Daily Five, Cont.
- 8.) Sept. 22    Daily Five Presentations    **Presentations**  
Introduction to Group Literacy Units
- 9.) Sept. 24    Increasing Reading Vocabulary    Reutzel, Ch. 4  
Begin *The Skirt* - Chapters 1 – 3 (read in class)  
Strategies: Predict-o-gram, Book bits, cloze  
Group Literacy Book Discussion    **Bring book to class**
- 10.) Sept. 29    Teaching Reading Comprehension    Reutzel, Ch. 5  
*The Skirt* - Chapters 4 – 6  
Strategies: Think Alouds, DRTA, Story Mapping,  
Open Mind Portraits
- 11.) Oct. 1        Reading Comprehension, Cont.  
*The Skirt* – Chapters 7 – 8  
Inferenciing, Synthesizing, Connecting, Visualizing, Evaluating  
Strategies: Character Quotes, Discussion Web  
Midterm Review
- Mid-Semester Break – October 6<sup>th</sup> and 7<sup>th</sup>
- 12.) Oct. 8        Midterm – Phonics and Key Course Concepts -  
Work on Literature Unit Projects
- 13) Oct. 13        Clinical Lesson Plan Preparation    Reutzel, chapter 7  
Programs and Standards for Reading Instruction
- 14) Oct. 15        Group units due and final clinical preparation                      Group Units Due
- Five Week Clinical Session - Second Grade Readers’ Theater Lessons will be on Wednesdays**
- Week of Oct. 20    Begin Clinicals - Observe lesson  
Week of Oct. 27    First clinical lesson  
Week of Nov. 3     Second clinical lesson

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Week of Nov. 10 Third clinical lesson  
Week of Nov. 17 Fluency Assessment Last day

Nov. 24 Assessment Reutzell, chapter 6  
Response to Intervention, CBM's, Benchmarking, Progress Monitoring,

Dec. 1 Preparation for Poster Session  
Writing **Clinical Assessment Due**

Dec. 3 Final Wrap Up **Bring all texts to class**  
What is reading?

Monday, Dec. 8th Ed. Block I Poster Session Presentation Day  
Poster Session Essay due on Live Text  
9:30 – Noon TBA

Assignments and Points for Grading:

**Grades will be posted on Blackboard**

Course Syllabus Print Out	5
Autobiographical Literacy Essay	30
Individual Components for Group Unit	40
Midterm	
Objective and Extended Response Test	100
Daily Five Group Presentation	20
Block I Visit Day participation	20
Guided Reading Lesson Observation – at Middleton	20
Guided Reading Group Lessons (TBA)	40 each.
Ed. Block I Poster Session –	20
Statements on Literacy Components	
Class Participation	3 per class session
In class activities	
Live Text and Clinical Visit sessions	
(Preparation and Participation	
Professional Promptness)	
(Attendance at clinicals is included in lesson plans)	

Grades A (92%) B (82%) C (72%)

**COURSE REQUIREMENTS**

TEACHER CANDIDATES SHOULD FOLLOW THE GUIDELINES FOR PROFESSIONALISM LISTED IN THE T21C HANDBOOK, INCLUDING THOSE FOR CLASSROOM AND CLINICAL SITE DISPOSITIONS. (These are also posted on the Blackboard Website.)

All student work should demonstrate serious effort and professionalism.

All work must be individually completed. Credit must be given to original sources.

All assignments including lesson plans and the literature unit must be typed.

All assigned work must be completed and turned in on the dates listed on this syllabus.

Late work may not be accepted. If it is, based on the circumstances, points may be subtracted and grades will be reduced from all work that is handed in late without prior consent from this instructor.

Attendance will be taken at the beginning of class. Teacher Candidates not present at this time may be marked as absent.

If Teacher Candidates are absent from class, they should notify the instructor by e-mail or phone.

Learning Partners can share responsibility for collecting handouts or handing in materials.

