



Fond du Lac Tribal and Community College
Elementary Education Program



Course Number: EDU 3100

Course Title: Language Arts Method I

Faculty Name: Dawn Quigley, PhD

MTC Goal Area: _____

Credits: 3 Pre-requisites: _____ Co-requisites: _____

Successful admittance into the Elementary Education Teacher program required? Yes: No:

Field Experience/Student Teaching? Yes: No:

Course Description:

The first of a two-course sequence in literacy methods examines the integration of reading, writing, listening, speaking, and viewing competencies in a unified literacy curriculum for learners K-3.

Instructional emphasis is placed upon assessment, fluency, active construction of meaning, and matching learner capabilities with appropriate instructional techniques.

Fifteen (15) hours of clinical experience with K-3 students are required.

EMSP Registration This course has a field experience component and requires documentation of liability insurance prior to going into the field. Joining the Education Minnesota Student Program (EMSP) is the recommended method to acquire your liability insurance for field experiences and student teaching.

EMSP membership follows the academic year, so it is valid from August 31 to September 1.

Background checks You will need to complete a background check before going into the classroom. If you have already done so this year you do not need to do another.

Required text:

Teaching Reading Sourcebook. Bill Honig, Linda Diamond, Linda Gutlohn. Arena Press/Academic Therapy Publications © 2018 by CORE, Inc. ISBN 978-1-63402-235-4

Recommend Text and/or other Resources (journals, articles, and/or any other additional materials):

- Bear, D.R., Templeton, S., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling* (5th ed.). Boston, MA: Pearson.
- Blamey, K. & Beauchat, K. (2016). *Starting strong: Evidence-based early literacy practices*. Portland, ME: Stenhouse Publishers.
- <https://www.readingrockets.org/sites/default/files/DyslexiaToolkit.pdf> [PDF]. (n.d.). National Center for Learning Disabilities.



Fond du Lac Tribal and Community College Elementary Education Program



- Recommended books: Native American-authored books for K-6 grades (can check out from college library)
- * There will be additional readings uploaded to D2L accessed throughout the semester, including current materials and research on Dyslexia.

Course Content:

Introduction to Literacy Education

- A. Pedagogical practice
 - i. Early Literacy basics
 - ii. Effective Reading Teachers
 - iii. Reflection on learning
 - iv. Literacy materials for life-long learning
- B. Foundational Knowledge
 - i. 5 Pillars
 - ii. Acquisition of Literacy Skills
 - iii. Approach to instruction
 - iv. Differentiate needs of all learners including focus on students with the neurological learning disability of Dyslexia.
 - v. Importance of assessment- screening, formative, and summative
- C. Phonological Awareness
 - i. Definition and phonemes ii.
 - ii. Syllable segmenting
 - iii. Phoneme Manipulation (isolation, identification, categorization, deletion, blending, segmentation, addition and substitution)
 - iv. Rhyming
 - v. Alliteration
 - vi. Onset/rime
 - vii. Sentence level
 - viii. Informal assessment
 - ix. Formal assessment
- D. Phonemic Awareness
 - i. Phoneme deletion
 - ii. Phoneme blending
 - iii. Phoneme segmenting with Elkonin boxes
 - iv. Phoneme segmenting without sound boxes
 - v. Phoneme re-sequencing
 - vi. Instructional considerations
 - vii. Instructional materials
 - viii. Informal Assessment



Fond du Lac Tribal and Community College Elementary Education Program



- ix. Formal Assessment
- E. Word Identification (Decoding) Techniques
 - i. Analytic phonics
 - ii. Synthetic phonics
 - iii. Decoding by analogy
 - iv. Chunking/syllabication
 - v. Crosschecking/ context analysis
 - vi. Instructional techniques
 - vii. Sight words
 - viii. Orthography
 - ix. Spelling stages
 - x. Word sorts
 - xi. Common spelling patterns
- F. Fluency Components
 - i. Accuracy
 - ii. Speed (Rate)
 - iii. Prosody
 - iv. Prosody as link to comprehension
 - v. Instructional techniques for fluency
- G. Early Reading Comprehension
 - i. Reading cycle
 - ii. Reading skills
 - iii. Instructional techniques
 - iv. Questioning techniques
 - v. Instructional text choices for life-long learning
- H. Handwriting/Early Writing
 - i. Handwriting stages
 - ii. Handwriting forms
 - iii. Handwriting instruction
 - iv. Writing process
 - v. Writing instruction
 - vi. Grammar
 - vii. "educative" CCAST (Candidate Preservice Assessment)

The form has two subscales: Pedagogy (13 rows) and Dispositions (8 rows). And each of the 21 rows contains detailed descriptors of observable, measurable behaviors to guide scoring decision



Fond du Lac Tribal and Community College Elementary Education Program



Outcomes and Assessments

Learning Outcomes:

1. Apply teaching reading related to the developmental stages of language
2. Use a variety of developmentally appropriate techniques for teaching reading.
3. Make connections between oral language and reading and writing by interrelating elements of language arts instruction.
4. Understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words.
5. Teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading.
6. Use formal and informal tools to assess students' reading and writing development to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience.
7. Support children in the selection of materials that match reading levels, interests, cultural, and linguistic backgrounds and guide children in selecting independent reading materials and promote independent reading.
8. Display positive dispositions toward the act of reading and the teaching of reading.
9. Provide support for children's reading development by communicating regularly with parents.

Cultural Standards:

*Each course within the BS in Elementary Education program must meet a minimum of two measurable learning outcomes for three different **Cultural Standards**. If your course does not meet the Cultural Standards, please justify your rationale.*

| Cultural Standard (must meet 3 of 7) | Learning Outcomes that Align to Cultural Standards (two for each standard) The student will: | Cultural Assessment Description |
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| <p>1. GIKENDAASOWIN – Knowing Knowledge To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.</p> <p><u>Disposition:</u> Integrates Content and Pedagogical Knowledge Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:</p> <ul style="list-style-type: none"> • <i>Technology:</i> Use technology effectively to improve student learning. • <i>Theory to Practice:</i> Applies current theory, research, and best practices to improve one's professional practice as a teacher. | <p>Understand and apply teaching reading related to the developmental stages of language</p> <p>Apply teaching reading related to the developmental stages of language</p> | <p>Weeks 1, 2, 10, 15</p> <p>Journal Article Summary understanding the developmental stages of language and reading to prepare students to practice continuous growth, including Anishinaabe language</p> <p>Reading technique note cards to continue learning and applying integration of literacy to Anishinaabe way of knowing</p> |



Fond du Lac Tribal and Community College Elementary Education Program



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| <ul style="list-style-type: none"> • <i>Critical and Connected Thinking</i>: Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction. • <i>Reflective Practice</i>: Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction. <p><u>Professional Outcome:</u> Content and Pedagogical Knowledge To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.</p> | | <p>Digital literacy blog to support students in technology, including Native American resources</p> <p>Ojibwe language study and application supporting student's Anishinaabe way of knowing.</p> |
| <p>2. GWAYAKWAADIZIWIN – Living a Balanced Way</p> <p>To provide teacher candidates the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach understanding and deciding on a course of action.</p> <p><u>Disposition:</u> Communication and Collaboration Teacher candidates demonstrate professional, interpersonal, and communication skills. These skills are used to promote positive collaborative partnerships with students, families, colleagues, other school professionals, and the global community to support achievement of student learning outcomes.</p> <ul style="list-style-type: none"> • <i>Reflective Collaboration</i>: Uses insights and inspiration of others to improve practice and can occur in: <ul style="list-style-type: none"> o Professional Learning Communities o Mentoring Programs o Peer Observations o Critical Friends Groups • <i>Community Involvement</i>: Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community. • <i>Communication</i>: Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms. <p><u>Professional Outcome:</u> Community and Collaboration To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.</p> | <p>Support children in the selection of materials that match reading levels, interests, cultural, and linguistic backgrounds and guide children in selecting independent reading materials and promote independent reading.</p> <p>Provide support for children's reading development by communicating regularly with parents.</p> | <p>Weeks 5, 8, 9, 14</p> <p><u>Exams:</u> Guided notetaking to support students to be reflective practitioners and to use a collective approach to teaching literacy, including Anishinaabe oral traditions.</p> <p>Literacy exam for students to recognize living in (literacy) harmony with the Anishinaabe community.</p> <p>Genre exam to develop teachers who teach the whole child by including the Anishinaabe community.</p> <p>Letter for parents/families about home literacy activities to develop teachers who teach the whole child by including the Anishinaabe community.</p> |
| <p>4. AANGWAAMIZIWIN – Diligence and Caution</p> <p>To develop teacher candidates' capacity to proceed carefully, after identifying, discussing and reflecting on logical and ethical dimensions of political, cultural, social, and personal life.</p> <p><u>Disposition:</u> Ethical Behavior</p> | <p>Use formal and informal tools to assess students' reading and writing development to administer selected assessments and;</p> <p>Analyze and use data to plan instruction through a structured clinical experience.</p> | <p>Weeks 3, 4, 8, 13, 14</p> <p>Teacher Assessment Summary to develop a student's capacity to proceed carefully, after identifying, discussing and reflecting on ethical dimensions of tribal political, social, and personal life.</p> |



Fond du Lac Tribal and Community College Elementary Education Program



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| <p>Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.</p> <ul style="list-style-type: none"> • Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community. • Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers. • Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate). <p><u>Professional Outcome:</u> Ethical Practitioner</p> <ul style="list-style-type: none"> • To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs. | | <p>Student Case Study Analysis supporting and guiding students to be ethical in knowing their role as a teacher for the local Native community</p> <p>Develop a lesson plan to further develop a student's knowledge of entire range of pedagogical ethics of teaching Anishinaabe literature (including oral and visual literacy).</p> |
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Minnesota Professional Education License and Standards Board Standards (MN PELSB)** listed at the end of the syllabus. (Insert more rows as needed.)

8710.2000 Standards of Effective Practice

| MN PELSB SEP Standard Code | <i>8710.2000 Standards of Effective Practice</i> | Learning Opportunities & Assessment *Include the Field Experience hours as applicable for clarity. | Based on the learning opportunities and assessments, the K-6 learner will demonstrate this standard by: | FDLTCC Learning Outcomes | Cultural Standard |
|-------------------------------|---|---|--|--|-----------------------------------|
| 5.L. Instructional Strategies | Develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources. | <p>Weeks 1, 2, 3, 4, 8</p> <p>Classroom Discussion on methods are unique/different pedagogies.</p> <p>Readings on lesson plan techniques using multiple teaching resources/materials, including three technology resources.</p> <p>Lesson Plan 1: Develop and implement – lesson on reading methods for a K-3 lesson (select one grade level).</p> <p>Reflection: Evaluate the lesson – what went well, and improvements needed.</p> | <p>Understand how to use methods and technology based on chapters 1 and 2 in the texts <i>Starting strong: Evidence-based early literacy practices and the reading strategies book: Your everything guided to developing skilled readers</i>. In the class we discuss how pedagogy is unique and different from academic content learning. The MN SEPS will be introduced for language arts, also MN K-12 academic standards will be introduced. For their lesson plan #1, students will select 3-4 technology resources shared in class.</p> <p>Lesson plan 1: The Teacher Candidate (TC) will use a lesson plan template to create the first lesson in small groups supporting community learning. Students will incorporate the developmental stages of</p> | <p>Apply teaching reading related to the developmental stages of language</p> <p>Use a variety of developmentally appropriate techniques for teaching reading.</p> <p>Students will understand and apply the following reading concepts in their instructions: Phonological and phonemic awareness, concepts about print, phonics, other word identification techniques,</p> | GIKENDAASOWIN – Knowing Knowledge |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | | <p>language pertaining to the K-3 grade level selected.</p> <p>The Teacher Candidate (TC) will develop a lesson plan for a K-3 classroom. Must incorporate a wide variety of materials and technology resources. The students will study and create a digital literacy blog that supports differentiated learning at home and school, establishes communication with families, and integrates Ojibwe language and cultural learning activities and approaches across settings.</p> <p>Students will implement the lesson.</p> <p>This blog will begin to include the Seesaw platform and provide instructional videos, interventions, resources, Ojibwe language and cultural integration, assignments, activities, and assessment tools.</p> <p>Journal will be asked to journal on what went well.</p> <p>Field Experience to continuously understand a variety of instructional techniques that include technology resources, such as Seesaw platform.</p> <p>Lesson plans to develop, implement, and evaluate lesson plans that include methods and techniques to include technology resources to maximize learning. The lesson plan also will include hybrid, or distance learning alternatives.</p> | <p>fluency, and sight words.</p> <p>Use formal and informal tools to assess students' reading and writing development to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience.</p> | |
| 7.A. | <p>understand communication theory, language development, and the role of language in learning;</p> | <p>Classroom Discussion on how methods are unique/different communication, language development and learning theories</p> <p>Readings on lesson plan techniques using multiple teaching</p> | <p>Interview with School Psychologist focuses on Dyslexia; adaptive lessons/activity supporting students with Dyslexia. Students will understand how professionals implement techniques for K-3 students with dyslexia.</p> | <p>Understand and apply teaching reading to the developmental stages of language</p> <p>Understand communication theory when</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>resources/materials, including three technology resources about communication, language development and learning theories Lesson Plan 1: Develop and implement – lesson on reading methods for a K-3 lesson (select one grade level)</p> <p>The resources used include: An Introduction to Words, Understanding Tiered, Vocabulary, Reading Rockets, Glossary--look up the meaning of the following terms: Academic Language (tier 2 & 3), Affix, Cognates, Collocations, Etymology, Homograph, Homonym, Homophone, Idioms, Morphology, Morphemes</p> | <p>Lesson plan 1: students will use a lesson plan template to create the first lesson in small groups supporting community learning. Students will incorporate the developmental stages of communication, language development and learning theories pertaining to the K-3 grade level selected.</p> <p>TCs will develop a lesson plan for a K-3 classroom. Must incorporate a wide variety of materials and technology resources. The students will study and create a digital literacy blog that supports language development and learning theories, establishes communication with families, and integrates Ojibwe language and cultural learning activities and approaches across settings. This blog will begin to include the Seesaw platform.</p> <p>The TC will gain foundational understanding of communication theories, the language developmental hierarchy, and the role of language in learning as a result of participating in the instructional presentation, readings, chapter assignment, and in-class discussions.</p> | <p>included in a lesson plan.</p> | |
| 7.B | <p>understand how cultural and gender differences can affect communication in the classroom;</p> | <p>Field Experience to continuously understand cultural and gender differences affect classroom communication.</p> <p>Journal entry related to choice article noting the role of the whole child's classroom communication</p> | <p>TC will take notes during fieldwork and then journal and share empirical understandings by connecting field experiences to classroom readings and discussions. Students will focus on K-3 fieldwork setting to understand how cultural and gender differences can affect communication in the classroom, including the Ojibwe language.</p> | <p>Demonstrate understanding how cultural and gender differences can affect communication in the classroom</p> <p>Provide support for children's reading development by communicating regularly with parents,</p> | |
| 7.C | <p>understand the importance of nonverbal as well as verbal communication;</p> | <p>Classroom discussions to supporting how to understand and apply teaching reading related to the developmental stages of language (both verbal and non)</p> | <p>The TC will apply his/her understanding of effective communication techniques as a result of documenting those used in the clinical setting during instruction. TC will discuss identifying and describing</p> | <p>Candidates will understand and apply both verbal and nonverbal communications in instructions</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>Field experiences: Classroom discussions, based on fieldwork, readings and viewings on both verbal and non-verbal communication and pedagogy techniques with group discussion on:</p> <ul style="list-style-type: none"> ● Diverse and authentic communication methods, such as face-to-face interactions, virtual interactions, gestures, tone, proximity, eye contact, written and digital communication, and visualizations (graphs and charts). ● Drama activities during instruction that foster nonverbal communication techniques and examples (role plays, simulations, creating dramas) ● Ojibwe language and culture integration. | <p>specific verbal and nonverbal communication techniques observed and used in the K-3 classroom and how they impacted student learning.</p> <p>Completing all of the components of this process will provide the candidate with multiple opportunities to experience using, identifying, and describing both verbal and nonverbal communication techniques that foster student learning.</p> | <p>1. Make connections between oral language and reading and writing by interrelating elements of language arts instruction.</p> | |
| 7.F | use effective listening techniques; | <p>Readings and instructor lectures focused on how to use effective listening techniques.</p> <p>Instructional presentation on effective communication techniques for conveying ideas how K-3 students can practice listening techniques:</p> <ul style="list-style-type: none"> ● Utilizing diverse listening communication strategies, such as face-to-face interactions, whiteboards, thumbs-up/down, turn-and-draw, gestures, tone, proximity, eye contact, digital communication, and visualizations (graphs and charts). ● How to conduct and maintain peer collaborations while listening ● Comprehension skills and techniques practiced | <p>Apply effective teacher-student and student-student communication strategies that support literacy instruction through listening techniques.</p> <p>The instructional presentation, readings, chapter assignment, and class discussions will provide the candidate with a basic understanding of various effective listening techniques that are research-based and proven effective in relaying ideas, information, and questions.</p> <p>TheTC will next apply his/her learning by participating in a group activity in which the candidates practice using the listening strategies outlined in the presentation and readings. This activity will help the candidate to internalize the processes a teacher must take to ensure students interact on multiple levels with instruction. This activity will also allow the candidates to experience using a variety of listening tools and</p> | <p>Understand and apply teaching reading related to the developmental stages of reading and listening.</p> <p>Use a variety of Developmentally appropriate techniques for teaching reading.</p> <p>Teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading.</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>while listening (predicting, generating questions about text, checking back, imagery, visualizing, summarizing)</p> <p>Work with a small group of peers to practice a variety of communication strategies for conveying ideas and information via listening skills.</p> | <p>learning modes to demonstrate understanding. This process moves the candidate from a basic retrieval of learning to a deeper comprehension of knowledge.</p> | | |
| 7.G | <p>foster sensitive communication by and among all students in the class;</p> | <p>Readings and instructor lectures focused on how to use effective listening techniques to foster sensitive communication among all K-3 students in the classroom.</p> <p>Journal experiences while Field Experience regarding sensitive communication experiences and/or informal interview of host teacher's experiences.</p> <p>Work with a small group of peers to practice a variety of sensitive communication techniques for use in the K-3 classroom.</p> | <p>TC will be learning how to foster effective teacher-student and student-student sensitive communication</p> <p>techniques that support literacy instruction in this week's readings, discussions and lectures.</p> <p>The journal experience entry will provide the candidate with a basic understanding of various effective sensitive communication strategies that are research-based and proven effective in relaying ideas, information, and questions.</p> <p>The TC will next apply his/her learning by participating in a group activity in which the candidates practice using the listening strategies outlined in the presentation and readings. This activity will help the candidate to internalize the processes a teacher must take to ensure sensitive communication strategies for use in the K-3 classroom. This activity will also allow the candidates to experience using a variety of listening tools and learning modes to demonstrate understanding and compassion. This process moves the candidate from a basic retrieval of learning to a deeper comprehension of knowledge of communicating sensitive information.</p> | <p>Use a variety of developmentally appropriate techniques for teaching reading</p> | |
| 9.D Assessment | <p>understand measurement theory and assessment-related issues,</p> | <p>Teacher Assessment Summary to further develop student's knowledge of measurement theory and</p> | <p>TC will use the Teacher Assessment Summary assignment to understand the purpose and differences between assessment and evaluation using</p> | <p>Apply teaching reading related to the developmental stages of language.</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | including validity, reliability, bias, and scoring concerns; | assessment-related issues, including validity, reliability, bias, and scoring concerns Student Case Study Analysis to demonstrate understanding of both formal and informal assessment techniques to evaluate and ensure the continuous intellectual, social, and physical development | theory and assessment-related issues, including validity, reliability, bias, and scoring concerns. As a result of the chapter reading, chapter questions, and Student Case Study Analysis project, the candidate will understand the differences between formative and summative assessments that continuously guide instruction and summative evaluation that measure the end outcome of the curriculum. In the process of creating the Teacher Assessment and Student Case Study, the TC will also expand his/her repertoire of various types of measurements and assessments that inform instruction as well as how they can be used to determine long term student progress, and also to guide future lesson planning. TC will be able to move from understand to practice in regard to theory and assessment-related issues, including validity, reliability, bias, and scoring concerns | Use a variety of developmentally appropriate techniques for teaching reading. Use formal and informal tools to assess students' reading and writing development to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience | |
| 9.E. | select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes; | Teacher Assessment Summary to further develop student's knowledge of measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns. Student Case Study Analysis to demonstrate understanding of both formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development | TC will use the Teacher Assessment Summary assignment to understand the purpose and differences between assessment and evaluation using theory and assessment-related issues, including validity, reliability, bias, and scoring concerns. As a result of the chapter reading, chapter questions, and Student Case Study Analysis project, the candidate will understand the how to select from among the various differences between formative and summative assessments that continuously guide instruction and summative evaluation that measure the end outcome of the curriculum. In the process of creating the Teacher Assessment and Student | Use formal and informal tools to assess students' reading and writing development to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience. | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | | <p>Case Study, the candidate will also expand his/her repertoire of various types of measurements and assessments that inform instruction as well as how they can be used to determine long term student progress, and also to guide future lesson planning. Candidate will be able to move from understand to practice in regard to theory and assessment-related issues, including validity, reliability, bias, and scoring concerns while using assessments for diagnostic purposes.</p> | | |
| 9.H. | <p>use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies.</p> | <p>Teacher Assessment Summary to further develop student's knowledge of measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns Student Case Study Analysis to demonstrate understanding of both formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development .</p> | <p>The TC will use the Teacher Assessment Summary to understand the purpose and differences between assessment and evaluation using theory and assessment-related issues, including validity, reliability, bias, and scoring concerns. Candidates will implement knowledge of K-3 students in how to adapt and/or modify pedagogies As a result of the chapter reading, chapter questions, and Student Case Study Analysis project, the candidate will understand the how to select from among the various differences between formative and summative assessments that continuously guide instruction and summative evaluation that measure the end outcome of the curriculum. In the process of creating the Teacher Assessment and Student Case Study, the candidate will also expand his/her repertoire of various types of measurements and assessments that inform instruction as well as how they can be used to determine long term student progress, and also to guide future lesson planning. Interview with School Psychologist focused on Dyslexia; adaptive lessons/activity supporting students with Dyslexia. Student will understand how professionals implement techniques for K-3 students with dyslexia, nature and symptoms, resources,</p> | <p>Use formal and informal tools to assess students' reading and writing development to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience.</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | | <p>evidence based pedagogies, outcomes and interventions. Candidate will be able to move from understand to practice in regard to theory and assessment-related issues, including validity, reliability, bias, and scoring concerns while using assessments for diagnostic purposes.</p> <p>TC will submit page 1 of the Dyslexia Resource Assignment using the materials in this module including: The nature and symptoms of dyslexia and resources available for students who show characteristics of dyslexia.</p> <p>Submit page 2 of the Dyslexia Resource Assignment using the materials in this course including: The nature and symptoms of dyslexia and resources available for students who show characteristics of dyslexia.</p> <p>Midterm exam</p> <p>In fieldwork TC will journal how you understand and apply teaching methods using Structured Literacy and Dyslexia.</p> | | |
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Fond du Lac Tribal and Community College Elementary Education Program



8710.3200 Elementary Education: Subject Matter:

Subpart 3. **Standard 2, student learning.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.

The teacher must:

| MN PELSB Subject Matter | 8710.3200 Elementary Education: Subject Matter | Learning opportunities and Assessment <i>*Include the Field Experience hours as applicable for clarity.</i> | Based on the learning opportunities and assessments, the K-6 learner will demonstrate this standard by: | FDLTCC Learning Outcomes | Cultural Standard |
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| 3.B.1 Knowledge of Communication arts and literature | develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature; | <p>Journal Article Summary to demonstrate the knowledge of fundamental concepts of communication arts and literature</p> <p>Lesson plans #1-3 to demonstrate knowledge of connections between communications arts and literature by developing the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature.</p> | <p>Apply understanding of a range of skills and techniques related to teaching all components of a structured literacy program (reading, writing, speaking, listening, digital literacy, and literature).</p> <p>Read Aloud Project: In field work, after discussing the benefits of reading aloud to children and following a deconstruction of the instructor's modeling of a read-aloud, you will read three books to children from a special collection located in the Curriculum Materials Center of the Library. You may read these books to one child or a group of children, grades K-3. After reading each book aloud to the child or children, you will rate the book and record your experiences on the "Feedback form for Read Aloud Project". A completed feedback form for each book</p> | <p>Students will understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words.</p> <p>Teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading.</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | | <p>(x3) must be submitted to D2L. This assignment allows you to develop your read aloud skills, experience first-hand how children respond to picture books, and why they prefer some and not others.</p> <p>The TC will acquire a foundational knowledge of the skills and techniques necessary for teaching all components of literacy instruction as a result of participating in the interactive presentation, course readings, chapter assignments, and class discussions. This foundational knowledge will be acquired progressively throughout the coursework requirements as the candidate learns about and applies the key components of a structured literacy framework.</p> <p>The candidate will apply and synthesize knowledge of the key components of structured literacy (reading, writing, speaking, listening, digital literacy, and interaction with literature) as a result of designing and implementing three lessons. He/she will plan,</p> | | |
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Fond du Lac Tribal and Community College Elementary Education Program



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| | | | <p>instruct, assess, evaluate, and reflect on this project to determine areas of strength and needs to improve effectiveness and student learning.</p> <p>The lesson plans in its entirety will provide the candidate with an opportunity to activate all of his/her knowledge and skills acquired throughout the course and to identify and address all of the components of literacy that make a direct and lasting impact on K-3 student achievement.</p> | | |
| 3.B.2. | Understand and apply teaching methods related to the developmental stages of language; | <p>Course readings, discussions and discussions focused on teaching methods related to the developmental stages of language.</p> <p>Journal Article Summary synthesizing developmental stages of language Lesson plans to apply knowledge of developmental stages of language by implementing appropriate teaching methods</p> | <p>Through readings, discussions and discussions, the candidate will understand, identify and describe the language development of K-3 students that builds upon a hierarchy of receptive and expressive oral and written language skills and apply appropriate teaching methods within the three lesson plans.</p> <p>In writing lesson plans, the candidate will acquire foundational knowledge in the development of receptive and expressive oral and written language processes and instructional techniques as a result of</p> | <p>Apply teaching reading related to the developmental stages of language.</p> <p>Use a variety of developmentally appropriate techniques for teaching reading</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | | participating in the instructional presentation, readings, chapter assignments, and in-class discussions. | | |
| 3.B.3. | use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children; | Literacy Strategy Demonstration to practice using a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies Course readings focused on developmentally appropriate techniques in the listening, speaking, reading, and writing vocabularies of children | <p>Through readings, discussions and discussions, the candidate will understand, identify and describe the language development of K-3 students that builds upon a hierarchy of receptive and expressive oral and written language skills and apply appropriate teaching methods.</p> <p>The will also use a variety of techniques within the Literacy Strategy Demonstration.</p> <p>The candidate will acquire a foundational knowledge of the skills and techniques necessary for teaching all components of literacy instruction as a result of participating in the interactive presentation, course readings, chapter assignments, and class discussions. This foundational knowledge will be acquired progressively throughout the coursework requirements as the candidate learns about and applies the key components of a structured literacy framework.</p> | <p>Students will understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words.</p> <p>Make connections between oral language and reading and writing by interrelating elements of language arts instruction.</p> <p>Teach phonics, sight words, spelling, fluence, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading.</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| <p>3.B.4.</p> | <p>know how to integrate the communication arts;</p> | <p>Lesson plans to understand how to include literacy through the learning Course readings and discussions on integrating communication arts into the K-3 classroom</p> <p>Instructional presentation with group discussion selected from:</p> <ul style="list-style-type: none"> •Literature circles •Reading response activities •Diverse literature across genres that engages readers •Student engagement techniques •Informal speaking (conversations, discussions, and debates) •Formal speaking (interviews, oral histories, reports, and panel discussions) • Drama opportunities • Creative arts integration (visual, oral, dance, music, language/culture, written works) • Ojibwe language and culture integration • Listening activities • Visual art activities | <p>Demonstrate literacy integration across the curriculum through the gradual release model of instruction in each of the three lesson plan assignments</p> <p>As a result of the instructional presentation, chapter reading, and chapter assignment, the candidate identified authentic means for integrating literacy across the curriculum to provide relevant instruction that embeds culture, language, and the communication arts and how it integrates Ojibwe language and culture in activities included.</p> <p>These activities that build upon one another will deepen the candidate's knowledge of how to integrate the communication arts throughout a structured K- 3 literacy program.</p> | <p>Apply teaching reading related to the developmental stages of language</p> <p>Use a variety of developmentally appropriate techniques for teaching reading</p> | |
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Fond du Lac Tribal and Community College Elementary Education Program