Teacher Candidates may demonstrate preparedness and participation, even if absent, if they notify the course instructor via email prior to the beginning of the class session and hand in materials due.

- Teacher candidates must not assume that they can redo assignments to earn higher grades once the work is completed and graded. If there are questions about an assignment, it is highly recommended that the teacher candidate make an appointment with the instructor to receive additional assistance prior to the date the assignment is due.
- Official midterm grades will be given on all work prior to the beginning of the clinical sessions.

**Required Readings:** Teacher Candidates will be responsible for all assigned readings. Readings should be completed by the dates listed.

**Key Content Terms:** A list of course terms will be provided to teacher candidates and available on the Blackboard website. This list is intended to help in the learning of terms and concepts significant in the teaching of literacy. These terms will also provide a framework for study and review when taking the Illinois State Certification examinations. Teacher Candidates will be responsible for learning these terms and will be tested on them.

**Autobiographical Literacy Essay:** Teacher candidates will write a three-page essay reflecting on their personal literacy development. They should consider how and when they learned to read and write, teachers or family members who made contributions, language factors, instructional memories, groupings, assessment, books or resources they recall being used for personal or instructional reading, etc. This essay should be posted on Live Text. The assessment rubric will be found on the Blackboard website.

**The Daily Five Group Presentation:** Teacher Candidates will work in teams to read, research, and present a lesson to their peers from Ch. 4 – 6 of *The Daily Five* professional book. Each presentation will include an overview of the chapter content, including key terms, modeling, an “I” chart, and independent practice. The assessment rubric will be posted on Blackboard.

**Literature Based Literacy Unit:** Following the modeling of the in class unit on Gary Soto’s *The Skirt*, teacher candidates will work in teams to design a literature focus unit for a piece of children’s literature. These must be for an approved piece of Children’s literature, published within the last ten years, and written for students in grades three through eight. Technology, comprehension, vocabulary and fluency must be incorporated. The assessment rubric will be located on the Blackboard Website. Grades will be individual, but the plans will be posted on Live text or Blackboard and shared with classmates.

**Clinical Site Sessions:** The students and teachers at our clinical sites depend on our involvement in their program. As a result, prompt and reliable attendance is required. Teacher Candidates will be expected to demonstrate professional behavior at all times and to follow the guidelines listed in the T21C Ed. Block I Handbook. These are also posted on the Blackboard website.

Teacher Candidates are expected to present themselves in a professional manner in dress and all dealings with school faculty, staff, students, and parents. Teacher Candidates will be responsible for obtaining materials and planning lessons in advance of each tutoring session. Teacher Candidates will be expected to implement the strategies and methods that have been presented modeled or discussed and class sessions. Required instructional components will be listed on the Blackboard website. New text material must be provided for each tutoring session that is grade and reading level appropriate. Teacher Candidates should contact the clinical site school in the event of absence.

**Clinical Literacy Lesson Plans: These lesson plans are CORE SOE Assessments. \*\*\***

**Live Text** must be used to create all literacy clinical lesson plans for this course.

- Plans must be posted prior to the 8:00 a.m. on the day they will be taught. They must be printed out and placed on the table during the lessons where the classroom teachers, course instructor or school administrators can view them. Classroom teachers may require that they be handed into them prior to the date of the lesson for approval. These must be professionally, thoughtfully and thoroughly prepared.
- Following this, a reflection should be added to the plan on LiveText no later than midnight, two days following the teaching of the lesson. This is necessary so that feedback can be provided prior to the teacher candidates' development of the subsequent lesson plan. Reflections may not be credited if not submitted on time.
- Teacher Candidates will not be allowed to teach without proper plans, and make up sessions will not be arranged, per our agreement with the classroom teachers.
- Prior to the teaching of the first lesson, teacher candidates will be required to observe a guided reading lesson in a classroom at the clinical site with the students they will be teaching. The response to this should be posted on LiveText one week following the lesson observation. Not only will the observation provide an opportunity to observe and model instructional strategies used in the classroom, it will allow us to test the LiveText software prior to the development of lesson plans for clinical teaching.