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| | | | <p>Reading Rocket Glossary, terms, quiz (must meet 80% on quiz rubric) (Academic Language -tier 2 & 3, Affix, Cognates, Collocations, Etymology, Homograph, Homonym, Homophone, Idioms, Morphology, Morphemes, Root Words)</p> | | |
| 3.B.5 | <p>develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;</p> | <p>Course readings and discussions focused on the process of writing in the K-3 classroom</p> <ul style="list-style-type: none"> Literacy Strategy Demonstration including: <ul style="list-style-type: none"> Writer's workshop The writing process 6+1 Traits of writing Inspiring students through journals, narratives, and poetry Technology integration tools <p>Book Bag project to support children's confidence, creativity and knowledge of audience as through the development in literacy.</p> <p>In field work complete Phonics and Word Reading Survey with a student focusing on ways to 'develop children's use of a process to write competently with confidence, accuracy, and</p> | <p>Through readings, discussions and Book Bag assignment, Candidates will understand how to support K-3 students learning of the writing process through the development, purpose, implementation, and audience.</p> <p>Expressive writing skills are enhanced by a strong foundation of structured instruction that provides a gradual release of responsibility. This framework begins with direct instruction, modeling, or a demonstration of skills to be learned. The candidate will begin to learn, understand and then apply the writing process into his/her pedagogies.</p> <p>Quiz in D2L (must meet 80% on quiz rubric) on how to 'develop children's</p> | <p>Make connections between oral language and reading and writing by interrelating elements of language arts instruction.</p> <p>Students will understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words.</p> <p>Teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | imagination appropriate to the purpose and audience' | use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience. | | |
| 3.C.1.a Knowledge of reading process, development and instruction | (1) oral and written language development including: (a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency; | <p>Reading Techniques Goal notecards: digital techniques blog to demonstrate knowledge of oral and written language development of children's literacy development.</p> <p>Exams: Guided notetaking, literacy test and Final exam to demonstrate knowledge of connections between all language arts components of oral and written language development and its interdependent aspects.</p> <p>Lecture on: Relationship between explicitly teaching narrative and informational writing and how that supports reading.</p> | <p>Through the Reading Goal notecards, digital literacy blog, the candidate will demonstrate understanding of connections that exist between oral and written language and how these connections can be strengthened with the inclusion of activities that meet students' interests and needs as learners.</p> <p>The teacher candidate will begin a foundational knowledge in language development (oral and written) and the use of formal and informal language and writing activities across the content areas as a result of participating in the readings, chapter assignments, and in-class discussions.</p> <p>The TC will apply his/her knowledge of the connections within language (oral and written) as well as practical language activities across the curriculum via the midterm exam.</p> | <p>Apply teaching reading related to the developmental stages of language.</p> <p>Use a variety of developmentally appropriate techniques for teaching reading. (digital techniques blog to demonstrate knowledge of oral and written language development of children's literature)</p> <p>Make connection between oral language and reading and writing by interrelating elements of language arts instruction.</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| <p>3.C.2.a</p> | <p>(2) phonological and phonemic awareness, including:</p> <p>(a) the phonemes that make up the English language;</p> | <p>Reading Techniques Goal notecards; digital techniques blog to apply understanding phonological and phonemic awareness of English and Ojibwe language phonemes.</p> <p>Learning opportunity (choose a warm up: rhyming, syllable clapping or sound clapping) and assessment must specifically place and manner of articulation.</p> | <p>Through the Reading Techniques Goal notecards, digital techniques blog, the candidate will demonstrate understanding of connections that exist between oral and written language and how these connections can be strengthened with the inclusion of activities that meet students' interests and needs as learners.</p> <p>Midterm exam</p> <p>Phonological and Phonemic awareness quiz (must meet 80% on quiz rubric) #1 and #2</p> | <p>Students will understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words.</p> <p>TC will teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques (Follows this general progression: 1. Isolating (initial, final, medial) 2. segmenting and blending 3. manipulating (initial, final, medial) activities, and materials in the teaching of reading. Use one of the DIBLES techniques to assess a Students' results.</p> | |
| <p>3.C.2. b.</p> | <p>(b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words;</p> | <p>Reading Techniques Goal notecards: digital techniques blog to apply understanding, phonological and phonemic awareness of English and Ojibwe language phonemes, including techniques to word boundaries, to rhyme, and to blend, substitute,</p> | <p>Through the Reading Techniques Goal notecards, digital techniques blog, the candidate will demonstrate understanding of connections that exist between reading achievement and how it's connected to and can be strengthened with the inclusion of activities that meet students' interests</p> | <p>(See weeks 3, 4, 7, 8) Students will understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words.</p> <p>Teach phonics, sight words, spelling,</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>and delete sounds in words.</p> <p>Reading Rockets Glossary--look up the meaning of the following terms: Academic Language (tier 2 & 3), Affix, Cognates, Collocations, Etymology, Homograph, Homonym, Homophone, Idioms, Morphology, Morphemes, Root Words and phonemes</p> <p>Lecture on Phoneme to grapheme mapping; interconnectedness between reading achievement and phonological awareness.</p> | <p>and needs as learners. The candidate will learn, understand and apply language phonemes, including techniques to word boundaries, to rhyme, and to blend, substitute, and delete sounds in words in the Reading Techniques Goal notecards; digital techniques blog.</p> <p>Reading Rocket Glossary terms quiz (must meet 80% on quiz rubric) (Academic Language -tier 2 & 3, Affix, Cognates, Collocations, Etymology, Homograph, Homonym, Homophone, Idioms, Morphology, Morphemes, Root Words)</p> <p>Phonological and Phonemic awareness quiz (must meet 80% on quiz rubric) #1 and #2</p> | <p>fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading.</p> | |
| 3.C.2. c. | (c) the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes; | <p>Course readings, lectures and discussions on the progression of phonological awareness</p> <p>Reading Techniques Goal notecards; digital techniques blog to apply understanding phonological awareness</p> <p>Lecture on the progression:</p> | <p>Through the readings, lectures, discussions, Reading Techniques Goal notecards; digital techniques blog, the candidate will demonstrate understanding of connections that exist between reading achievement and how it's connected to, and can be strengthened with the inclusion of</p> | <p>Students will understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words.</p> <p>Teach phonics, sight words, spelling, fluency, and other</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>Follows this general progression: 1. isolating (initial, final, medial), 2. segmenting and blending 3. manipulating (initial, final, medial)</p> | <p>activities that meet students' interests and needs as learners. The candidate will learn, understand and apply awareness, for example, words, syllables, onsets and rimes, and phoneme.</p> <p>Phonological and Phonemic awareness quiz (must meet 80% on quiz rubric) #1 and #</p> | <p>reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading.</p> | |
| 3.C.3. a. | (3) concepts about print, including: (a) knowledge about how letters, words and sentences represented in written English | <p>Course readings, lectures and discussions on concepts about print</p> <p>Literacy Strategy Demonstration and including Ojibwe language</p> <p>Lesson plans to understand concepts of print (graded with lesson plan rubric)</p> | <p>Candidate will, through the course readings, lectures and discussions understand concepts about print, knowledge about how letters, words, and sentences are represented in written English</p> <p>The candidate will apply knowledge of print concepts in the Literacy Strategy Demonstration as they practice a literacy strategy designed for K-3 to include linking how letters grow into words, and words grow into sentences. The candidate will also include examples from the Ojibwe language showing this progression as well.</p> <p>The lesson plan and Literacy Strategy Demonstration will move the candidate from planning a lesson into applying the concepts into</p> | <p>Teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading.</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | | practice. By including the Ojibwe language in these assignments, the candidate will expand the focus on English- centered pedagogy and move to highlighting the Ojibwe language in K- 3 literacy lessons | | |
| 3.C.3. b. | (b) the importance of teaching uppercase and lowercase letter recognition and formation; and | <p>Course readings, lectures and discussions on progression of uppercase and lowercase letter recognition and formation</p> <p>Reading Techniques Goal notecards; digital techniques blog to apply understanding uppercase and lowercase letter recognition and formation.</p> <p>Lecture on: Understanding of the pairing letter formation with the letter name and sound on how to endure and efficient letter formation with the explicit instruction and sufficient practice.</p> | <p>Through the readings, lectures, discussions, Reading Techniques Goal notecards; digital techniques blog, the candidate will demonstrate understanding how to highlight the importance of teaching uppercase and lowercase letter recognition and formation.</p> <p>The candidate will learn, understand and apply awareness, for example of, uppercase and lowercase letter recognition and formation; this includes genre examples and lessons</p> | Students will understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words. | |
| 3.C.3. c. | (c) the instructional progression of the alphabetic principle; | <p>Course readings, lectures and discussions on progression of uppercase and lowercase letter recognition and formation Reading Techniques Goal notecards; digital techniques blog to apply knowledge of concepts of print including alphabetic principle</p> | <p>Through the readings, lectures, discussions, Reading Techniques Goal notecards; digital techniques blog, the candidate will demonstrate understanding how to highlight the progression of the alphabetic principle. The notecard and blog assignments may include various learning modalities such as: hands-on</p> | Students will understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>1-page reflection based on the two articles for this week regarding digital literacy.</p> | <p>alphabet progression activities, songs, writing and listening.</p> <p>The candidate will learn, understand and apply awareness of progression of the alphabetic principle.</p> <p>Watch and respond in a D2L Discussion Post to the flipped Classroom Video & Notes. Include you 'understand and will apply instructional and informational technologies, digital literacy, and electronic resources</p> <p>Midterm exam</p> | | |
| 3.C.4.a | <p>(4) phonics and other word identification strategies and fluency, including: (a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;</p> | <p>Course readings, lectures and discussions on phonics and other word identification strategies and fluency</p> <p>Literacy Strategy Demonstration and including Ojibwe language</p> | <p>Candidate will, through the course readings, lectures and discussions, understand phonics and other word identification strategies and fluency.</p> <p>The candidate will apply knowledge of phonics and other word identification strategies and fluency in the Literacy Strategy Demonstration designed for K-3 to include systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units. The candidate will also include examples from the Ojibwe language showing</p> | <p>Students will understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words.</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | | <p>these techniques as well.</p> <p>The lesson plan and Literacy Strategy Demonstration will move the candidate from planning a lesson into applying the concepts into practice. By including the Ojibwe language in these assignments, the candidate will expand the focus on English- centered pedagogy and move to highlighting the Ojibwe language in K-3 literacy lessons.</p> <p>Phonological and Phonemic awareness quiz #1 and #2 (must meet 80% on quiz rubric)</p> | | |
| 3.C.4.b. | (b) word identification strategies and common, irregular sight words; | <p>Course readings, lectures and discussions on word identification strategies Literacy Strategy Demonstration and including Ojibwe language lesson plans.</p> <p>Lecture and class discussions focused on: Logical progression: high utility words taught before low utility words, (e.g. "is" and "like" before "about" or "brown"), align words with decodable text, small number of high-frequency irregular words each word;</p> | <p>Candidate will, through the course readings, lectures and discussions understand word identification strategies and common, both irregular sight words.</p> <p>The candidate will apply knowledge of word identification strategies in the Literacy Strategy Demonstration and Lesson plans designed for K-3 to include systematic, explicit word identification techniques and common, irregular sight words. The candidate will also include examples from the Ojibwe language showing</p> | <p>Students will understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words.</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>Routine: mapping phonemes in spoken word to graphemes represented, students taught to decode decodable parts and remember irregular parts, practice irregular words 3-5 times per week with guidance and feedback, practice includes reading irregular words in isolation and connected text and encoding high-frequency irregular words. Must include irregular sight word</p> | <p>these techniques as well.</p> <p>The lesson plan and Literacy Strategy Demonstration will move the candidate from planning a lesson into applying the concepts into practice. By including the Ojibwe language in these assignments, the candidate will expand the focus on English-centered pedagogy and move to highlighting the Ojibwe language in K-3 literacy lessons.</p> | | |
| 3.C.4. c. | (c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development; | <p>Course readings, lectures and discussions on stages of spelling development and systematic planning for spelling instruction.</p> <p>Literacy Strategy Demonstration and including Ojibwe language.</p> | <p>Candidate will, through the course readings, lectures and discussions, understand stages of spelling development and systematic planning for spelling instruction.</p> <p>The candidate will apply knowledge of the stages of spelling development and systematic planning for spelling instruction in the Literacy Strategy Demonstration and Lesson plans designed for K-3 to include systematic, explicit spelling techniques. The candidate will also include examples from the Ojibwe language showing</p> | <p>Apply teaching reading related to the development-all stages of language</p> <p>Teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading.</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | | <p>these techniques as well.</p> <p>The lesson plan and Literacy Strategy Demonstration will move the candidate from planning a lesson into applying the concepts into practice. By including the Ojibwe language in these assignments, the candidate will expand the focus on English- centered pedagogy and move to highlighting the Ojibwe language in K-3 literacy lessons.</p> | | |
| 3.C.4. e. | (e) the development of reading fluency; | <p>Lesson plans to understand how to include literacy through the learning process.</p> <p>Course readings and discussions on development of reading fluency in K-3 classroom</p> <p>Complete a Fluency Check using a reciprocal teaching for reading comprehension (to be agreed upon with host teacher. Upload to D2L.)</p> <p>Instructional presentation of fluency development with group discussion selected using various pedagogies such as:</p> <ul style="list-style-type: none"> • Literature circles • Reading response activities • Diverse literature across genre that engage readers | <p>Candidate will demonstrate the development of reading fluency in each of the assignments moving from understanding to applying various methods in teaching K- 3.</p> <p>As a result of the instructional presentation, chapter readings, lesson plan and group presentation, the candidate the development of reading fluency in activities included.</p> <p>These activities that build upon one another will deepen the candidate's knowledge of how to build fluency throughout structured K-3 literacy program.</p> | <p>Apply teaching reading related to the development-all stages of language.</p> <p>Students will understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words.</p> <p>Teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <ul style="list-style-type: none"> • Student engagement techniques • Informational speaking • (conversations, discussions, and debates) • Formal speaking (interviews, oral histories, reports, and panel discussions) • Drama opportunities • Creative arts integration (visual, oral, dance, music, language/culture • , written works) • Ojibwe language and culture integration • Listening activities • Visual art activities | | | |
| <p>3.C.6.a.</p> | <p>(6) comprehension processes related to reading, including: (a) knowledge of how proficient readers read, how to Facilitate listening comprehension, and to develop comprehension of print material.</p> | <p>Lesson plans to understand how to include literacy through the learning process of comprehension Course readings and discussions on development of reading comprehension processes related to reading in K-3 classroom</p> <p>Instructional presentation of comprehension processes related to reading with group discussion selected using various pedagogies such as:</p> <ul style="list-style-type: none"> • Literature circles • Reading response activities • Diverse literature across genres that engages readers | <p>Candidate will demonstrate the development of reading comprehension processes related to reading in each of the assignments moving from understanding into applying various methods in teaching K-3.</p> <p>As a result of observing the host teacher in fieldwork, the instructional presentation, chapter readings, lesson plan and group presentation, the candidate the development of reading comprehension processes related to reading in activities included.</p> | <p>Use a variety of developmentally appropriate techniques for teaching reading</p> <p>Support children in the selection of materials that match reading levels, interests, cultural, and linguistic backgrounds and guide children in selecting independent reading materials and promote independent reading.</p> <p>Apply teaching reading related to the developmental stages of language</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <ul style="list-style-type: none"> • Student engagement techniques • Informal speaking (conversations, discussions, and debates) • Formal speaking (interviews, oral histories, reports, and panel discussions) • Drama opportunities • Creative arts integration (visual, oral, dance, music, language/culture, written works) • Ojibwe language and culture integration • Listening activities • Visual art activities | <p>These activities that build upon one another will deepen the candidate's knowledge of how to build comprehension throughout structured K- 3 literacy program.</p> <p>The candidate will move from a beginning understanding of the reading comprehension process and break it further into knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material.</p> | | |
| 3.C.6.b. | (b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and | <p>Lesson plans to understand how to include literacy through the learning levels of comprehension</p> <p>Course readings and discussions on development of reading comprehension levels related to reading in K-3 classroom</p> <p>Instructional presentation of comprehension explicitly teach and provide guided practice in comprehension skills and techniques related to reading with group discussion selected using various pedagogies such as:</p> <ul style="list-style-type: none"> • Literature circles • Reading response activities | <p>Candidate will demonstrate the understanding of reading comprehension levels related to reading in each of the assignments moving from understanding into applying various methods in teaching K- 3.</p> <p>As a result of observing the host teacher in fieldwork, the instructional presentation, chapter readings, lesson plan and group presentation, the candidate the development of reading comprehension levels related to reading in activities included. The candidates, via class</p> | <p>Students will understand and apply the following reading concepts in their instructions: phonological and phonemic awareness, concepts about print, phonics, other word identification techniques, fluency, and sight words.</p> <p>Use formal and informal tools to assess students' reading and writing development to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <ul style="list-style-type: none"> • Diverse literature across genres that engage readers • Student engagement techniques • Informal speaking (conversations, discussions, and debates) • Formal speaking (interviews, oral histories, reports, and panel discussions) • Drama opportunities • Creative arts integration (visual, oral, dance, music, language/culture, written works) • Ojibwe language and culture integration • Listening activities • Visual art activities | <p>discussions and presentations, will learn how each K-3 grade level will need scaffolded pedagogies to support comprehension levels.</p> <p>These activities that build upon one another will deepen the candidate's knowledge of how to build comprehension throughout structured K- 3 literacy program.</p> <p>The candidate will move from a beginning understanding of the reading comprehension levels and break it further into knowledge of explicitly teach and provide guided practice in comprehension skills and techniques.</p> | | |
| 3.C.6. c. | (c) how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading; | <p>Course readings, lectures and discussions on facilitating comprehension at various stages of reading development.</p> <p>Instructional presentation with group discussion</p> <ul style="list-style-type: none"> • Defining reading comprehension • Developmental levels of reading comprehension (e.g., Fountas and Pinnell) • Factors influencing | <p>Demonstrate understanding of reading comprehension processes through text selection, and instructional activities used before, during, and after reading that enhance comprehension.</p> <p>The candidate will acquire foundational knowledge in text selection, activities, and varied instructional strategies related to comprehension that</p> | <p>Use a variety of developmentally appropriate techniques for teaching reading. Teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading.</p> <p>Use formal and informal tools to</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>reading comprehension</p> <ul style="list-style-type: none"> • Assessing and selecting texts • Effective direct instructional practices • Implicit instruction during independent reading • Text analysis • Comprehension techniques, such as: Activating prior knowledge, identifying key details, making inferences and predictions, sequencing events, comparing/contrasting, making connections, visualizing, monitoring understanding, and summarizing • Graphic organizers that support comprehension • Conferring/conferences • Gradual release model • Guided reading instruction • Comprehension strategies before, during, and after reading <p>In small groups in class, you will model reading comprehension strategies designed for before, during, and after reading to a fellow candidate. To complete this demonstration, the candidate will select a text, identify before, during, and after reading</p> | <p>take place before, during, and after reading. This knowledge will be gained as a result of participating in the instructional presentation, readings, chapter assignments, and in-class discussions.</p> <p>The candidate will further utilize his/her knowledge of how to facilitate comprehension at various stages of development throughout the process of modeling reading comprehension strategies designed for before, during, and after reading to a fellow candidate.</p> <p>This process will have the candidate select a text, identify before, during, and after reading comprehension techniques that are appropriate for an intermediate student, and describe activities that will be used to strengthen comprehension at all points during the reading process.</p> <p>The candidate will further strengthen his/her understanding of how to effectively teach comprehension skills and strategies before, during, and after reading by providing constructive</p> | <p>assess students' reading and writing development to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience.</p> | |
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Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>comprehension techniques that are appropriate for an intermediate student, and describe activities that will be used to strengthen comprehension at all points during the reading process. The candidate will provide constructive feedback to his/her peer after the demonstration/modeling activity.</p> <p>Reflection journal related to the demonstration of a reading comprehension strategy.</p> | <p>feedback to his/her peer at the conclusion of the partner exercise.</p> <p>Completing all of the steps involved in this comprehension modeling and feedback exercise will provide the candidate with a deeper understanding of best practices that facilitate student achievement throughout the process of pre-, during, and post reading that foster reading comprehension.</p> | | |
| <p>3.D.6.1.a Wide range of instructional approaches, methods and curriculum materials</p> | <p>(1) appropriate, motivating instruction, both explicit and implicit, in: (a) oral language development; (b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness (c) the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities;</p> | <p>Course readings, lectures and discussions on wide range of instructional approaches, methods and curriculum materials Literacy Strategy Demonstration and including Ojibwe language Lesson plans</p> <p>Exams: Literacy and Final to apply wide knowledge of appropriate reading instructions, methods, and approaches in oral language development, auditory awareness, phonics teaching, sight words, spelling, and fluency, including the selection, design, and use of instructional programs,</p> | <p>Candidate will, through the course readings, lectures, discussions and exams, will understand and demonstrate knowledge if a wide range of instructional approaches, methods and curriculum materials</p> <p>The candidate will apply knowledge of oral language development, auditory awareness, phonics teaching, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities in the Literacy Strategy demonstration and Lesson plans designed for K-3.</p> | <p>Use a variety of developmentally appropriate techniques for teaching reading.</p> <p>Teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading.</p> <p>Use formal and informal tools to assess students' reading and writing development to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience.</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>materials, texts, and activities</p> <p>Complete a Fluency Check using a DIBELS screening (specific assessment to be agreed upon with host teacher. Upload to D2L.</p> | <p>The candidate will also include examples from the Ojibwe language showing these techniques as well.</p> <p>The lesson plan, exams and Literacy Strategy Demonstration will move the candidate from planning a lesson into applying the concepts into practice. By including the Ojibwe language in these assignments, the candidate will expand the focus on English- centered pedagogy and move to highlighting the Ojibwe language in K-3 literacy lessons</p> | <p>Support children in the selection of materials that match reading levels, interests, cultural, and linguistic backgrounds and guide children in selecting independent reading materials and promote</p> | |
| 3.D.2. a. | <p>(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including: (a) multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;</p> | <p>Course readings, lectures and discussions on a wide range of appropriate and engaging instructional strategies, activities, and materials.</p> <p>Lesson plan will include at least one multisensory technique in the K-3 grade.</p> | <p>Candidate will, through the course readings, lectures, discussions and lesson plan, understand and demonstrate knowledge if a wide range of instructional approaches, methods and curriculum materials.</p> <p>The candidate will apply knowledge of multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters; in the Lesson plan designed for K-3. The candidate will include a multisensory literacy technique</p> | <p>Teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading.</p> <p>Support children in the selection of materials that match reading levels, interests, cultural, and linguistic backgrounds and guide children in selecting independent reading materials and promote independent reading</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| <p>3.D.4.</p> | <p>(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;</p> | <p>Course readings, lectures and discussions on appropriate explicit instruction and guided practice to teach written-language structure Lesson plan completed with the academic language section completed</p> | <p>Candidate will, through the course readings, lectures, discussions and lesson plan, will understand and demonstrate knowledge appropriate explicit instruction and guided practice to teach written-language structure. The candidate will move from understanding academic language to applying it in the lesson plan template.</p> <p>Discussions will continue the candidate's understanding academic language in lesson planning</p> <p>1-page paper, based on fieldwork, on the implementation and reflect on the use of instructional practices, approaches, and methods, which support the cognitive, cultural, and linguistic differences of readers.</p> | <p>Teach phonics, sight words, spelling, fluency, and other reading concepts both explicitly and implicitly and will select, design, and use appropriate and engaging instructional techniques, activities, and materials in the teaching of reading.</p> | |
| <p>3.E.1.a, b,c,d</p> <p>knowledge of and ability to use assessments to evaluate reading instruction effectively</p> | <p>E.A teacher of children in Kindergarten through grade 6 must have knowledge of an ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:</p> | <p>Teacher Assessment Summary to further develop student's knowledge of a variety of measurement theory and assessment- related issues, including validity, reliability, bias, and scoring concerns Student Case Study Analysis to demonstrate understanding of both formal and informal assessment</p> | <p>Candidate will use the Teacher Assessment Summary and Teacher observation to understand the purpose and differences between assessment and evaluation using theory and assessment-related issues and tools, including validity, reliability, bias, and scoring concerns.</p> | <p>Use formal and informal tools to assess students' reading and writing development to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience. Support children in the selection of materials that match reading levels, interests,</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | <p>(1) formal and informal tools to assess students': (a) oral and written language development. (b) auditory awareness, discrimination of sounds, and discrimination of sounds, and phonological and phonemic awareness; understanding of concepts about print and the alphabetic principle; knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;</p> | <p>strategies to evaluate and oral and written language development, auditory awareness</p> <p>and sound discrimination of sounds, and phonological and phonemic awareness, concepts about print and the alphabetic principle and knowledge of and skills in applying phonics and other word identification techniques, spelling strategies, and fluency</p> <p>Final exam</p> <p>Complete a Fluency Check using a DIBELS as a screener for needing intervention and assess for comprehension using text-based writing sample (specific assessment to be agreed upon with host teacher. Upload to D2L.</p> <p>Phonemic awareness is measured orally through segmenting and blending task</p> <p>Phonics is measured using word reading in isolation and connected text Spelling is measured through word and sentence dictation aligned to the phonics scope and sequence of instruction</p> | <p>As a result of the chapter reading, chapter questions, and Student Case Study Analysis project, the candidate will understand the differences between formative and summative assessments that continuously guide instruction and summative evaluation that measure the end outcome of the K-3 curriculum.</p> <p>In the process of creating the Student Case Study, the candidate will also expand his/her repertoire of various types of measurements and assessments that inform instruction as well as how they can be used to determine long term student progress, and also to guide future lesson planning.</p> <p>On the final exam, the candidate will be able to show understanding and application of understanding of both formal and informal assessment techniques to evaluate and oral and written language development, auditory awareness and sound discrimination of sounds, and phonological and phonemic awareness, concepts about</p> | <p>cultural, and linguistic backgrounds and guide children in selecting independent reading materials and promote independent reading.</p> | |
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Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>A) Assessments measure accuracy and automaticity with phoneme-grapheme correspondences</p> <p>B) Assessments measure accuracy and automaticity in word reading</p> <p>C) Assessment measures accuracy and automaticity of reading passages</p> <p>D) Assessment measures prosody (expression, phrasing, and intonation). High frequency irregular words are measured through oral reading and spelling</p> | <p>print and the alphabetic principle and knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency.</p> <p>1-page paper, based on fieldwork, on the implementation and reflect on the use of instructional practices, approaches, and methods, which support the cognitive, cultural, and linguistic differences of readers.</p> <p>Phonological and Phonemic awareness quiz #1 and #2 (must meet 80% on quiz rubric)</p> <p>Midterm exam</p> | | |
| 3.E.5. | (5) the ability to administer Selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and | <p>Course readings, lectures and discussions on administering assessments and analyzing data.</p> <p>Teacher Assessment Summary to further develop student's knowledge of a variety of measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns</p> <p>Student Case Study Analysis, completed in fieldwork, to demonstrate understanding of</p> | <p>Candidate will use the Teacher Assessment Summary assignment to understand the purpose and differences between assessment and evaluation using theory and assessment-related issues and tools, including validity, reliability, bias, and scoring concerns.</p> <p>As a result of the chapter reading, chapter questions, and Student Case Study Analysis project, the candidate will understand the</p> | Use formal and informal tools to assess students' reading and writing development to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience. | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>both formal and informal assessment techniques to evaluate the data as a way to inform next steps in lesson planning</p> | <p>differences between formative and summative assessments, use the data, that will continuously guide instruction and summative evaluation that measure the end outcome of the K-3 curriculum.</p> <p>In the process of creating the Student Case Stud during fieldwork, the candidate will also expand his/her repertoire of various types of measurements and assessments that inform instruction as well as how they can to be used to determine long term student progress, and also to guide future lesson planning.</p> | | |
| <p>3.F.1,2,4, 5 create a literate and motivating environment</p> | <p>(1) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write; (2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds. (4) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions</p> | <p>Instructional presentation with group discussion on:</p> <ul style="list-style-type: none"> • Acknowledging students' cultures and backgrounds • Assessing and selecting texts • Authentic literacy instruction in reading and writing • Techniques to support students and colleagues in the selection or design of materials • Journaling • Motivating literacy learners (intrinsic vs. extrinsic) • Establishing lifelong literacy habits | <p>Demonstrate understanding of techniques and texts utilize students' interests, backgrounds, and instructional needs to read and write for authentic reasons.</p> <p>Create purposeful interactions and subsequent activities that meet the developing needs, strengths, and cultural and linguistic background experiences of all students. This will include techniques to support students and colleagues in the selection or design of materials</p> | <p>Apply teaching reading related to the developmental stages of language</p> <p>Use a variety of developmentally appropriate techniques for teaching reading</p> <p>Support children in the selection of materials that match reading levels, interests, cultural, and linguistic backgrounds and guide children in selecting independent reading materials and promote independent reading</p> | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | <p>that promote ongoing student engagement and literacy for students. (5) the ability to foster independence and self-efficacy in readers;</p> | <ul style="list-style-type: none"> • Connecting school and home learning environments • Creating a classroom climate conducive to literacy learning • Differentiated instruction • Independent and instructional level texts • Reading interest inventories • Conferencing • Formal and informal reading assessments <p>Confer with a student in the K-3 clinical setting and document conference focused on choice reading, engagement, and motivation to read and write. Discuss this interaction with the cooperating teacher and outline next steps to incorporate this information into classroom instruction.</p> | <p>as a way to create and maintain a motivating learning environment.</p> <p>The candidate will further apply his/her learning about cultural and linguistic backgrounds and matching text to readers as a result of conferring with a student in the clinical setting. This interaction will provide another lens into the interests, abilities, and experiences of a student and provide the means to identify ways to enhance engagement in literacy tasks.</p> <p>Instructors continually monitor the unique strengths, needs, and experiences of students to guide instruction.</p> <p>The module learning and application of learning in the form of the student conference and interaction with the cooperating teacher will provide the opportunity for the candidate to create and maintain a motivating classroom in which daily interactions promote student engagement with good- fit and high-interest texts and foster authentic and meaningful reading and writing opportunities for</p> | | |
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Fond du Lac Tribal and Community College Elementary Education Program



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| | | | learning among all students | | |
| 3.F.7. | (7) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home. | Letter for parents/families about home literacy activities and Ojibwe language study support children in literacy material selection, reading techniques including Ojibwe language development as a means to motivate, support and promote independent literacy | <p>The candidate will foster and apply knowledge of homeschool connections by drafting and sending a letter to parents/families about home literacy activities and Ojibwe language as a way to offer literacy material selection at home, reading techniques including Ojibwe language support and promote independent literacy skills in K-3 children.</p> <p>This letter home will foster the candidate's application to create relationships with families and to provide support for K-3 children's reading development outside of school by learning and practicing how to communicate regularly with parents.</p> | Support children in the selection of materials that match reading levels, interests, cultural, and linguistic backgrounds and guide children in selecting independent reading materials and promote independent reading. | |
| 3.G.1,3,5 demonstrates view of professional development for career long effort and responsibility | (1) exhibit a particular stance towards professional development. A beginning teacher must view learning about reading processes and student reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility. | <p>Course discussions, reading and lectures on professional development and the need to lifelong learning</p> <p>Professional Disposition assignment to reflect on long-term literacy instructional practices</p> <p>Letter for parents/families about home literacy activities; how candidate will</p> | <p>Through the course, the candidate will learn and articulate his/her own professional development in K-3 literacy and the need to lifelong learning</p> <p>In field work you will share a letter home to families with techniques to motivate students to read at home; encourage and provide support for</p> | Support children in the selection of materials that match reading levels, interests, cultural, and linguistic backgrounds and guide children in selecting independent reading materials and promote independent reading. | Apply teaching reading related to |



Fond du Lac Tribal and Community College Elementary Education Program



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| | <p>(3) provide support for reading development by communicating regularly with parents or caregivers and eliciting their support in a student's reading development.</p> <p>(5) engage in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices to improve daily instructional decisions and interactions</p> | <p>engage in continued personal literacy learning in regard to the reading process</p> <p><u>Field Experience</u> and Lesson plans to display and demonstrate positive dispositions towards career-long professional development. This will include communications with families and promoting student continuous personal literacy learning</p> <p>Display positive dispositions toward the act of reading and the teaching of reading.</p> | <p>parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional techniques to promote literacy in the home</p> <p>The candidate will foster and apply knowledge of home-school connections by drafting and sending a letter to parents/families about home literacy activities and Ojibwe language as a way to offer literacy material selection at home, reading techniques including Ojibwe language development as a means to motivate, support and promote independent literacy skills in K-3 children. This letter, or a second letter, will allow the candidate how candidate to apply how he/she will engage in continued personal literacy learning in regard to the reading process.</p> <p>These assignments will foster and allow the candidate to possess a positive disposition toward the act of reading and the teaching of reading</p> | <p>the developmental stages of language.</p> <p>Use a variety of developmentally appropriate techniques for teaching reading.</p> | |
| Dyslexia | section 120B.122, to develop instructions under this paragraph. | Readings and discussions modeled on practice standards of the | In the process of creating the Teacher Assessment and Student Case Study, | Use formal and informal tools to assess students' reading and writing | |



Fond du Lac Tribal and Community College Elementary Education Program



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| | <p>Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association: (c) Board- approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include instruction on dyslexia (1) the nature and symptoms of dyslexia; (2) resources available for students who show characteristics of dyslexia; (3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and (4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia</p> | <p>International Dyslexia Association Using course Dyslexia readings, interviews and adaptive lesson plans, student will use assessment data and student holistic information to evaluate student progress</p> <p>Apply teaching reading related to the developmental stages of language address: (1) the nature and symptoms of dyslexia; (2) resources available for students who show characteristics of dyslexia; (3) evidence- based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach</p> <p>Utilize outcomes of intervention and lack of intervention for students who show characteristics of dyslexia Interview with School Psychologist focuses on Dyslexia</p> <p>In small groups in class TCs will create a 1-page infographic summary for parents based on chapters 1-2 in the Dyslexia Toolkit AND phonological/phone mic awareness</p> | <p>the candidate will also expand his/her repertoire of various types of measurements and assessments that inform instruction as well as how they can be used to determine long term student progress, and also to guide future lesson planning. Interview with School Psychologist focused on Dyslexia; adaptive lessons/activity supporting students with Dyslexia. Students will understand how professionals implement techniques for K-3 students with dyslexia, nature and symptoms, resources, Evidence-based pedagogies, outcomes and interventions. Candidate will be able to move from understand to practice in regard to theory and assessment-related issues, including validity, reliability, bias, and scoring concerns while using assessments for diagnostic purposes</p> <p>TC will submit page 1 of the Dyslexia Resource Assignment using the materials in this module including: The nature and symptoms of dyslexia and resources available</p> | <p>development to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience</p> | |
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Fond du Lac Tribal and Community College Elementary Education Program



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| | | | <p>for students who show characteristics of dyslexia.</p> <p>Submit page 2 of the Dyslexia Resource Assignment using the materials in this course including: The nature and symptoms of dyslexia and resources available for students who show characteristics of dyslexia.</p> <p>Midterm exam Reading Techniques Goal notecards and digital blog to use technology in developing critical thinking, problem solving, and performance skills. Students will study and discuss dyslexia resources from sources such as <i>DyslexiaToolkit.pdf</i> from the National Center for Learning Disabilities.</p> <p>Readings on Dyslexia (nature and symptoms; resources: state and national)</p> <p>Interview with School Psychologist focused on Dyslexia; adaptive lessons/activity supporting students with Dyslexia.</p> | | |
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Fond du Lac Tribal and Community College Elementary Education Program



Course Requirements & Assessment descriptions:

1. **D2L Flipped Classroom Podcasts and Guided notes:** This course will be using the flipped classroom model, which means there will be assigned podcasts and reading to be concluded prior to class. Each D2L “flipped classroom” podcast will be mainly content-based, declarative knowledge, with guided notes associated to ensure basic understanding. Virtual class time will be used to solidify and extend knowledge through class discussion, activity, and instructional strategy practice. All D2L work **MUST** be completed before online discussions, etc.
2. **Reading assignments:** Reading assignments will be announced during the class and posted on D2L. Each reading assignment includes a graphic organizer or note-taking activity. Students, even when absent, are expected to return to class with assignments completed. Absent students should first contact class members for questions concerning missed notes and assignments.
3. **Assignments:** All assignments are due on the designated date and should adhere to APA 6th edition (see APA crib notes on D2L). All assignments will be considered late if they are not submitted to the D2L drop box on the due date. Late assignments, unless previously agreed upon, will not be accepted
4. **Editing & Polish:** Unless indicated as preliminary rough drafts, assignments are expected to exhibit professional pride and polish. Spelling and conventions such as capitalization, usage, and grammar will be checked and counted on everything, whether explicitly stated on the scoring guide or not. Always do a “human” spell check after electronic spell check and use an editing partner for a final reading. Check the following searchable site when in doubt:

Required FDLTCC statements:

Academic Honesty and Integrity

The primary academic mission of Fond du Lac Tribal and Community College is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty, cheating, plagiarism, and collusion are serious offenses which undermine the educational process and the learning experience for the entire college community.

Fond du Lac Tribal and Community College students are expected to understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by the college’s policy on Academic Honesty. Students are expected to assume responsibility for their work, and student materials submitted in fulfillment, of course, program, and college academic requirements must represent students’ own efforts. Any act of academic dishonesty attempted by a student at Fond du Lac Tribal and Community College is unacceptable and will not be tolerated.

Violations of academic integrity or other forms of misconduct may result in serious consequences. These can include receiving a failing grade (“F”) for the course and may also lead to additional disciplinary actions as outlined by Fond du Lac Tribal and Community College and the Minnesota State system. For full details, please refer to the [Student Code of Conduct Policy](#).



Fond du Lac Tribal and Community College Elementary Education Program



Accessibility Services Notice

Fond du Lac Tribal and Community College is committed to providing equitable access to learning opportunities for all students. The Minnesota Respond, Innovate, Succeed, and Empower (RISE) Act requires our college to clearly write the process and rights of each student in plain language making self-disclosure by a student with a sufficient disability to start the interactive process. The RISE Act still honors and follows the Federal Disabilities laws- ADA and Section 504 of the Rehabilitation Act. FDLTCC provides students with disabilities (e.g., mental health, attentional, learning, chronic health, sensory or physical) reasonable accommodation to participate in educational programs, activities, or services. Students must contact Trish Berger, our Accessibility Coordinator, to create an accommodation plan with reasonable accommodations. The student will decide which courses the accommodations will be used for and give permission for the instructors to receive the accommodations. The student will then have a discussion with the instructor to activate these accommodations. Students requiring accommodations must first complete an intake form and meet with Trish Berger, Accessibility Coordinator, to establish an accommodation plan. She can be reached at trish.berger@fdltcc.edu or 218-879-0864. For more information, please visit <https://fdltcc.edu/student-support/accessibility-services/>

Sexual Violence

Fond du Lac Tribal & Community College (FDLTCC) is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, gender or sex-based bullying and stalking. If you or someone you know has experienced gender or sex-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. FDLTCC has staff members trained to support survivors in navigating campus life, accessing resources, providing accommodations, assistance completing with protective orders and advocacy. For more information regarding the Campus Security Report, the following link will give you a report on the Clery Compliance and Security Report at FDLTCC: <https://fdltcc.edu/admissions/about-us/policies-reports/campus-security-policies-reports/>. Please be aware that all FDLTCC employees are required to report any incidents of sexual violence and, therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the fullest extent possible. If you wish to report sexual misconduct or have questions about school policies and procedures regarding sexual misconduct, please contact Lori Driscoll, Executive Human Resources Officer at 218-878-0879/lori@fdltcc.edu or Jesse Stirewalt, Director of Housing and Student Activities at 218-590-3345/jstirewalt@fdltcc.edu.

Student Success—North Star Communication Platform

Student success is at the heart of what Fond du Lac Tribal and Community College staff, faculty and administration strive to achieve. To help support our students in their educational journeys, FDLTCC uses a communication platform called North Star. Students can raise their hands for support, set up appointments with staff and faculty and communicate seamlessly with instructors. The college encourages ALL FDLTCC students to use the North Star webpage link to watch video tutorials and to log into the platform to start using its features.



Fond du Lac Tribal and Community College Elementary Education Program



All requirements will be submitted on D2L.

Assignment guidelines and rubrics for evaluation are located on D2L in the “Assignments and Rubrics” folder.

Overview of Class Assignments and Standards Alignment

1. Class Reflection and Activities (160 Points)

Journal Article Summary (10 points)

Purpose: Demonstrate understanding of developmental stages of language and reading while incorporating Anishinaabe perspectives

Standards Alignment:

- **Cultural Standard:** GIKENDAASOWIN (Knowing Knowledge)
- **SEP Standards:** 5.L (Instructional Strategies)
- **Subject Matter:**
 - **3.B.2 (Teaching Methods and Developmental Stages):**
Students analyze research articles to understand how language development progresses from receptive to expressive skills, connecting theory to K-3 classroom applications. The summary requires identification of developmental milestones and appropriate instructional responses.
 - **3.C.1.a (Oral and Written Language Relationships):**
Students examine the interdependent nature of reading, writing, listening, and speaking, demonstrating understanding of how these components support overall literacy development and reading proficiency.

Rubric:

| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Beginning (1) |
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| Developmental Stages Analysis (3.B.2) <i>3 points</i> | Demonstrates sophisticated understanding of language development progression from receptive to expressive skills; clearly identifies multiple developmental milestones with precise connections to K-3 applications; provides | Shows solid understanding of developmental progression; identifies key milestones with appropriate K-3 connections; suggests appropriate instructional responses | Basic understanding of developmental stages evident; identifies some milestones with limited K-3 connections; basic instructional responses provided | Limited understanding of developmental progression; minimal milestone identification; inappropriate or missing instructional responses |



Fond du Lac Tribal and Community College
Elementary Education Program



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| | innovative instructional responses | | | |
| Literacy Component Integration (3.C.1.a) <i>3 points</i> | Expertly analyzes interdependent relationships among reading, writing, listening, and speaking; demonstrates deep understanding of how components synergistically support literacy development and proficiency | Effectively examines literacy component relationships; shows clear understanding of how reading, writing, listening, speaking support overall development | Shows basic understanding of literacy component connections; some recognition of interdependent relationships | Limited understanding of how literacy components connect; minimal recognition of interdependent nature |
| Anishinaabe Perspectives Integration <i>2 points</i> | Authentically weaves Anishinaabe knowledge and perspectives throughout analysis; demonstrates deep cultural understanding and respect for Indigenous ways of knowing about language development | Appropriately incorporates Anishinaabe perspectives; shows cultural sensitivity and basic understanding of Indigenous approaches to language learning | Some integration of cultural perspectives evident; basic cultural awareness shown in analysis | Minimal or superficial cultural integration; limited understanding of Anishinaabe perspectives on language development |
| Research Analysis Quality <i>1 point</i> | Demonstrates critical analysis of research methodology and findings; makes insightful connections between research and practice; uses appropriate academic language | Shows solid research analysis skills; makes appropriate connections between research and classroom practice; uses clear academic language | Basic research analysis evident; some connections between research and practice; adequate academic language use | Limited research analysis; minimal connections made; unclear or inappropriate academic language |
| Writing Quality & Organization | Exceptionally well-organized with clear thesis, | Well-organized with clear structure; minor grammar/mechanical | Adequately organized; some structural issues; several | Poor organization; unclear structure; numerous |



Fond du Lac Tribal and Community College Elementary Education Program



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| <i>1 point</i> | logical flow, and strong conclusion; error-free grammar and mechanics; professional presentation | errors; professional presentation | grammar/mechanical errors but meaning is clear | grammar/mechanical errors that interfere with meaning |
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Assignment Requirements Checklist:

Content Requirements:

- Identifies at least 3 developmental milestones in language development
- Explains progression from receptive to expressive language skills
- Connects research findings to K-3 classroom applications
- Demonstrates understanding of reading/writing/listening/speaking interdependence
- Incorporates Anishinaabe perspectives on language learning
- Provides specific instructional responses for different developmental stages

Format Requirements:

- 2-3 pages, double-spaced, 12-point font
- APA format for citations and references
- Clear introduction, body, and conclusion
- Professional presentation and error-free writing



Fond du Lac Tribal and Community College Elementary Education Program



2. Digital Literacy Blog (Ongoing)

Purpose: Create technology-enhanced learning resources that support differentiated instruction and integrate Ojibwe language and cultural learning

Standards Alignment:

- **Cultural Standard:** GIKENDAASOWIN (Knowing Knowledge)
- **SEP Standards:** 5.L (Technology integration), 7.A (Communication theory)
- **Subject Matter:**
 - **3.C.1.a (Language Integration):**
The blog demonstrates practical application of how oral language supports written language development through multimedia presentations, video explanations, and interactive activities that show the connection between speaking, listening, reading, and writing.
 - **3.C.2.a (Phonemes in English Language):**
Students create digital content explaining the 44 phonemes of English, including audio recordings, visual representations, and interactive exercises that help K-3 students understand sound-symbol relationships.
 - **3.C.3.a-c (Concepts About Print and Alphabetic Principle):**
Digital resources show progression from letter recognition to understanding how letters represent sounds, including interactive activities for uppercase/lowercase recognition and alphabetic principle instruction.

Rubric:

| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Beginning (1) |
|--|--|---|---|--|
| Language Integration (3.C.1.a) <i>4 points</i> | Expertly demonstrates oral/written language connections through sophisticated multimedia presentations; creates innovative interactive activities showing seamless integration of speaking, listening, reading, and writing | Effectively shows oral/written language relationships through appropriate multimedia; creates clear interactive activities demonstrating integration of literacy components | Shows basic understanding of language integration through simple multimedia; some interactive activities demonstrate literacy connections | Limited demonstration of language relationships; minimal or inappropriate multimedia use; few interactive activities |
| Phonemes in English Language (3.C.2.a) <i>4 points</i> | Creates comprehensive digital content explaining all 44 English phonemes with high-quality audio recordings, innovative visual representations, and engaging interactive exercises that clearly demonstrate sound-symbol relationships | Develops solid digital content covering English phonemes with appropriate audio, visual aids, and interactive exercises showing sound-symbol relationships | Creates basic digital content addressing some phonemes with simple audio/visual elements and limited interactive components | Minimal or inaccurate phoneme content; poor quality or missing audio/visual elements; no interactive exercises |



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|--|--|---|---|--|
| <p>Print Concepts & Alphabetic Principle (3.C.3.a-c)</p> <p><i>4 points</i></p> | <p>Demonstrates sophisticated understanding of print concept progression through innovative digital resources; expertly shows letter recognition to sound representation with highly engaging interactive activities</p> | <p>Shows solid grasp of print concepts through appropriate digital resources; effectively demonstrates progression from letter recognition to alphabetic principle with engaging activities</p> | <p>Basic understanding of print concepts evident in simple digital resources; some demonstration of letter-sound progression with limited interactivity</p> | <p>Limited print concept knowledge shown; inappropriate or missing digital demonstrations; minimal understanding of alphabetic progression</p> |
| <p>Technology Integration (SEP 5.L)</p> <p><i>3 points</i></p> | <p>Masterfully integrates diverse technology tools to maximize learning; demonstrates innovative use of platforms, apps, and multimedia to support differentiated instruction</p> | <p>Effectively uses multiple technology tools to enhance learning; appropriate platform selection and multimedia integration for instructional support</p> | <p>Basic technology integration evident; some appropriate tool use with limited differentiation support</p> | <p>Minimal technology use; inappropriate tool selection; no evidence of differentiated instruction support</p> |
| <p>Ojibwe Language & Cultural Integration</p> <p><i>4 points</i></p> | <p>Authentically weaves Ojibwe language throughout all blog components; demonstrates deep cultural understanding and respect; creates meaningful connections between Ojibwe and English language learning</p> | <p>Appropriately incorporates Ojibwe language in multiple blog elements; shows cultural sensitivity and understanding; makes clear connections between languages</p> | <p>Some Ojibwe language integration evident; basic cultural awareness shown; limited connections between languages</p> | <p>Minimal or superficial Ojibwe language inclusion; limited cultural understanding; no meaningful language connections</p> |
| <p>Differentiated Instruction Support</p> <p><i>3 points</i></p> | <p>Creates comprehensive resources supporting diverse learners (MLL, SPED, advanced, struggling); demonstrates sophisticated understanding of individual learning needs and cultural responsiveness</p> | <p>Develops appropriate resources for different learner types; shows solid understanding of differentiation strategies and cultural considerations</p> | <p>Some differentiated resources evident; basic understanding of learner differences and cultural needs</p> | <p>Limited differentiation; minimal consideration of diverse learners or cultural responsiveness</p> |
| <p>Communication Theory Application (SEP 7.A)</p> | <p>Demonstrates sophisticated understanding of communication theory through blog design;</p> | <p>Shows solid grasp of communication theory in blog structure; appropriately applies</p> | <p>Basic communication theory understanding evident; some</p> | <p>Limited communication theory knowledge; minimal application of language</p> |



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| 3 points | expertly applies language development principles and cultural communication norms | language development knowledge and cultural awareness | application of language development principles | development or cultural communication understanding |
| 3 points | Exceptionally well-designed blog with professional appearance, intuitive navigation, error-free content, and engaging multimedia elements | Well-designed blog with clear organization, good navigation, minimal errors, and appropriate multimedia use | Adequately designed blog with basic organization, some navigation issues, several errors but functional | Poor blog design with unclear organization, difficult navigation, numerous errors interfering with usability |

Ongoing Assessment Checkpoints:

| Checkpoint | Week | Focus | Expected Evidence |
|-----------------------------|---------|-----------------------------------|--|
| Initial Setup | Week 2 | Blog platform and basic structure | Platform selection, navigation design, initial Ojibwe language integration |
| Phoneme Content | Week 4 | English phoneme explanations | Audio recordings, visual aids, interactive exercises for phonemes |
| Print Concepts | Week 6 | Alphabetic principle resources | Letter recognition activities, sound-symbol relationship demonstrations |
| Language Integration | Week 8 | Oral/written connections | Multimedia showing speaking/listening/reading/writing relationships |
| Differentiation | Week 10 | Diverse learner support | Resources for MLL, SPED, advanced, struggling learners |
| Cultural Integration | Week 12 | Ojibwe language/culture | Authentic integration throughout all blog components |
| Final Review | Week 14 | Complete blog assessment | All components integrated, professional presentation, full functionality |

Technology Requirements:

Platform Options:

- Seesaw (recommended)
- Google Sites
- Weebly
- WordPress
- Other instructor-approved platforms

Required Elements:

- Audio recordings (phoneme pronunciation, Ojibwe language examples)
- Visual aids (graphics, charts, interactive images)
- Video explanations (instructional content, demonstrations)
- Interactive activities (games, quizzes, exercises)
- Downloadable resources (worksheets, activity guides)
- Family communication tools (home activities, progress updates)



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3. Reading Techniques Goal Notecards (50 points - 5 @ 10 each)

Purpose: Address fluency, vocabulary, comprehension, interventions, and connecting reading to oral language through Anishinaabe ways of knowing

Standards Alignment:

- **SEP Standards:** 7.A, 7.C (Communication and language development)
- **Subject Matter:**
 - **3.C.2.a-c (Phonological and Phonemic Awareness Progression):** Each notecard addresses specific components:
 - **Goal 1 (Learning):**
 - Understanding phoneme isolation, identification, and categorization
 - **Goal 2 (Applying):**
 - Demonstrating phoneme blending and segmentation techniques
 - **Goal 3 (Integration):**
 - Connecting phonological awareness to reading achievement through word boundary recognition, rhyming, and sound manipulation
 - **3.C.4.a-e (Phonics and Word Identification):**