**Tests:** There will be a midterm test given on the date listed above. This will cover material from coursework including assigned readings and in-class activities. Course Key Content Terms and phonics concepts will be assessed.

**Assessment:** An oral reading assessment will be required. This will either involve the completion of an oral reading fluency assessment with a small group of students.

**Class Participation:** Teacher Candidates will be expected to attend class and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here.

**Ed. Block I Poster Session:** This is a combined section Block I Culminating Event. Teacher Candidates will prepare 3 sided poster board displays relating to their Clinical Experiences and share them during this session. A 2-3 page reflection stating why this ACEI standard was selected to showcase the experience will be included and posted on Live Text. The Block I Faculty team will direct the morning's activities. Attendance by Block I Teacher Candidates is required.

\*\*\*CIEP 359 Core Assessment and Assessment Rubric:

## CIEP 359 F08 - Core Lesson Plan Assessment

### Content Knowledge

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#### Demonstration of Content Knowledge

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This lesson plan should demonstrate your knowledge of English Language Arts Curriculum and Instruction. You should demonstrate your ability to plan an effective lesson designed to teach reading, writing, speaking, viewing, listening and thinking skills. Please utilize multiple research based strategies in the design of your lesson. Lessons should be focused and engaging. Students should have opportunities to think and respond creatively. The developmental level of the students should be considered with regard to the identification of standards, selection of materials, wording of objectives or "I Can Statements," appropriateness and validity of the assessment, instructional strategies and procedure. It is important to consider the individual and diverse needs of students.

### Standards

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**Standards - Include three or four ISBE literacy standards or benchmarks. Examples are provided. These provide the basis for your lesson.**

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- IL.1.B** STANDARD: Apply reading strategies to improve understanding and fluency.
- IL.1.B.1a** > Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
- IL.1.B.1d** > Read age-appropriate material aloud with fluency and accuracy.
- IL.1.C.1c** > Make comparisons across reading selections.

### Resources

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#### Materials Needed

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List the book details, lesson and activity supplies you will use for your lesson here.

### Details

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#### Objectives - or I Can Statements

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Develop three of four objectives or "I Can Statements" that provide specific student outcomes that can be demonstrated in this lesson. Write these in proper three part language. These should all be linked to your standards/benchmarks as well as your assessment.

Examples:

Recognize the word wall words and identify a picture in the book that represents a word.

Predict attributes that will be demonstrated by the character pictured on the front of the book.

OR

I can complete a story structure cube that identifies elements from the story.

### **Assessment**

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In this section, please explain how this lesson will be assessed. Take into consideration that students have a range of abilities and learning styles. Can students meet your objectives and are they making progress in literacy? Tell what you will do to assess whether or not they meet the standards and objectives. Then provide your assessment data in the reflection section.

### **Procedure - Before, During, After Reading**

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Include the following three sections in your guided reading plan procedure: "Before, During, and After" reading, writing, speaking, listening, thinking, or viewing. Include opportunities for students to think creatively. Number your steps in each section. Provide complete details so that another teacher would be able to teach from your instructions.

**Before** - Introduce the lesson to the students. This will include word wall words. List the five words you use as focus for this lesson. Share additional frontloading procedures or activities. Set your purposes for reading / writing / speaking / and/or listening and make predictions as to what the text will include.

**During** - Explain in detail the "To, With or By" instructional strategies that will be used to teach reading, writing, speaking, viewing, listening and thinking skills. These strategies should keep students focused and engaged.

**After** - Describe your follow up activities. These should involve active student participation and should be directly related to comprehension, vocabulary, phonemic awareness, phonics, fluency or writing.

### **Plan used for instruction**

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In this section, please list the date and place, also when and where this lesson was taught. Please include the name of the professor who observed this lesson.