Notecards include systematic, explicit phonics instruction sequences, sight word strategies, spelling development stages, and fluency components (accuracy, rate, prosody).
 - **3.C.6.a-c (Comprehension Processes):**

Students demonstrate knowledge of how proficient readers process text, comprehension levels, and before/during/after reading strategies.
 - **Dyslexia Requirements:** All four components are addressed (nature, resources, strategies, outcomes)

Rubric:

| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Beginning (1) |
|--|---|---|---|--|
| Content Accuracy & Depth <i>3 points</i> | Demonstrates comprehensive, sophisticated understanding of assigned goal; provides detailed, accurate information with innovative connections to literacy instruction | Shows solid understanding of assigned goal; provides accurate information with appropriate connections to instruction | Basic understanding evident; some accurate information with limited instructional connections | Limited or inaccurate understanding; minimal information provided with inappropriate connections |
| Standards Integration <i>2 points</i> | Expertly integrates all relevant subject matter standards; demonstrates deep understanding of phonological awareness, phonics, or comprehension processes as assigned | Effectively integrates relevant standards; shows solid understanding of assigned literacy component | Some standards integration evident; basic understanding of assigned component | Minimal standards integration; limited understanding of literacy component |
| Anishinaabe Ways of Knowing | Authentically weaves Indigenous perspectives throughout; | Appropriately incorporates Anishinaabe | Some cultural integration evident; basic | Minimal or superficial cultural integration; limited |



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| <i>2 points</i> | demonstrates deep cultural understanding and respect for traditional learning approaches | perspectives; shows cultural sensitivity and understanding of traditional approaches | awareness of Indigenous learning methods | understanding of Anishinaabe perspectives |
| Practical Application <i>2 points</i> | Provides innovative, highly practical strategies for K-3 implementation; demonstrates sophisticated understanding of developmental appropriateness | Offers appropriate, practical strategies for classroom use; shows solid understanding of K-3 applications | Some practical strategies provided; basic understanding of classroom applications | Limited practical value; minimal understanding of K-3 implementation |
| Presentation Quality <i>1 point</i> | Exceptionally well-organized, visually appealing, error-free; professional presentation that enhances learning | Well-organized, clear presentation with minimal errors; good visual appeal | Adequately organized with some errors; basic visual presentation | Poor organization, numerous errors; unclear or unprofessional presentation |

Goal-Specific Requirements

Goal 1 (Learning) - Phoneme Isolation, Identification, Categorization

Subject Matter Standard: 3.C.2.a-c

| Component | Exemplary | Proficient | Developing | Beginning |
|-------------------------------|---|---|---|---|
| Phoneme Understanding | Demonstrates mastery of all 44 English phonemes; expertly explains isolation, identification, and categorization with multiple examples | Shows solid understanding of English phonemes; appropriately explains the three processes with clear examples | Basic phoneme knowledge; some explanation of processes with limited examples | Limited phoneme understanding; unclear or inaccurate explanations |
| Instructional Sequence | Creates sophisticated progression from simple to complex; innovative teaching strategies that connect to Anishinaabe oral traditions | Develops appropriate instructional sequence; effective teaching strategies with some cultural connections | Basic instructional progression; some teaching strategies with limited cultural integration | Unclear progression; minimal teaching strategies with no cultural connections |

Goal 2 (Applying) - Phoneme Blending and Segmentation

Subject Matter Standard: 3.C.2.b-c

| Component | Exemplary | Proficient | Developing | Beginning |
|--------------------------------|--|--|---|--|
| Technique Demonstration | Expertly demonstrates multiple blending and segmentation | Shows solid blending/segmentation techniques; provides | Basic technique demonstration; limited activities | Unclear or inappropriate techniques; no meaningful |



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| | techniques; provides innovative activities connecting to traditional storytelling | appropriate activities with some cultural connections | with minimal cultural integration | activities or cultural connections |
| Assessment Integration | Includes sophisticated assessment strategies; connects to reading achievement data and cultural assessment approaches | Provides appropriate assessment methods; makes clear connections to reading achievement | Some assessment strategies included; basic connections to reading success | Limited or inappropriate assessment; no clear achievement connections |

Goal 3 (Integration) - Phonological Awareness to Reading Achievement

Subject Matter Standard: 3.C.2.b-c

| Component | Exemplary | Proficient | Developing | Beginning |
|------------------------------|--|--|--|---|
| Connection to Reading | Expertly explains complex relationships between phonological awareness and reading success; innovative integration with word boundaries, rhyming, sound manipulation | Clearly explains connections to reading achievement; appropriate integration of word boundaries, rhyming, sound manipulation | Basic understanding of connections; some integration of required components | Limited understanding of relationships; minimal integration of components |
| Cultural Integration | Authentically connects traditional Anishinaabe language patterns and oral traditions to phonological awareness development | Appropriately incorporates cultural perspectives on sound awareness and language development | Some cultural connections evident; basic awareness of Indigenous language approaches | Minimal cultural integration; limited understanding of traditional approaches |

Goal 4 (Phonics & Word Identification) - Systematic Instruction

Subject Matter Standard: 3.C.4.a-e

| Component | Exemplary | Proficient | Developing | Beginning |
|----------------------------|---|--|---|---|
| Systematic Approach | Demonstrates sophisticated understanding of systematic, explicit phonics instruction; innovative sequencing and sight word strategies | Shows solid systematic phonics approach; appropriate sequencing and sight word instruction | Basic systematic understanding; some appropriate sequencing with limited strategies | Limited systematic approach; unclear sequencing with inappropriate strategies |
| Fluency Integration | Expertly integrates accuracy, rate, and prosody components; | Effectively addresses fluency components; | Some fluency components addressed; basic | Limited fluency understanding; no |



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| | innovative connections to traditional oral expression and storytelling rhythms | appropriate connections to cultural oral traditions | cultural connections to oral expression | meaningful cultural connections |
|--|--|---|---|---------------------------------|

Goal 5 (Comprehension) - Reading Processes

Subject Matter Standard: 3.C.6.a-c

| Component | Exemplary | Proficient | Developing | Beginning |
|------------------------------------|---|---|--|---|
| Comprehension Levels | Demonstrates sophisticated understanding of comprehension levels; expertly explains before/during/after strategies with cultural storytelling connections | Shows solid comprehension knowledge; appropriately explains strategy instruction with some cultural integration | Basic comprehension understanding; some strategy explanation with limited cultural connections | Limited comprehension knowledge; unclear strategy explanations with no cultural integration |
| Proficient Reader Behaviors | Expertly describes how proficient readers process text; innovative connections to traditional Anishinaabe meaning-making and oral interpretation | Clearly describes proficient reading behaviors; appropriate connections to cultural meaning-making approaches | Basic description of reading behaviors; some cultural connections to traditional approaches | Limited understanding of reading processes; no meaningful cultural connections |

Dyslexia Integration Requirements (Embedded in All Goals)

| Component | Evidence Required |
|----------------------------------|---|
| Nature & Symptoms | Each notecard addresses how the specific skill area (phonological awareness, phonics, fluency, comprehension) is affected by dyslexia |
| Resources | Includes specific resources, tools, or materials for supporting students with dyslexia characteristics in each skill area |
| Evidence-Based Strategies | Demonstrates knowledge of structured literacy approaches and research-based interventions for each goal area |
| Intervention Outcomes | Explains expected outcomes of intervention and consequences of lack of intervention for each literacy component |

Submission Requirements

Format Options:

- Physical notecards (4x6 or 5x7 index cards)
- Digital notecards (Canva, PowerPoint, Google Slides)
- Interactive digital format (Flipgrid, Seesaw, Padlet)

Required Elements per Notecard:

- Goal title and number clearly identified
- Subject matter standards addressed



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- Anishinaabe cultural integration
- Practical K-3 implementation strategies
- Dyslexia considerations
- Assessment/evaluation methods
- Resources and materials list

Assessment Timeline

| Goal | Due Week | Focus | Feedback Type |
|--------|----------|---|--------------------------------------|
| Goal 1 | Week 3 | Phoneme isolation, identification, categorization | Formative feedback for improvement |
| Goal 2 | Week 5 | Phoneme blending and segmentation | Formative feedback for improvement |
| Goal 3 | Week 7 | Integration to reading achievement | Formative feedback for improvement |
| Goal 4 | Week 9 | Phonics and word identification | Formative feedback for improvement |
| Goal 5 | Week 11 | Comprehension processes | Summative evaluation of complete set |

4. Book Bag Project (50 points)

Purpose: Select culturally appropriate texts that match student reading levels and interests

Standards Alignment:

- **Cultural Standard:** GWAYAKWAADIZIWIN (Living a Balanced Way)
- **SEP Standards:** 7.B (Cultural differences in communication)
- **Subject Matter:**
 - **3.F.1,2,4,5 (Creating Literate Environments):** Students demonstrate ability to:
 - **3.F.1:** Use student interests, reading abilities, and cultural backgrounds as foundations for book selection, providing authentic reasons to read
 - **3.F.2:** Support material selection that matches reading levels, interests, and cultural/linguistic backgrounds
 - **3.F.4:** Create motivating interactions that promote ongoing student engagement with literature
 - **3.F.5:** Foster independence and self-efficacy through appropriate text matching and choice

Rubric:

| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Beginning (1) |
|--|---|--|--|---|
| Student Interest & Background Integration (3.F.1) <i>12 points</i> | Expertly uses detailed student interests, reading abilities, and cultural backgrounds as foundation for all 10 book selections; provides compelling, authentic reasons to read that deeply connect to | Effectively incorporates student interests, abilities, and cultural backgrounds into most book selections; provides clear, | Shows some consideration of student interests and backgrounds in book selection; provides basic reasons to read with limited | Minimal consideration of student characteristics; weak or generic reasons to read with no meaningful personal connections |



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| | student's identity and experiences | authentic reasons to read that connect to student characteristics | personal connections | |
| Text Matching & Appropriateness (3.F.2) <i>12 points</i> | Demonstrates sophisticated ability to match all texts to student's reading level, interests, and cultural/linguistic background; shows deep understanding of text complexity and cultural relevance | Effectively matches most texts to student's reading level, interests, and cultural background; shows solid understanding of appropriate text selection | Shows basic text matching skills; some appropriate selections with limited consideration of cultural/linguistic factors | Poor text matching; inappropriate level selections with minimal cultural/linguistic consideration |
| Motivating Interactions & Engagement (3.F.4) <i>10 points</i> | Creates highly innovative, culturally responsive interaction plans that promote exceptional ongoing engagement; demonstrates sophisticated understanding of motivation strategies | Develops effective interaction strategies that promote student engagement; shows solid understanding of motivational approaches with cultural sensitivity | Shows some planning for student interactions; basic understanding of engagement strategies with limited cultural responsiveness | Minimal interaction planning; limited understanding of engagement strategies with no cultural considerations |
| Independence & Self-Efficacy (3.F.5) <i>8 points</i> | Expertly fosters student independence and confidence through sophisticated text matching and choice strategies; demonstrates deep understanding of self-efficacy development | Effectively promotes student independence and self-efficacy through appropriate text choices; shows solid understanding of confidence-building approaches | Shows some attention to student independence; basic understanding of self-efficacy through text selection | Limited focus on independence; minimal understanding of how text choice affects student confidence |
| Cultural Responsiveness (SEP 7.B & Cultural Standard) <i>8 points</i> | Authentically integrates diverse cultural perspectives including Indigenous voices; demonstrates deep understanding of how cultural differences affect communication and learning; exemplifies | Appropriately incorporates cultural diversity including some Indigenous perspectives; shows solid understanding of cultural communication | Some cultural diversity evident; basic understanding of cultural communication differences; limited connection to balanced way living | Minimal cultural diversity; limited understanding of cultural differences; no meaningful connection to Indigenous principles |



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| | GWAYAKWAADIZIWIN principles | differences; reflects balanced way principles | | |
|--|-----------------------------|---|--|--|

Book Selection Requirements

Quantity & Diversity:

- 10 total book selections
- Variety of genres (fiction, non-fiction, poetry, traditional stories)
- Range of formats (picture books, early readers, chapter books as appropriate)
- Multiple cultural perspectives represented
- At least 2 books by Indigenous authors (Native American, First Nations, or other Indigenous voices)

Documentation for Each Book:

- Title, author, publisher, publication year
- Reading level/complexity analysis
- Interest connection explanation
- Cultural relevance justification
- Engagement strategy description
- Independence-building rationale

Submission Format

Required Components:

- **Student Profile** (1 page): Detailed description of focus student including interests, reading level, cultural background, and learning preferences
- **Book Selection Matrix** (2-3 pages): Organized chart with all required information for each of the 10 books
- **Engagement Plan** (1-2 pages): Specific strategies for promoting ongoing engagement and independence
- **Cultural Reflection** (1 page): Analysis of how selections reflect GWAYAKWAADIZIWIN principles and cultural responsiveness
- **Bibliography**: Complete citation list in APA format

School Psychologist and Reading Specialist Interview (50 points)

Purpose: Understand professional approaches to supporting students with dyslexia

Standards Alignment:

- **Cultural Standard:** AANGWAAMIZIWIN (Diligence and Caution)
- **SEP Standards:** 9.D, 9.E, 9.H (Assessment and data use)
- **Subject Matter Standards Addressed:**
 - **3.E.1.a-d (Assessment Knowledge):** Students learn to identify and use formal/informal tools for assessing:
 - **3.E.1.a:** Oral and written language development in students with dyslexia
 - **3.E.1.b:** Auditory awareness and phonological/phonemic awareness deficits
 - **3.E.1.c:** Print concepts and alphabetic principle understanding



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| | | planning connections | | instructional planning |
|--|--|---|---|---|
| Reflection & Application <i>7 points</i> | Provides exceptional reflection on learning; makes sophisticated connections between professional insights and future teaching practice; demonstrates deep consideration of implications for K-3 instruction | Offers thoughtful reflection on learning; makes appropriate connections to future practice; shows solid consideration of instructional implications | Basic reflection evident; some connections to future practice with limited instructional considerations | Minimal reflection; little connection between learning and future teaching practice |

Cultural Standard Integration: AANGWAAMIZIWIN (Diligence and Caution)

Exemplary Integration Examples:

- Demonstrates careful preparation by researching professional backgrounds and developing thoughtful questions
- Shows ethical consideration of confidentiality and professional boundaries during interview
- Reflects thoughtfully on the political, cultural, and social dimensions of dyslexia identification and support
- Considers how professional approaches align with or challenge traditional educational practices
- Demonstrates understanding of the need for caution in assessment and intervention decisions

Evidence of Diligent Practice:

- Well-prepared, specific questions that show advance research and consideration
- Respectful acknowledgment of professional expertise and experience
- Careful documentation of insights while maintaining confidentiality
- Thoughtful analysis of ethical implications in dyslexia support

Required Interview Components

Pre-Interview Preparation:

- Research interviewer's professional background and expertise
- Develop 8-10 thoughtful, specific questions aligned to standards
- Review course materials on dyslexia and assessment
- Prepare professional introduction and interview protocol

Interview Questions Must Address:

Assessment Knowledge (3.E.1.a-d)

Required Question Areas:

- How do you assess oral and written language development in students suspected of having dyslexia?
- What tools do you use to evaluate phonological and phonemic awareness deficits?
- How do you assess print concept understanding and alphabetic principle knowledge?
- What assessments help identify phonics, spelling, and fluency challenges specific to dyslexic learners?



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Professional Practice (SEP 9.D, 9.E, 9.H)

Required Question Areas:

- How do you ensure assessment validity and reliability when working with diverse student populations?
- What factors do you consider regarding assessment bias in dyslexia identification?
- How do you use assessment data to guide instructional planning and intervention decisions?
- What role do you play in supporting teachers' understanding of assessment results?

Dyslexia-Specific Expertise

Required Question Areas:

- What evidence-based strategies do you recommend for students with dyslexia characteristics?
- How do you explain intervention outcomes to families and teachers?
- What resources do you recommend for supporting students with dyslexia?
- How has your understanding of dyslexia support evolved in your professional practice?

Submission Requirements

Format Components:

Pre-Interview Preparation (1 page):

- Professional background research
- Question development rationale
- Interview protocol and logistics

Interview Documentation (3-4 pages):

- Complete question and response record
- Professional insights and recommendations
- Assessment tools and strategies discussed
- Evidence-based intervention approaches

Reflection and Analysis (2-3 pages):

- Connection to course standards and content
- Analysis of professional approaches vs. course learning
- Implications for future K-3 teaching practice
- Ethical and cultural considerations

Resource Compilation (1 page):

- Assessment tools mentioned
- Intervention resources recommended
- Professional development suggestions
- Contact information for follow-up (if appropriate)

5. Case Study Components (220 Points)

Letter for Parents/Families (25 points)

Purpose: Establish home-school communication supporting literacy development and Anishinaabe community connections

Standards Alignment:



Fond du Lac Tribal and Community College Elementary Education Program



- **Cultural Standard:** GWAYAKWAADIZIWIN (Community collaboration)
- **SEP Standards:** 7.B, 7.G (Cultural communication)
- **Subject Matter:**
 - **3.F.7 (Home Literacy Strategies):** Students demonstrate knowledge of:
 - Motivational strategies for home reading in both English and primary languages
 - Supporting parents/guardians in reading to children effectively
 - Additional techniques to promote literacy in home environments
 - Cultural integration of Anishinaabe language and traditions in home literacy practices
 - **3.G.3 (Parent Communication):** Students show ability to communicate regularly with parents about reading development, providing specific strategies and resources for supporting literacy growth at home.