### **Reflection**

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In this section, please provide specific responses to the following questions:

1. How did the lesson go? Provide reflective/ evaluative information rather than simply a summary of the lesson.
2. What did you learn from the children? What specific literacy skills did they demonstrate? Did they accomplish your standards and objectives? Provide specific assessment data here.
3. What will or would you do in future lessons based on what you learned from teaching this lesson?

# CIEP 359 F08 Reading/Language Arts Lesson Plan Rubric

## Assessment

### Context

The CIEP 359 lesson plan and this rubric are used for Guided Reading lessons at the clinical sites.

### Performance Assessment

#### Performance Assessment

	Target (40 pts)	Acceptable (36 pts)	Unacceptable (28 pts)
<b>Content Knowledge</b> (3, 16%) ACEI.1 ACEI.2.b ACEI.3.a IL-CAS.ELED.2 IL-CAS.ELED.2.B IL-PTS.1 IL-PTS.2 IL-PTS.3 IL-PTS.7	Targeted performance is evidenced by demonstrated effective use of research based instructional strategies in reading, writing, speaking, viewing, listening and thinking skills.	Acceptable performance is evidenced by inclusion of instructional strategies for reading, writing, speaking, viewing, listening and thinking skills.	Unacceptable performance is evidenced by failure to plan and or teach reading, writing, speaking, viewing, listening and thinking skills.
<b>Introduction</b> (1, 5%)	Targeted performance is evidenced by a clear and concise description of the purpose and context for this literacy based lesson.	Acceptable performance is evidenced by the inclusion of a statement telling the purpose and context for this literacy based lesson.	Unacceptable performance is evidenced by failure to include a clear or purposeful introduction to this literacy based lesson.
<b>Standards</b> (1, 5%) ACEI.2.b ACEI.3.a IL-PTS.4.A	Targeted performance is evidenced by appropriately identified English language arts standards linked instructionally to lesson objectives.	Acceptable performance is evidenced by the identification of appropriate English language arts standards.	Unacceptable performance is evidenced by English language arts standard(s) that are too broad, too difficult for developmental level, or repeated too frequently throughout the three sequential lessons.
<b>Resources: Materials</b> (1, 5%) ACEI.1 ACEI.2.b IL-CAS.ELED.2.K	Targeted performance is evidenced by developmentally appropriate age and interest level materials that have been effectively	Acceptable performance is evidenced by the materials working adequately to teach the objectives. Basic information about them is	Unacceptable performance is evidenced by the choice of materials is being questionable for the age and reading level of the student. Little effort was placed

	utilized for the lessons. They are creative and interesting. Complete information is provided about them.	provided.	into selecting or developing appropriate materials.
<b>Objectives/ I can Statements</b> (1, 5%) IL-PTS.4.A	Targeted performance is evidenced by three or four literacy objectives that are written in correct format, are appropriate for this lesson and are linked to the instructional procedure.	Acceptable performance is evidenced by literacy objectives included that demonstrate the instructor's basic intent for the student outcome.	Unacceptable performance is evidenced by literacy objectives that are poorly written or not included. They are not supported by the procedure as it is described. They may be broad and are repeated each week.
<b>Assessment</b> (1, 5%) ACEI.4 IL-PTS.8	Targeted performance is evidenced by the description of appropriate methods of assessment that demonstrate successful completion of lesson objectives.	Acceptable performance is evidenced by the description of specific opportunities for students to demonstrate accomplishment of objectives.	Unacceptable performance is evidenced by the lack of clear or specific opportunities for achievement to be assessed.
<b>Procedure/ Lesson Sequence</b> (4, 22%) ACEI.3.b ACEI.3.c ACEI.3.d ACEI.3.e IL-CAS.ELED.2.B IL-CAS.ELED.2.I IL-CAS.ELED.2.K IL-LUC-CF.4 IL-PTS.4 IL-PTS.5 IL-PTS.6	Targeted performance is evidenced by the use of multiple instructional strategies and a variety of language activities. Creative thinking is promoted and facilitated. Complete instructional details are presented in a before, during, and after format. They are focused, sequential, and engaging.	Acceptable performance is evidenced by the attempt to use multiple instructional strategies and a variety of language activities. Some opportunity for students' creative thinking is included. Details are provided under the before, during and after instructional headings.	Unacceptable performance is evidenced by failure to utilize multiple instructional strategies. There is little opportunity for creative response. The instructional directions listed under each are vague or incomplete. It would be difficult for any one else to teach from these instructional guidelines.
<b>Plan Used for Instruction</b> (2, 11%) ACEI.2.b IL-CAS.ELED.2 IL-CAS.ELED.2.I IL-PTS.5 IL-PTS.6 IL-PTS.7	Targeted performance is evidenced by highly effective teaching of the lesson plan. Students are motivated and actively engaged.	Acceptable performance is evidenced by effective teaching of the lesson plan. This lesson is taught during clinicals.	Unacceptable performance is evidenced by unsuccessful teaching due to improper or incomplete planning that fails to address individual and group