Rubric:

| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Beginning (1) |
|---|--|---|--|---|
| Home Literacy Strategies (3.F.7) <i>8 points</i> | Provides comprehensive, innovative motivational strategies for home reading in both English and primary languages; expertly supports parents in effective read-aloud techniques; offers diverse, practical literacy promotion activities | Offers solid motivational strategies for multilingual home reading; appropriately supports parent read-aloud skills; provides practical literacy activities with clear guidance | Shows basic understanding of home literacy strategies; some support for parents with limited multilingual considerations; basic activity suggestions | Minimal home literacy strategies provided; limited parent support; few or inappropriate activity suggestions with no multilingual awareness |
| Cultural Integration & Community Connection <i>7 points</i> | Authentically integrates Anishinaabe language and traditions throughout literacy recommendations; demonstrates deep cultural understanding and respect; creates meaningful connections between home and community practices | Appropriately incorporates Anishinaabe cultural elements; shows cultural sensitivity and understanding; makes clear connections between home and cultural literacy practices | Some cultural integration evident; basic cultural awareness with limited connections to traditional practices; superficial community connections | Minimal or inappropriate cultural integration; limited cultural understanding; no meaningful community connections |
| Parent Communication Effectiveness (3.G.3) <i>5 points</i> | Demonstrates exceptional ability to communicate with families about reading development; provides specific, actionable strategies and comprehensive resources; uses culturally responsive | Shows solid communication skills with families; provides clear strategies and appropriate resources; demonstrates cultural sensitivity in | Basic communication evident; some strategies and resources provided with limited cultural responsiveness; adequate clarity | Poor communication quality; minimal strategies or resources; inappropriate tone or cultural insensitivity |



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| | communication approaches | communication style | | |
|---|---|--|--|---|
| Cultural Communication (SEP 7.B, 7.G) <i>3 points</i> | Expertly demonstrates understanding of cultural differences in communication; fosters exceptionally sensitive communication among all community members; shows deep awareness of cultural norms and practices | Shows solid understanding of cultural communication differences; promotes sensitive communication with appropriate cultural awareness; respects cultural norms | Basic understanding of cultural communication; some sensitivity evident with limited cultural awareness; minimal cultural norm consideration | Limited understanding of cultural differences; insensitive communication approaches; no awareness of cultural norms |
| Professional Presentation & Accessibility <i>2 points</i> | Exceptionally well-written, error-free letter with professional tone; highly accessible language for diverse families; excellent organization and visual appeal | Well-written letter with minimal errors; appropriate professional tone; accessible language with good organization | Adequately written with some errors; appropriate tone; somewhat accessible with basic organization | Poorly written with numerous errors; inappropriate tone; difficult to understand with poor organization |

Format Requirements

Length & Structure:

- 1-2 pages, single-spaced
- Professional letter format with appropriate headings
- Clear, accessible language for diverse family backgrounds
- Visually appealing with appropriate use of white space and organization

Language Considerations:

- Avoid educational jargon and technical terminology
- Use warm, welcoming tone that builds partnership
- Include translations or explanations for any specialized terms
- Consider reading level appropriate for diverse family literacy levels

Assessment Checklist

Content Quality:

- Demonstrates understanding of home-school literacy connections
- Provides practical, actionable strategies families can implement
- Shows cultural sensitivity and responsiveness throughout
- Includes specific resources and support information
- Reflects understanding of diverse family structures and needs

Cultural Integration:

- Authentically incorporates Anishinaabe perspectives and practices
- Shows respect for traditional knowledge and approaches
- Creates meaningful connections between culture and literacy
- Avoids stereotypes or superficial cultural references
- Demonstrates understanding of community collaboration principles



Fond du Lac Tribal and Community College Elementary Education Program



Professional Communication:

- Uses appropriate professional tone while remaining warm and accessible
- Demonstrates cultural humility and respect for family expertise
- Invites ongoing dialogue and partnership
- Provides clear contact information and communication preferences
- Shows understanding of ethical communication practices

Teacher Assessment Summary (45 points)

Purpose: Demonstrate understanding of measurement theory and ethical assessment practices

Standards Alignment:

- **Cultural Standard:** AANGWAAMIZIWIN (Ethical practice)
- **SEP Standards:** 9.D, 9.E, 9.H (Assessment theory and application)
- **Subject Matter:**
 - **3.E.1.a-d (Comprehensive Assessment Understanding):** Students compile and analyze multiple assessment types:
 - **Phonological Skills Assessment:** Measuring phoneme awareness, segmentation, and blending abilities
 - **Phonics and Word Assessment:** Evaluating decoding skills, sight word knowledge, and word identification strategies
 - **DIBELS Screening:** Understanding fluency measures and benchmark expectations
 - **Teacher Interview Data:** Gathering qualitative information about student reading behaviors and needs
 - **3.E.5 (Clinical Experience Integration):** Students demonstrate ability to administer selected assessments and analyze data to plan instruction through structured clinical experience linked to coursework.

| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Beginning (1) |
|---|--|--|---|---|
| Comprehensive Assessment Understanding (3.E.1.a-d) <i>16 points</i> | Demonstrates sophisticated understanding of all four assessment types; expertly compiles and analyzes phonological skills, phonics/word assessment, DIBELS screening, and teacher interview data with comprehensive insights | Shows solid understanding of most assessment types; effectively compiles and analyzes multiple assessments with appropriate insights and connections | Basic understanding of some assessment types; limited compilation and analysis with minimal insights or connections | Minimal understanding of assessment types; inadequate compilation with little to no meaningful analysis |
| Measurement Theory Application (SEP 9.D) | Demonstrates exceptional understanding of measurement theory | Shows solid grasp of measurement theory concepts; appropriately applies | Basic understanding of measurement theory; some | Limited measurement theory knowledge; minimal |



Fond du Lac Tribal and Community College Elementary Education Program



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| <i>12 points</i> | including validity, reliability, bias, and scoring concerns; expertly applies theoretical knowledge to assessment interpretation and ethical considerations | validity, reliability, and bias considerations to assessment analysis | application of theoretical concepts with limited depth | application of validity, reliability, or bias concepts |
| Clinical Experience Integration (3.E.5) <i>8 points</i> | Expertly demonstrates ability to administer assessments and analyze data for instructional planning; shows sophisticated understanding of clinical experience connections to coursework | Effectively shows assessment administration skills and data analysis for instruction; makes appropriate connections between clinical experience and course content | Basic demonstration of assessment skills; some data analysis with limited instructional planning connections | Minimal assessment administration evidence; little data analysis or instructional planning connection |
| Ethical Assessment Practices (Cultural Standard) <i>6 points</i> | Demonstrates exceptional ethical behavior and cultural sensitivity; shows deep understanding of diligent and cautious assessment practices; considers political, cultural, and social dimensions thoughtfully | Shows appropriate ethical behavior and cultural awareness; demonstrates understanding of careful assessment practices with cultural considerations | Basic ethical understanding; some cultural sensitivity with limited consideration of assessment implications | Minimal ethical awareness; little cultural sensitivity or understanding of assessment responsibilities |
| Data Analysis & Instructional Planning (SEP 9.E, 9.H) <i>3 points</i> | Expertly selects appropriate assessment strategies and uses data to modify teaching strategies; demonstrates sophisticated understanding of assessment-instruction connections | Effectively selects assessment tools and uses data for instructional decisions; shows solid understanding of data-driven instruction | Basic assessment selection and data use; some understanding of instruction modification based on results | Limited assessment selection skills; minimal use of data for instructional planning |

Cultural Standard Integration: AANGWAAMIZIWIN (Diligence and Caution)

Exemplary Integration Examples:

- Demonstrates careful, thoughtful approach to assessment administration and interpretation
- Shows ethical consideration of cultural, political, and social dimensions of assessment
- Reflects on potential bias and cultural responsiveness in assessment practices
- Considers long-term implications of assessment decisions on student and family
- Maintains strict confidentiality and professional boundaries throughout process

Evidence of Diligent and Cautious Practice:

- Thorough preparation before assessment administration
- Careful documentation of assessment conditions and student responses



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- Thoughtful analysis that considers multiple factors affecting performance
- Ethical reflection on assessment limitations and cultural considerations
- Responsible use of assessment data for student benefit

Required Assessment Components

Phonological Skills Assessment

Required Elements:

- Assessment tool identification and rationale
- Administration procedures and conditions documented
- Student performance data with specific scores/observations
- Analysis of phoneme awareness, segmentation, and blending abilities
- Instructional implications based on results
- Cultural considerations in assessment and interpretation

Phonics and Word Assessment

Required Elements:

- Assessment tool selection with justification
- Decoding skills evaluation with specific examples
- Sight word knowledge documentation
- Word identification strategy analysis
- Error pattern analysis and instructional recommendations
- Consideration of linguistic background in interpretation

DIBELS Screening

Required Elements:

- Appropriate DIBELS measure selection for grade level
- Benchmark comparison and interpretation
- Fluency component analysis (accuracy, rate, prosody)
- Risk level determination with supporting evidence
- Progress monitoring recommendations
- Instructional tier placement considerations

Teacher Interview Data

Required Elements:

- Structured interview questions aligned to literacy assessment
- Qualitative data about student reading behaviors
- Teacher observations of student needs and strengths
- Classroom performance context and environmental factors
- Collaborative discussion of assessment results
- Professional dialogue documentation



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*Submission Requirements

Format Components:

Executive Summary (1 page):

- Student profile and assessment context
- Overall findings and instructional recommendations
- Ethical considerations and cultural responsiveness

Assessment Administration Documentation (2-3 pages):

- Detailed procedures for each assessment
- Environmental conditions and student behavior observations
- Raw data, scores, and performance examples
- Administration challenges or modifications made

Data Analysis and Interpretation (2-3 pages):

- Comprehensive analysis of each assessment type
- Cross-assessment pattern identification
- Measurement theory application (validity, reliability, bias)
- Cultural and linguistic considerations in interpretation

Instructional Planning Recommendations (1-2 pages):

- Specific teaching strategies based on assessment results
- Progress monitoring plan and timeline
- Collaborative recommendations for classroom teacher
- Family communication suggestions

Ethical Reflection (1 page):

- Cultural responsiveness in assessment practices
- Confidentiality and professional boundary considerations
- Bias recognition and mitigation strategies
- Long-term implications for student and family

Appendices:

- Assessment protocols and scoring guides
- Student work samples (with identifying information removed)
- Teacher interview notes
- Resource recommendations

6. Student Case Study Analysis (50 points)

Purpose: Analyze assessment data to inform instructional planning while maintaining ethical standards

Standards Alignment:

- **Cultural Standard:** AANGWAAMIZIWIN (Ethical practitioner)
- **SEP Standards:** 9.H (Using data to modify instruction)
- **Subject Matter:**
 - **3.E.5 (Data Analysis for Instruction):** Students synthesize assessment data to:
 - Identify student strengths and areas for growth in literacy development
 - Plan targeted interventions based on specific assessment results
 - Connect assessment findings to appropriate instructional strategies



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| 5 points | with clear timelines and adjustment protocols; demonstrates exceptional understanding of data-driven instruction | timelines; shows solid understanding of instructional adjustment based on data | understanding of data-driven adjustment | instructional adjustment |
| 5 points | Ethical Practice & Cultural Responsiveness Demonstrates exceptional ethical behavior and cultural sensitivity throughout analysis; shows deep understanding of diligent, cautious practice with thoughtful consideration of cultural, social, and political dimensions | Shows appropriate ethical behavior and cultural awareness; demonstrates understanding of careful practice with cultural considerations | Basic ethical understanding with some cultural sensitivity; limited consideration of broader implications | Minimal ethical awareness; little cultural sensitivity or understanding of professional responsibilities |

Cultural Standard Integration: AANGWAAMIZIWIN (Ethical Practitioner)

Exemplary Integration Examples:

- Demonstrates careful, thoughtful analysis that considers multiple perspectives on student performance
- Shows ethical consideration of how assessment results might impact student and family
- Reflects on potential bias in data interpretation and works to mitigate it
- Considers cultural and linguistic factors that influence learning and assessment performance
- Maintains strict confidentiality while providing meaningful analysis for instructional improvement

Evidence of Ethical Practice:

- Respectful, strengths-based language throughout analysis
- Recognition of assessment limitations and cultural considerations
- Thoughtful consideration of long-term implications for student
- Professional boundaries maintained in data sharing and discussion
- Commitment to using data for student benefit rather than labeling

Submission Requirements

Format Components:

Executive Summary (1 page):

- Student overview and key findings
- Primary recommendations and rationale
- Ethical considerations highlighted

Comprehensive Data Analysis (3-4 pages):

- Detailed synthesis of all assessment data
- Strengths and growth areas with specific evidence



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- Pattern analysis across assessments
- Cultural and contextual considerations

Intervention Plan (2-3 pages):

- Targeted interventions with research base
- Implementation timeline and procedures
- Differentiation and cultural responsiveness
- Resource and material requirements

Progress Monitoring Protocol (1-2 pages):

- Specific monitoring procedures and timeline
- Data collection and analysis plan
- Adjustment criteria and procedures
- Communication and collaboration plan

Ethical Reflection (1 page):

- Cultural responsiveness considerations
- Potential bias recognition and mitigation
- Confidentiality and professional boundary maintenance
- Long-term implications for student success

Appendices:

- Assessment data summaries (de-identified)
- Intervention resource lists
- Progress monitoring forms
- Communication templates

7. Literacy Teaching Virtual Demonstration (100 points)

Purpose: Model research-based literacy strategies including Words Their Way activities

Standards Alignment:

- **SEP Standards:** 5.L (Instructional strategies), 7.F (Effective communication)
- **Subject Matter:**
 - **3.D.6.1.a (Wide Range of Instructional Approaches):** Students demonstrate:
 - **Oral Language Development:** Techniques for building vocabulary and language structures
 - **Auditory Awareness:** Activities for sound discrimination and phonemic awareness
 - **Phonics Instruction:** Systematic, explicit teaching of sound-symbol relationships
 - **Sight Words and Spelling:** Evidence-based approaches for irregular word recognition and spelling patterns
 - **Fluency Development:** Strategies for building accuracy, rate, and prosody
 - **3.D.2.a (Multisensory Techniques):** Demonstrations include multisensory approaches to ensure students learn print concepts, letter recognition, and letter formation through visual, auditory, and kinesthetic modalities.
- **Cultural Standards:** Integration of Anishinaabe pedagogies

Rubric:

| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Beginning (1) |
|----------|---------------|----------------|----------------|---------------|
|----------|---------------|----------------|----------------|---------------|



Fond du Lac Tribal and Community College
Elementary Education Program



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| <p>Wide Range of Instructional Approaches (3.D.6.1.a)</p> <p>40 points</p> | <p>Expertly demonstrates sophisticated understanding and application of all five instructional areas; seamlessly integrates oral language, auditory awareness, phonics, sight words/spelling, and fluency with innovative, research-based approaches</p> | <p>Effectively demonstrates solid understanding of most instructional areas; appropriately integrates multiple literacy components with research-based strategies</p> | <p>Shows basic understanding of some instructional areas; limited integration of literacy components with minimal research base</p> | <p>Demonstrates minimal understanding of instructional approaches; little to no integration of literacy components or research base</p> |
| <p>Multisensory Techniques Integration (3.D.2.a)</p> <p>25 points</p> | <p>Expertly incorporates sophisticated multisensory approaches throughout demonstration; innovative use of visual, auditory, and kinesthetic modalities for print concepts, letter recognition, and formation</p> | <p>Effectively uses multisensory techniques; appropriate integration of visual, auditory, and kinesthetic approaches for literacy learning</p> | <p>Shows basic multisensory understanding; some use of different modalities with limited integration</p> | <p>Minimal multisensory techniques; little understanding or application of different learning modalities</p> |
| <p>Words Their Way Integration</p> <p>15 points</p> | <p>Expertly demonstrates Words Their Way activities with sophisticated understanding of developmental spelling stages; innovative adaptations and extensions of WTW strategies</p> | <p>Effectively demonstrates appropriate Words Their Way activities; shows solid understanding of developmental spelling and word study principles</p> | <p>Basic demonstration of WTW activities; some understanding of developmental spelling concepts</p> | <p>Minimal or inappropriate WTW demonstration; limited understanding of word study principles</p> |
| <p>Effective Communication & Presentation (SEP 7.F)</p> <p>10 points</p> | <p>Demonstrates exceptional communication skills; uses highly effective verbal and nonverbal techniques; engages audience with professional, clear, and culturally responsive presentation</p> | <p>Shows solid communication skills; uses appropriate verbal and nonverbal techniques; maintains audience engagement with clear presentation</p> | <p>Basic communication skills evident; some effective techniques with adequate audience engagement</p> | <p>Poor communication skills; ineffective techniques with minimal audience engagement</p> |
| <p>Cultural Integration & Responsiveness</p> | <p>Authentically integrates Anishinaabe pedagogies throughout demonstration; shows</p> | <p>Appropriately incorporates cultural perspectives; shows cultural sensitivity</p> | <p>Some cultural integration evident; basic cultural awareness with</p> | <p>Minimal or superficial cultural integration; limited understanding of</p> |



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| <i>10 points</i> | deep cultural understanding and respect; creates meaningful connections between traditional and contemporary approaches | and understanding; makes clear connections to Indigenous pedagogies | limited connections to traditional approaches | Indigenous pedagogical approaches |
|------------------|---|---|---|-----------------------------------|

Detailed Component Requirements

Oral Language Development (8 points)

| Performance Level | Evidence Required |
|-------------------|--|
| Exemplary | Demonstrates sophisticated vocabulary building techniques; innovative language structure activities; seamless integration with other literacy components |
| Proficient | Shows effective vocabulary development strategies; appropriate language structure instruction; clear connections to literacy learning |
| Developing | Basic vocabulary activities; some language structure instruction; limited literacy connections |
| Beginning | Minimal vocabulary focus; inappropriate or missing language structure activities |

Auditory Awareness & Phonemic Awareness (8 points)

| Performance Level | Evidence Required |
|-------------------|---|
| Exemplary | Expertly demonstrates sound discrimination and phonemic awareness activities; innovative multisensory approaches; clear developmental progression |
| Proficient | Effectively shows phonemic awareness instruction; appropriate sound discrimination activities; solid developmental understanding |
| Developing | Basic phonemic awareness activities; some sound discrimination instruction; limited developmental awareness |
| Beginning | Minimal or inappropriate phonemic awareness instruction; poor understanding of sound discrimination |

Phonics Instruction (8 points)

| Performance Level | Evidence Required |
|-------------------|--|
| Exemplary | Demonstrates systematic, explicit phonics instruction; innovative sound-symbol relationship teaching; sophisticated understanding of phonics progression |
| Proficient | Shows effective systematic phonics approaches; appropriate sound-symbol instruction; solid understanding of phonics sequence |
| Developing | Basic phonics instruction; some systematic approaches; limited understanding of progression |
| Beginning | Inappropriate or unsystematic phonics instruction; poor understanding of sound-symbol relationships |



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Sight Words & Spelling (8 points)

| Performance Level | Evidence Required |
|-------------------|--|
| Exemplary | Expertly demonstrates evidence-based sight word and spelling strategies; innovative approaches to irregular word patterns; sophisticated understanding of spelling development |
| Proficient | Effectively shows sight word instruction and spelling strategies; appropriate approaches to irregular patterns; solid developmental understanding |
| Developing | Basic sight word and spelling activities; some understanding of irregular patterns; limited developmental awareness |
| Beginning | Minimal or inappropriate sight word/spelling instruction; poor understanding of spelling patterns |

Fluency Development (8 points)

| Performance Level | Evidence Required |
|-------------------|---|
| Exemplary | Expertly demonstrates strategies for building accuracy, rate, and prosody; innovative fluency activities; sophisticated understanding of fluency components |
| Proficient | Effectively shows fluency building strategies; appropriate attention to accuracy, rate, and prosody; solid component understanding |
| Developing | Basic fluency activities; some attention to fluency components; limited understanding of comprehensive fluency development |
| Beginning | Minimal fluency instruction; poor understanding of accuracy, rate, and prosody components |

Multisensory Techniques Requirements (3.D.2.a)

Visual Modality Integration:

- Use of visual aids, charts, graphics, or digital presentations
- Color coding, highlighting, or visual organization systems
- Visual cues for letter formation and print concepts
- Graphic organizers or visual mapping strategies

Auditory Modality Integration:

- Songs, chants, or rhythmic activities for literacy learning
- Sound discrimination and phonemic awareness activities
- Verbal rehearsal and repetition strategies
- Audio recordings or sound-based learning tools

Kinesthetic Modality Integration:

- Hands-on manipulatives for letter formation or word building
- Movement activities connected to literacy learning
- Tactile experiences for print concepts or phonics
- Physical gestures or body movements supporting instruction

Words Their Way Integration Requirements



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Required Demonstration Elements:

- At least one complete Words Their Way activity or game
- Clear explanation of developmental spelling stage addressed
- Demonstration of word sorting or pattern recognition
- Connection to broader literacy instruction goals
- Adaptation for diverse learners or cultural contexts

Developmental Spelling Understanding:

- Emergent spelling stage considerations
- Letter name-alphabetic stage activities
- Within word pattern stage instruction
- Syllables and affixes stage approaches
- Derivational relations stage connections (if appropriate)

Cultural Integration Requirements

Anishinaabe Pedagogical Integration:

- Incorporation of traditional storytelling or oral tradition elements
- Use of culturally relevant examples, materials, or contexts
- Integration of Anishinaabe language elements where appropriate
- Demonstration of community-centered or collaborative learning approaches
- Respect for Indigenous ways of knowing and teaching

Cultural Responsiveness Evidence:

- Materials and examples reflect diverse cultural perspectives
- Teaching strategies accommodate different learning styles and cultural backgrounds
- Demonstration shows awareness of cultural communication norms
- Integration goes beyond surface-level cultural references

Presentation Format Requirements

Technical Requirements:

- 15-20 minute virtual presentation
- Clear audio and video quality
- Appropriate use of technology tools and platforms
- Professional presentation setup and background

Content Organization:

- Clear introduction with learning objectives
- Systematic progression through literacy components
- Interactive elements engaging virtual audience
- Conclusion with reflection and questions

Materials & Resources:

- All necessary materials visible and organized
- Digital resources shared appropriately with audience
- Handouts or resources provided for participants
- Technology integration enhances rather than distracts from content

8. Examinations (305 Points)



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Guided Note-taking (55 points - 11 @ 5 each)

Purpose: Support reflective practice and collective approach to literacy instruction

Standards Alignment:

- **Cultural Standard:** GWAYAKWAADIZIWIN (Collective approach)
- **SEP Standards:** 7.C, 7.F (Communication techniques)