	This lesson is successfully taught during clinicals. Information is provided that indicates when and when this lesson was taught.		motivation and behavior. The lesson plan may not have been taught during clinicals.
<b>Reflection</b> (4, 22%) ACEI.4 ACEI.5.a ACEI.5.b IL-PTS.10 IL-PTS.8	Targeted performance is evidenced by the reflection's complete and thorough discussion of information relating to the effectiveness of the lesson: what particularly went well and what might be revised in future teaching. Valuable informal assessment documentation is included that shares anecdotal information. Specific thoughtful and purposeful suggestions for future lessons are provided.	Acceptable performance is evidenced by the reflection's basic details clearly stating what happened when the lesson was taught, what the students could perform in the lessons, and specific suggestions for future work with the students.	Unacceptable performance is evidenced by the reflection's failure to provide adequate details as to what happened when the lesson was taught, beneficial informal assessment data, or specific suggestions for future lessons.
<b>Overall Grade</b>	Lesson Plan and its implementation demonstrated superior (target) work in all areas.	Lesson Plan and its implementation meet required standards in all areas.	Lesson Plan and its implementation are inconsistent in terms of quality, and fail to meet standards in more than one area.

## Standards

- ACEI.1** Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- ACEI.2.b** ...English language arts-Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas
- ACEI.3.a** ...Integrating and applying knowledge for instruction-Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community
- ACEI.3.b** ...Adaptation to diverse students--Candidates understand how elementary students

differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

- ACEI.3.c** ...Development of critical thinking, problem solving, performance skills--Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills
- ACEI.3.d** ...Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments
- ACEI.3.e** ...Communication to foster collaboration--Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom
- ACEI.4** ASSESSMENT for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- ACEI.5.b** ...Reflection and evaluation--Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally
- IL-CAS.ELED.2** STANDARD: Curriculum: English Language Arts -- The competent elementary teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes all students' ability to apply language and thinking skills to many different genres, concepts, and situations.
- IL-CAS.ELED.2.B** K: Understands skills and strategies involved in reading for various purposes: Factual information, personal response, literary appreciation, critical analysis, and social interactions.
- IL-CAS.ELED.2.I** P: Teaches the reading, writing, speaking and listening processes.
- IL-CAS.ELED.2.K** P: Selects and uses a wide range of instructional resources and technologies to support reading, writing, and research.
- IL-PTS.1** STANDARD: Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.
- IL-PTS.2** STANDARD: Human Development and Learning: The competent teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.
- IL-PTS.3** STANDARD: Diversity: The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- IL-PTS.4** STANDARD: Planning for Instruction: The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

- IL-PTS.4.A** K: TCT understands the Illinois Learning Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
- IL-PTS.5** STANDARD: Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- IL-PTS.6** STANDARD: Instructional Delivery: The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- IL-PTS.7** STANDARD: Communication: The competent teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- IL-PTS.8** STANDARD: Assessment: The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
- IL-PTS.10** STANDARD: Reflection and Professional Growth: The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.