Rubric:

| Criteria | Exemplary (5) | Proficient (4) | Developing (3) | Beginning (1-2) |
|---|---|---|---|--|
| Content Comprehension & Application <i>2 points</i> | Demonstrates sophisticated understanding of literacy content; makes innovative connections between concepts and K-3 applications; shows deep comprehension of instructional strategies | Shows solid understanding of literacy content; makes appropriate connections to classroom practice; demonstrates clear comprehension of key concepts | Basic understanding of content evident; some connections to practice with limited depth of comprehension | Minimal understanding of content; little to no meaningful connections to classroom applications |
| Collective Approach Integration <i>1.5 points</i> | Expertly demonstrates collective learning principles; actively contributes to group understanding; shows deep appreciation for community-based learning and Anishinaabe oral traditions | Effectively participates in collective learning; contributes appropriately to group discussions; shows understanding of community-centered approaches | Some participation in collective learning; basic contribution to group understanding; limited awareness of traditional approaches | Minimal collective participation; little contribution to group learning; no awareness of community-centered principles |
| Reflective Practice Evidence <i>1 point</i> | Demonstrates exceptional reflective thinking; makes sophisticated connections between new learning and previous knowledge; shows deep self-awareness of professional growth | Shows solid reflective practice; makes appropriate connections to prior learning; demonstrates awareness of professional development needs | Basic reflective thinking evident; some connections to previous learning; limited self-awareness | Minimal reflective practice; little connection to prior knowledge; no evidence of self-awareness |
| Communication & Participation <i>0.5 points</i> | Demonstrates exceptional verbal and nonverbal communication; actively engages in discussions using culturally appropriate techniques; enhances | Shows effective communication skills; participates appropriately in discussions; uses respectful communication techniques | Basic communication evident; some participation in discussions; adequate respectful interaction | Poor communication; minimal participation; inappropriate or disrespectful interaction |



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| | collective learning experience | | | |
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Cultural Standard Integration: GWAYAKWAADIZIWIN (Living a Balanced Way - Collective Approach)

Exemplary Integration Examples:

- Demonstrates understanding that learning happens through community and collective wisdom
- Shows respect for diverse perspectives and ways of knowing within the learning community
- Actively contributes to group understanding while remaining humble and open to others' insights
- Integrates traditional Anishinaabe approaches to collective learning and knowledge sharing
- Balances individual reflection with community-centered learning approaches

Evidence of Collective Approach:

- Builds on others' ideas and contributions during discussions
- Shares insights and questions that benefit the entire learning community
- Demonstrates active listening and respectful engagement with diverse perspectives
- Shows understanding that knowledge is co-constructed through community interaction
- Integrates traditional oral learning approaches with contemporary note-taking practices

SEP Standards Demonstration

SEP 7.C - Verbal and Nonverbal Communication

Evidence Required:

- **Verbal Communication:**
 - Clear, respectful participation in discussions; appropriate use of academic language; culturally sensitive communication
- **Nonverbal Communication:**
 - Active listening behaviors; respectful body language; appropriate eye contact and engagement
- **Cultural Awareness:**
 - Understanding of how cultural background affects communication in learning environments

SEP 7.F - Effective Listening Techniques

Evidence Required:

- **Active Listening:**
 - Demonstrates attention to speakers; asks clarifying questions; builds on others' contributions
- **Respectful Engagement:**
 - Shows respect for diverse perspectives; practices patience during discussions
- **Comprehension:**
 - Evidence of understanding through appropriate responses and follow-up questions

| Week | Content Focus | Collective Learning Emphasis | Reflective Practice Component |
|---------------|----------------------------------|---|------------------------------------|
| Week 1 | Science of Reading foundations | Building learning community norms | Personal literacy learning history |
| Week 2 | Structured literacy and dyslexia | Sharing cultural perspectives on learning differences | Reflecting on bias and assumptions |



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| Week 3 | Phonological awareness | Collaborative strategy development | Connecting theory to personal experience |
| Week 4 | Phonemic awareness assessment | Peer learning and support | Analyzing own phonemic awareness understanding |
| Week 5 | Word recognition and vocabulary | Community knowledge sharing | Reflecting on vocabulary development approaches |
| Week 6 | Fluency components | Collective strategy practice | Personal fluency instruction reflection |
| Week 7 | Review and integration | Synthesizing community learning | Comprehensive reflection on growth |
| Week 8 | Dyslexia interventions | Collaborative problem-solving | Reflecting on inclusive practice |
| Week 9 | Writing processes | Sharing cultural writing traditions | Personal writing instruction philosophy |
| Week 10 | Comprehension strategies | Community strategy sharing | Reflecting on comprehension instruction |
| Week 11 | Digital literacy integration | Collaborative technology exploration | Technology integration reflection |

Note-taking Quality Indicators

Exemplary Notes Include:

- **Content Mastery:**
 - Comprehensive understanding of key concepts with personal insights and connections
- **Collective Engagement:**
 - Evidence of learning from and contributing to community discussions
- **Cultural Integration:**
 - Respectful incorporation of diverse perspectives and traditional knowledge
- **Reflective Depth:**
 - Thoughtful analysis of personal learning and professional growth
- **Practical Application:**
 - Clear connections between content and future K-3 teaching practice

Organization and Format:

- Clear, organized structure that facilitates learning and review
- Integration of visual elements, diagrams, or concept maps where appropriate
- Evidence of active engagement through questions, connections, and insights
- Professional presentation that reflects respect for the learning process

Collective Learning Assessment

Individual Contribution to Community:

- Shares relevant experiences and insights that benefit others

9. Literacy and Genre Exams (45 points) (80% + accuracy)



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Purpose: Demonstrate knowledge of literacy foundations and genre characteristics within community context

Standards Alignment:

- **Cultural Standard:** GWAYAKWAADIZIWIN (Community harmony)
- **Subject Matter:**
 - **3 .B.1 (Communication Arts Integration):**
 - Students demonstrate skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature as interconnected components.
 - **3.B.4 (Communication Arts Integration):**
 - Knowledge of how to integrate communication arts across curriculum areas and instructional contexts.
- **3.C.1.a through 3.C.6.c (Comprehensive Reading Knowledge):** Examinations assess understanding of:
 - Oral and written language development relationships
 - Complete phonological and phonemic awareness progression
 - Print concepts and alphabetic principle instruction
 - Systematic phonics and word identification strategies
 - Fluency development components and instruction
 - Comprehensive understanding of reading comprehension processes and instruction

Final Exam (200 points)

Purpose: Comprehensive assessment of literacy knowledge, assessment techniques, and professional development

Standards Alignment:

- **All Cultural Standards:** Integrated assessment
- **Subject Matter:**
 - **3.G.1,3,5 (Professional Development):** Students demonstrate:
 - **3.G.1:** View of professional development as career-long effort and responsibility in reading instruction
 - **3.G.3:** Ability to provide support for reading development through regular parent communication
 - **3.G.5:** Engagement in personal learning as daily and long-term goal, including reflection on practices to improve instructional decisions
- **SEP Standards:** 9.H (Assessment and instruction connection)



Fond du Lac Tribal and Community College Elementary Education Program



10. Field Experience (315 Points)

Three Lesson Plans (150 points - 3 @ 50 each)

Purpose: Develop, implement, and evaluate lessons incorporating diverse materials, technology, and cultural responsiveness

Standards Alignment:

- **SEP Standards:** 5.L (Lesson development and technology integration)
- **Cultural Standards:** GIKENDAASOWIN (Content and pedagogical knowledge)
- **Dyslexia Requirements:** Adaptive strategies and structured literacy approaches

Lesson Plan #1: Phonological/Phonemic Awareness Focus

Subject Matter Standards Addressed:

- **3.C.2.a-c (Phonological Awareness Instruction):** Lesson demonstrates:
 - Understanding of the 44 English phonemes and their characteristics
 - Systematic progression from word-level to phoneme-level awareness
 - Explicit instruction in phoneme isolation, blending, segmentation, and manipulation
 - Assessment of phonological awareness skills using appropriate tools
- **3.D.6.1.a (Instructional Materials and Techniques):** Integration of appropriate programs, materials, texts, and activities for phonological awareness instruction.

| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Beginning (1) |
|---|--|---|--|---|
| Phonological Awareness Instruction (3.C.2.a-c) <i>20 points</i> | Demonstrates sophisticated understanding of all 44 English phonemes and their characteristics; expertly sequences instruction from word-level to phoneme-level with innovative explicit instruction in isolation, blending, segmentation, and manipulation | Shows solid understanding of English phonemes; appropriately sequences phonological awareness instruction with effective explicit teaching of required skills | Basic understanding of phonemes evident; some systematic sequencing with limited explicit instruction in phonological skills | Minimal understanding of phonemes; poor sequencing with inappropriate or missing explicit instruction |
| Instructional Materials & Techniques (3.D.6.1.a) <i>12 points</i> | Expertly integrates diverse, appropriate programs, materials, texts, and activities; demonstrates sophisticated understanding of research-based phonological awareness | Effectively integrates appropriate materials and activities; shows solid understanding of phonological awareness resources and their classroom applications | Some appropriate materials integrated; basic understanding of phonological awareness resources with limited application | Minimal or inappropriate materials; poor understanding of phonological awareness resources |



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| | resources and their applications | | | |
| Assessment Integration <i>8 points</i> | Expertly incorporates appropriate assessment tools for phonological awareness; demonstrates sophisticated understanding of formative and summative assessment applications; innovative assessment approaches | Effectively uses appropriate assessment tools; shows solid understanding of phonological awareness assessment; clear assessment integration | Some assessment tools included; basic understanding of phonological awareness assessment with limited integration | Minimal or inappropriate assessment; poor understanding of phonological awareness evaluation |
| Lesson Design & Implementation <i>6 points</i> | Exceptional lesson organization with clear objectives, engaging activities, and smooth transitions; demonstrates sophisticated understanding of K-3 developmental appropriateness | Well-organized lesson with appropriate objectives and activities; shows solid understanding of developmental considerations for target grade level | Basic lesson organization; some appropriate activities with limited developmental considerations | Poor lesson organization; inappropriate activities with no developmental awareness |
| Cultural Responsiveness & Differentiation <i>4 points</i> | Authentically integrates cultural perspectives and differentiates for diverse learners; demonstrates deep understanding of inclusive phonological awareness instruction | Appropriately incorporates cultural considerations and some differentiation; shows awareness of diverse learner needs | Some cultural awareness and basic differentiation evident; limited understanding of inclusive instruction | Minimal cultural responsiveness or differentiation; no awareness of diverse learner needs |

Subject Matter Standards Breakdown

3.C.2.a - Understanding of 44 English Phonemes (5 points)

| Performance Level | Evidence Required |
|-------------------|---|
| Exemplary | Demonstrates comprehensive knowledge of all phoneme categories (consonants, vowels, blends, digraphs); accurately explains phoneme characteristics and articulation |
| Proficient | Shows solid understanding of major phoneme categories; appropriately explains most phoneme characteristics |
| Developing | Basic understanding of some phonemes; limited explanation of characteristics |
| Beginning | Minimal phoneme knowledge; inaccurate or missing explanations |



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Elementary Education Program



3.C.2.b - Systematic Progression (5 points)

| Performance Level | Evidence Required |
|-------------------|---|
| Exemplary | Expertly sequences from word-level awareness → syllable awareness → onset-rime → phoneme-level with clear rationale |
| Proficient | Appropriately sequences phonological awareness levels with solid understanding of progression |
| Developing | Basic sequencing evident; some understanding of developmental progression |
| Beginning | Poor or missing sequencing; no understanding of developmental progression |

3.C.2.c - Explicit Instruction in Core Skills (10 points)

Subject Matter Standards Breakdown

3.C.2.a - Understanding of 44 English Phonemes (5 points)

| Performance Level | Evidence Required |
|-------------------|--|
| Exemplary | Demonstrates comprehensive knowledge of all phoneme categories (consonants, vowels, blends, digraphs); accurately explains phoneme characteristics and articulation; shows understanding of phoneme distribution and frequency |
| Proficient | Shows solid understanding of major phoneme categories; appropriately explains most phoneme characteristics; demonstrates knowledge of common phonemes |
| Developing | Basic understanding of some phonemes; limited explanation of characteristics; focuses on most frequent phonemes only |
| Beginning | Minimal phoneme knowledge; inaccurate or missing explanations; confusion about phoneme categories |

3.C.2.b - Systematic Progression (5 points)

| Performance Level | Evidence Required |
|-------------------|--|
| Exemplary | Expertly sequences from word-level awareness → syllable awareness → onset-rime → phoneme-level with clear rationale; demonstrates understanding of developmental continuum |
| Proficient | Appropriately sequences phonological awareness levels with solid understanding of progression; follows research-based sequence |



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Elementary Education Program



| Performance Level | Evidence Required |
|-------------------|--|
| Developing | Basic sequencing evident; some understanding of developmental progression; may skip some levels |
| Beginning | Poor or missing sequencing; no understanding of developmental progression; random skill presentation |

3.C.2.c - Explicit Instruction in Core Skills (10 points)

| Skill Area | Exemplary | Proficient | Developing | Beginning |
|----------------------|---|--|---|---|
| Phoneme Isolation | Innovative, engaging activities for identifying sounds in initial, medial, final positions with multiple modalities | Effective isolation activities with clear instruction and practice opportunities | Basic isolation activities with some explicit instruction | Minimal or inappropriate isolation instruction |
| Phoneme Blending | Sophisticated blending instruction with multiple strategies and scaffolding; uses continuous and segmented blending | Solid blending instruction with appropriate strategies and support | Basic blending activities with limited strategies | Poor or missing blending instruction |
| Phoneme Segmentation | Expert segmentation instruction with innovative tools and techniques; includes 2-4 phoneme words progressively | Effective segmentation activities with appropriate manipulatives and support | Basic segmentation instruction with limited support materials | Minimal segmentation activities |
| Phoneme Manipulation | Advanced manipulation activities (substitution, deletion, addition) with clear progression and multiple examples | Appropriate manipulation instruction with some variety in activities | Basic manipulation activities with limited variety | Missing or inappropriate manipulation instruction |



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Required Lesson Plan Components

Pre-Planning Documentation

Student Analysis:

- Grade level and developmental stage considerations
- Cultural and linguistic backgrounds of students
- Prior phonological awareness assessment data
- Individual student needs and accommodations
- Home language influences on phonological development

Standards Alignment:

- Clear connection to 3.C.2.a-c (phonological awareness standards)
- Integration with 3.D.6.1.a (instructional materials standards)
- Alignment with state literacy standards
- Connection to cultural responsiveness standards

Learning Objectives:

- Specific, measurable phonological awareness goals
- Developmentally appropriate expectations
- Clear success criteria for students
- Connection to broader literacy development

Assessment Plan:

- Pre-assessment of student skills
- Formative assessment strategies throughout lesson
- Summative assessment tools
- Data collection methods

Materials List:

- Research-based programs and curricula
- Manipulatives and visual aids
- Technology tools and applications



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- Culturally relevant texts and materials
- Assessment tools and recording sheets

Lesson Structure

Opening/Hook (5-7 minutes):

- Engaging introduction that activates prior knowledge
- Connection to previous learning
- Clear explanation of lesson purpose
- Student engagement strategies

Explicit Instruction (10-15 minutes):

- Clear modeling of phonological awareness skills
- Think-aloud demonstrations
- Multiple examples and non-examples
- Gradual release of responsibility

Guided Practice (10-15 minutes):

- Scaffolded practice with immediate feedback
- Collaborative learning opportunities
- Error correction and reteaching
- Differentiated support levels

Independent Practice (8-12 minutes):

- Student application of skills with monitoring
- Individual or partner work
- Choice in activities when appropriate
- Extension opportunities for advanced learners

Closure (3-5 minutes):

- Review and synthesis of learning
- Connection to future learning
- Student reflection opportunities



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- Preview of next steps

Multisensory Integration Requirements

Visual Components (Required):

- Letter cards and visual phoneme representations
- Color-coding systems for different phoneme types
- Graphic organizers (sound boxes, phoneme charts)
- Visual cues and gestures for each phoneme
- Picture cards representing target sounds
- Interactive whiteboard or chart displays

Auditory Components (Required):

- Clear articulation modeling of all target phonemes
- Rhythmic chanting or singing of phoneme patterns
- Sound discrimination activities (same/different)
- Echo and call-response activities
- Environmental sound connections to phonemes
- Varied voice modulation (whisper, normal, loud)

Kinesthetic/Tactile Components (Required):

- Hand gestures or movements for each phoneme
- Manipulatives (blocks, counters, toys) for sound counting
- Body movements during blending and segmenting
- Textured materials for tracing phoneme representations
- Clapping, tapping, or stomping for syllable/phoneme awareness
- Physical positioning changes during activities

Integration Strategies:

- Simultaneous engagement of multiple senses
- Student choice in sensory modality preferences
- Accommodation for sensory processing differences



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- Cultural integration of movement and music traditions
- Technology enhancement of multisensory experiences

Cultural Integration Requirements

Anishinaabe Pedagogical Approaches:

Oral Tradition Integration:

- Use of traditional stories or legends for phonological awareness
- Integration of cultural songs and chants with phoneme practice
- Elder or community member involvement when appropriate
- Seasonal storytelling connections to phoneme instruction
- Traditional games adapted for phonological awareness

Community Learning Values:

- Collaborative group activities reflecting collective learning
- Peer teaching and support opportunities
- Shared responsibility for learning success
- Circle time discussions about learning progress
- Community connections to phoneme learning

Seasonal/Cultural Connections:

- Integration of cultural events and celebrations
- Natural cycles and seasonal changes in examples
- Traditional ecological knowledge in vocabulary choices
- Cultural artifacts and symbols in visual materials
- Land-based learning connections when possible

Language Asset Recognition:

- Acknowledgment of home languages as strengths
- Comparison of phoneme systems across languages
- Celebration of multilingual abilities
- Family language traditions incorporated



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- Code-switching awareness and support

Differentiation for Diverse Learners:

English Language Learners:

- L1 phonological system considerations and comparisons
- Cognate connections between languages
- Visual support enhancement for language barriers
- Peer translation support when appropriate
- Family language celebration activities

Students with Disabilities:

- IEP/504 accommodations integrated seamlessly
- Alternative communication methods supported
- Sensory processing considerations addressed
- Modified expectations with maintained rigor
- Assistive technology integration when needed

Advanced Learners:

- Extension activities with higher-level phoneme manipulation
- Leadership roles in peer support
- Complex phoneme patterns and advanced skills
- Creative application opportunities
- Independent exploration options

Struggling Learners:

- Additional scaffolding and support strategies
- Slower pacing with more repetition
- Simplified vocabulary and instructions
- Extra practice opportunities built in
- Success celebration and confidence building



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Assessment Integration Components

Pre-Assessment Requirements:

- Baseline phonological awareness screening (DIBELS, PALS, or equivalent)
- Individual student conferences to understand prior knowledge
- Informal observation of student phoneme awareness
- Family input on home language and literacy experiences
- Documentation of starting points for all students

Formative Assessment Integration:

During Instruction:

- Observation checklists with specific phoneme skills
- Thumbs up/down or hand signals for quick checks
- Individual whiteboards for student responses
- Partner sharing with teacher monitoring
- Digital response systems when available

Guided Practice Monitoring:

- Individual student tracking during activities
- Immediate feedback and correction protocols
- Peer assessment opportunities with guidance
- Error analysis and reteaching decisions
- Differentiated questioning based on student needs

Quick Check Strategies:

- Exit tickets with phoneme tasks
- One-minute assessments of specific skills
- Verbal check-ins with individual students
- Portfolio work samples collection
- Digital badges or progress tracking systems



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Summative Assessment Options:

Standardized Tools:

- DIBELS Phoneme Segmentation Fluency (PSF) for appropriate grades
- Phonological Awareness Literacy Screening (PALS) comprehensive assessment
- PAST (Phonological Awareness Skills Test) for detailed analysis
- State-required literacy assessments alignment

Teacher-Created Assessments:

- Rubric-based evaluation of lesson objectives
- Performance tasks demonstrating phoneme skills
- Portfolio collections showing growth over time
- Student self-assessment tools and reflections
- Family communication about student progress

Data Collection and Analysis:

- Systematic recording of student performance
- Growth tracking over time
- Instructional decision-making based on data
- Communication with families about progress
- Collaboration with specialists when needed

Implementation & Reflection Requirements

Teaching Documentation:

Pre-Implementation Preparation:

- Materials preparation and organization checklist
- Room setup and seating arrangements planned
- Technology testing and backup plans
- Differentiation materials ready for individual needs
- Assessment tools prepared and accessible



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During Implementation Notes:

- Student engagement levels and participation patterns
- Instructional pacing and time management observations
- Material effectiveness and student responses
- Unexpected challenges and real-time adaptations
- Individual student needs that emerged during lesson

Post-Implementation Documentation:

- Objective achievement analysis with specific evidence
- Assessment results summary and interpretation
- Student learning evidence collection and analysis
- Instructional effectiveness evaluation with examples
- Cultural responsiveness reflection and impact assessment

Reflection Requirements:

Objective Achievement Analysis:

- Specific evidence of student learning for each objective
- Percentage of students meeting proficiency expectations
- Individual student progress documentation
- Unexpected learning outcomes identification
- Connection to broader literacy development goals

Instructional Effectiveness Evaluation:

- Teaching strategy effectiveness with specific examples
- Material and resource evaluation for future use
- Pacing and time management analysis
- Student engagement strategies success evaluation
- Differentiation effectiveness for diverse learners

Cultural Responsiveness Assessment:

- Cultural integration success and student response



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- Language asset recognition implementation
- Community connection effectiveness
- Inclusive practice evaluation and improvement areas
- Family and community feedback integration

Next Steps Planning:

- Follow-up instruction needs identification
- Skill reinforcement strategies for struggling students
- Extension activities for advanced learners
- Assessment modifications for future lessons
- Professional development needs identification

Self-Assessment Questions

Content Knowledge and Standards:

1. How effectively does my lesson demonstrate understanding of the 44 English phonemes and their systematic instruction?
 - Can I accurately identify and teach all phoneme categories?
 - Do I understand the developmental progression of phonological awareness?
 - Have I sequenced instruction appropriately from simple to complex?
2. Are my instructional materials and activities research-based and appropriate for my target students?
 - Do my materials align with evidence-based practices?
 - Are activities developmentally appropriate for my grade level?
 - Have I selected culturally relevant and engaging resources?

Assessment and Data Use:

3. How well have I integrated assessment to monitor student learning throughout the lesson?
 - Do I have multiple assessment points during instruction?
 - Can I identify which students need additional support?
 - Am I using assessment data to make instructional decisions?



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4. What evidence shows that my students developed phonological awareness skills through this instruction?
 - Can students demonstrate the targeted skills independently?
 - Do assessment results show growth from pre- to post-instruction?
 - Are students transferring skills to other literacy activities?

Cultural Responsiveness and Inclusion:

5. Does my lesson reflect cultural responsiveness and appropriate differentiation for diverse learners?
 - Have I incorporated students' cultural and linguistic backgrounds?
 - Are all students able to access and succeed in the lesson?
 - Do my teaching methods reflect inclusive pedagogical approaches?
6. How have I honored and built upon students' home languages and cultural knowledge?
 - Do I view multilingualism as an asset rather than a deficit?
 - Have I made connections between home and school literacy practices?
 - Are families and communities represented positively in my instruction?

Professional Growth and Reflection:

7. What aspects of my phonological awareness instruction were most effective, and why?
 - Which teaching strategies engaged students most successfully?
 - What materials and activities produced the best learning outcomes?
 - How did my multisensory approach support different learning styles?
8. What challenges did I encounter, and how will I address them in future lessons?
 - What didn't work as planned, and why?
 - How can I better support struggling learners?
 - What professional development do I need to improve my practice?
9. How does this lesson connect to broader literacy instruction and student development?
 - How will these phonological awareness skills support reading and writing?
 - What are the next steps in my students' literacy journey?
 - How can I communicate student progress to families and colleagues?



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Continuous Improvement:

10. Based on this experience, what will I do differently in my next phonological awareness lesson?
- What specific changes will I make to improve student outcomes?
 - How will I better integrate assessment and instruction?
 - What additional resources or support do I need?

Scoring Guide

| Performance Level | Point Range | Percentage | Grade Equivalent |
|-------------------|--------------|------------|------------------|
| Exemplary | 45-50 points | 90-100% | A |
| Proficient | 40-44 points | 80-89% | B |
| Developing | 30-39 points | 60-79% | C |
| Beginning | 20-29 points | 40-59% | D/F |

Minimum Passing Standard: Students must achieve "Proficient" level (40+ points, 80%) to demonstrate adequate understanding of phonological awareness instruction, assessment integration, and culturally responsive teaching required for this lesson plan assignment.

Lesson Plan #2: Fluency Development Focus

Subject Matter Standards Addressed:

- **3.C.4.e (Reading Fluency Development):** Lesson includes:
 - Systematic instruction in accuracy, rate, and prosody components
 - Appropriate text selection for fluency practice
 - Progress monitoring techniques for fluency assessment
 - Integration of fluency instruction with comprehension development
- **3.C.6.a (Proficient Reader Behaviors):** Students demonstrate understanding of how fluent reading supports comprehension and how to facilitate this connection.

| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Beginning (1) |
|--|--|--|---|--|
| Reading Fluency Development (3.C.4.e) | Expertly demonstrates systematic instruction in all three fluency components (accuracy, rate, prosody); sophisticated text | Effectively addresses all fluency components with systematic instruction; appropriate text | Basic instruction in some fluency components; limited text selection considerations with minimal progress | Minimal fluency instruction; inappropriate text selection with no progress monitoring; little to |



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| | | | | |
|---|--|---|--|--|
| <i>20 points</i> | selection with innovative progress monitoring; seamless integration with comprehension development | selection and progress monitoring; clear comprehension integration | monitoring; some comprehension connections | no comprehension integration |
| Proficient Reader Behaviors (3.C.6.a) <i>15 points</i> | Demonstrates sophisticated understanding of fluent reading-comprehension connection; expertly facilitates student understanding of how fluency supports meaning-making; innovative strategies for developing proficient reader behaviors | Shows solid understanding of fluency-comprehension relationship; effectively helps students understand connection; appropriate strategies for developing reader behaviors | Basic understanding of fluency-comprehension connection; some student facilitation with limited strategy variety | Minimal understanding of fluency-comprehension relationship; little student facilitation with inappropriate strategies |
| Lesson Design & Implementation <i>8 points</i> | Exceptional lesson organization with clear fluency objectives, engaging activities, and smooth transitions; demonstrates sophisticated understanding of K-3 fluency development | Well-organized lesson with appropriate fluency objectives and activities; shows solid understanding of developmental fluency considerations | Basic lesson organization; some appropriate fluency activities with limited developmental awareness | Poor lesson organization; inappropriate activities with no understanding of fluency development |
| Assessment & Progress Monitoring <i>4 points</i> | Expertly integrates multiple progress monitoring techniques; demonstrates sophisticated understanding of fluency assessment tools and data interpretation | Effectively uses appropriate progress monitoring; shows solid understanding of fluency assessment and data use | Some progress monitoring included; basic understanding of fluency assessment with limited data interpretation | Minimal or inappropriate assessment; poor understanding of fluency progress monitoring |
| Cultural Responsiveness & Differentiation <i>3 points</i> | Authentically integrates cultural perspectives in fluency instruction; expertly differentiates for diverse learners including ELL and struggling readers | Appropriately incorporates cultural considerations; shows solid differentiation for diverse learner needs in fluency development | Some cultural awareness and basic differentiation; limited understanding of diverse fluency needs | Minimal cultural responsiveness; no differentiation for diverse learners |



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Subject Matter Standards Breakdown

3.C.4.e - Reading Fluency Development Components

Accuracy Component (5 points)

| Performance Level | Evidence Required |
|-------------------|---|
| Exemplary | Sophisticated instruction in word recognition accuracy; innovative error correction strategies; seamless integration with decoding skills |
| Proficient | Effective accuracy instruction; appropriate error correction; clear decoding connections |
| Developing | Basic accuracy instruction; some error correction with limited decoding integration |
| Beginning | Minimal accuracy focus; inappropriate or missing error correction strategies |

Rate Component (5 points)

| Performance Level | Evidence Required |
|-------------------|---|
| Exemplary | Expert instruction in appropriate reading rate; innovative pacing strategies; sophisticated understanding of rate-comprehension balance |
| Proficient | Effective rate instruction; appropriate pacing activities; solid understanding of rate considerations |
| Developing | Basic rate instruction; limited pacing strategies with minimal comprehension consideration |
| Beginning | Minimal rate focus; inappropriate pacing with no comprehension awareness |

Prosody Component (5 points)

| Performance Level | Evidence Required |
|-------------------|---|
| Exemplary | Sophisticated prosody instruction including expression, phrasing, and intonation; innovative modeling and practice strategies |
| Proficient | Effective prosody instruction; appropriate modeling of expression and phrasing |
| Developing | Basic prosody instruction; some modeling with limited expression focus |
| Beginning | Minimal prosody instruction; inappropriate or missing expression modeling |

Text Selection & Integration (5 points)

| Performance Level | Evidence Required |
|-------------------|--|
| Exemplary | Expert text selection at appropriate level; sophisticated integration of fluency with comprehension; innovative text variety |
| Proficient | Appropriate text selection; effective fluency-comprehension integration; good text variety |



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| | |
|-------------------|---|
| Developing | Basic text selection; some integration with limited variety |
| Beginning | Inappropriate text selection; no meaningful integration |

3.C.6.a - Proficient Reader Behaviors (15 points)

Fluency-Comprehension Connection Understanding (8 points)

| Performance Level | Evidence Required |
|-------------------|--|
| Exemplary | Demonstrates sophisticated understanding of how fluency facilitates comprehension; expert explanation of cognitive load theory and reading processes |
| Proficient | Shows solid understanding of fluency-comprehension relationship; clear explanation of connection |
| Developing | Basic understanding of connection; limited explanation of relationship |
| Beginning | Minimal understanding; inappropriate or missing explanation |

Student Facilitation Strategies (7 points)

| Performance Level | Evidence Required |
|-------------------|---|
| Exemplary | Innovative strategies for helping students understand fluency importance; sophisticated metacognitive instruction |
| Proficient | Effective strategies for student understanding; appropriate metacognitive elements |
| Developing | Basic strategies; some metacognitive instruction |
| Beginning | Minimal strategies; no metacognitive instruction |

Required Lesson Plan Components

Pre-Planning Documentation

- **Student Analysis:**
 - Current fluency levels, reading abilities, cultural backgrounds

- **Standards Alignment:**
 - Clear connection to 3.C.4.e and 3.C.6.a

- **Learning Objectives:**
 - Specific, measurable fluency development goals

- **Text Selection Rationale:**
 - Justification for chosen texts and materials

- **Assessment Plan:**
 - Progress monitoring tools and procedures



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Lesson Structure

- **Opening/Activation:**
 - Engaging introduction connecting fluency to comprehension
- **Modeling:**
 - Teacher demonstration of fluent reading with all three components
- **Guided Practice:**
 - Scaffolded fluency practice with immediate feedback
- **Independent Practice:**
 - Student application with monitoring and support
- **Closure:**
 - Reflection on fluency-comprehension connection

Fluency Instruction Strategies

- **Repeated Reading:**
 - Multiple readings of same text with purpose
- **Choral Reading:**
 - Group reading for support and modeling
- **Partner Reading:**
 - Peer support and feedback opportunities
- **Reader's Theater:**
 - Performance-based fluency practice
- **Echo Reading:**
 - Teacher modeling followed by student repetition

Assessment & Progress Monitoring Requirements

Fluency Assessment Tools

- **DIBELS Oral Reading Fluency (ORF):**
 - Standardized fluency measure
- **Words Correct Per Minute (WCPM):**
 - Rate and accuracy measurement
- **Prosody Rubric:**
 - Expression and phrasing evaluation



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- **Student Self-Assessment:**
- Metacognitive fluency awareness

Progress Monitoring Procedures

- **Baseline Data:**
- Pre-instruction fluency levels documented

- **Frequent Monitoring:**
- Regular checks on fluency development

- **Data Recording:**
- Systematic documentation of progress

- **Instructional Adjustments:**
- Modifications based on assessment data

- **Goal Setting:**
- Student involvement in fluency improvement goals

Text Selection Criteria

Appropriate Level Considerations

- **Independent Level:**
- 95-100% accuracy for fluency practice

- **Instructional Level:**
- 90-94% accuracy with support

- **Interest Level:**
- Engaging content that motivates repeated reading

- **Cultural Relevance:**
- Texts that reflect students' backgrounds and experiences

- **Genre Variety:**
- Fiction, non-fiction, poetry for diverse practice

Comprehension Integration

- **Meaningful Content:**
- Texts with rich vocabulary and concepts

- **Discussion Opportunities:**
- Content that supports comprehension conversations



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- **Connection Possibilities:**
 - Links to students' lives and experiences
- **Complexity Progression:**
 - Gradual increase in text difficulty
- **Assessment Alignment:**
 - Texts that support both fluency and comprehension goals

Cultural Integration Requirements

Anishinaabe Pedagogical Approaches

- **Oral Tradition Integration:**
 - Use of traditional stories for fluency practice
- **Storytelling Elements:**
 - Integration of cultural narrative traditions
- **Community Reading:**
 - Collaborative fluency activities
- **Seasonal/Cultural Texts:**
 - Materials reflecting cultural knowledge and practices
- **Language Asset Recognition:**
 - Acknowledgment of multilingual fluency development

Differentiation Strategies

- **English Language Learners:**
 - Consideration of L1 fluency transfer and support
- **Students with Disabilities:**
 - Accommodations for diverse learning needs
- **Advanced Readers:**
 - Challenge texts and extension activities
- **Struggling Readers:**
 - Additional scaffolding and support strategies
- **Varied Learning Styles:**
 - Multiple modalities for fluency practice



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Implementation & Reflection Requirements

Teaching Documentation

- **Fluency Data:**
 - Pre/post lesson fluency measurements
- **Student Engagement:**
 - Evidence of participation and motivation
- **Strategy Effectiveness:**
 - Analysis of which approaches worked best
- **Comprehension Connection:**
 - Evidence students understood fluency-meaning relationship
- **Cultural Responsiveness:**
 - Documentation of inclusive practices

Post-Lesson Reflection

- **Objective Achievement:**
 - Analysis of fluency development goals
- **Component Integration:**
 - Evaluation of accuracy, rate, and prosody instruction
- **Assessment Effectiveness:**
 - Analysis of progress monitoring success
- **Student Understanding:**
 - Evidence of fluency-comprehension connection learning
- **Next Steps:**
 - Plans for continued fluency development

Scoring Guide

| Performance Level | Point Range | Percentage | Grade Equivalent |
|-------------------|--------------|------------|------------------|
| Exemplary | 45-50 points | 90-100% | A |
| Proficient | 40-44 points | 80-89% | B |
| Developing | 30-39 points | 60-79% | C |
| Beginning | 20-29 points | 40-59% | D/F |



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Quality Indicators

Exemplary Lesson Plans Demonstrate:

- Comprehensive understanding of all three fluency components and their instruction
- Sophisticated integration of fluency development with comprehension instruction
- Innovative, engaging activities that maintain student motivation for repeated practice
- Expert use of assessment data to guide instruction and monitor progress
- Authentic cultural integration and differentiation for diverse learners

Common Areas for Improvement:

- Focus on only one fluency component (usually rate) without addressing others
- Limited understanding of fluency-comprehension connection
- Inappropriate text selection that doesn't support fluency development
- Minimal or inappropriate assessment and progress monitoring
- Generic instruction without consideration of diverse learner needs

Self-Assessment Questions

- How effectively does my lesson address all three fluency components (accuracy, rate, prosody) in systematic ways?
- Do my students understand how fluent reading supports their comprehension of text?
- Are my text selections appropriate for fluency practice and culturally relevant for my students?
- How well do my assessment and progress monitoring procedures track fluency development?
- What evidence shows that my instruction differentiates for diverse learners and cultural backgrounds?

Minimum Passing Standard: Students must achieve "Proficient" level (40+ points, 80%) to demonstrate adequate understanding of fluency development instruction, assessment integration, and culturally responsive teaching required for this lesson plan assignment.

Create opportunities for students to discuss and reflect on their fluency development

Design activities that connect fluency practice to deeper comprehension and meaning-making

Lesson Plan #3: Comprehension Strategy Focus

Subject Matter Standards Addressed:

- **3.C.6.b-c (Comprehension Instruction):** Lesson demonstrates:
 - **3.C.6.b:** Explicit teaching of comprehension levels and guided practice in comprehension skills and strategies
 - **3.C.6.c:** Facilitation of comprehension at various developmental stages through appropriate text selection and before/during/after reading activities
- **3.D.4 (Academic Language Development):** Explicit instruction and guided practice in written-language structures using various approaches to develop students' facility with academic language.



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| Criteria | Exemplary (4) | Proficient (3) | Developing (2) | Beginning (1) |
|--|--|--|--|--|
| Comprehension Instruction (3.C.6.b-c) <i>20 points</i> | Expertly demonstrates explicit teaching of comprehension levels with sophisticated guided practice; innovative facilitation of comprehension at various developmental stages through exceptional text selection and before/during/after activities | Effectively provides explicit comprehension instruction with appropriate guided practice; solid facilitation across developmental stages with good text selection and BDA activities | Basic comprehension instruction with some guided practice; limited developmental stage consideration with minimal BDA activities | Minimal comprehension instruction; inappropriate or missing guided practice with no developmental awareness or BDA structure |
| Academic Language Development (3.D.4) <i>15 points</i> | Demonstrates sophisticated explicit instruction in written-language structures; expertly uses diverse approaches to develop students' facility with academic language; innovative scaffolding and practice opportunities | Shows solid explicit instruction in language structures; effectively uses various approaches for academic language development with appropriate scaffolding | Basic instruction in language structures; some approaches for academic language with limited scaffolding | Minimal language structure instruction; inappropriate approaches with no meaningful scaffolding |
| Multisensory Integration <i>8 points</i> | Expertly incorporates multisensory techniques throughout comprehension instruction; innovative use of visual, auditory, and kinesthetic modalities to support print concepts and strategy learning | Effectively uses multisensory approaches; appropriate integration of different modalities to support comprehension strategy development | Some multisensory techniques evident; basic use of different modalities with limited integration | Minimal multisensory approaches; little understanding of how modalities support comprehension |
| Lesson Design & Implementation <i>4 points</i> | Exceptional lesson organization with clear comprehension objectives, engaging strategy instruction, and smooth transitions; sophisticated understanding of K-3 comprehension development | Well-organized lesson with appropriate objectives and strategy instruction; solid understanding of developmental comprehension considerations | Basic lesson organization; some appropriate strategy instruction with limited developmental awareness | Poor lesson organization; inappropriate instruction with no understanding of comprehension development |
| Cultural Responsiveness | Authentically integrates cultural perspectives in comprehension | Appropriately incorporates cultural | Some cultural awareness and basic | Minimal cultural responsiveness; no differentiation for |



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| | | | | |
|---|---|---|---|--|
| & Differentiation <i>3 points</i> | instruction; expertly differentiates for diverse learners including ELL and varying comprehension abilities | considerations; shows solid differentiation for diverse comprehension needs and backgrounds | differentiation; limited understanding of diverse comprehension development | diverse learners or comprehension levels |
|---|---|---|---|--|

Subject Matter Standards Breakdown

3.C.6.b - Explicit Teaching of Comprehension Levels (10 points)

Comprehension Levels Instruction

| Performance Level | Evidence Required |
|-------------------|--|
| Exemplary | Demonstrates sophisticated understanding of literal, inferential, and evaluative comprehension; expert explicit instruction with innovative guided practice strategies |
| Proficient | Shows solid understanding of comprehension levels; effective explicit instruction with appropriate guided practice |
| Developing | Basic understanding of some comprehension levels; limited explicit instruction with minimal guided practice |
| Beginning | Minimal understanding of comprehension levels; inappropriate or missing explicit instruction |

Guided Practice Integration

| Performance Level | Evidence Required |
|-------------------|--|
| Exemplary | Expertly scaffolds comprehension strategy practice; innovative gradual release model with sophisticated feedback systems |
| Proficient | Effectively provides guided practice; appropriate scaffolding with clear feedback |
| Developing | Some guided practice evident; basic scaffolding with limited feedback |
| Beginning | Minimal guided practice; inappropriate scaffolding with no meaningful feedback |

3.C.6.c - Comprehension Facilitation at Developmental Stages (10 points)

Text Selection & Appropriateness

| Performance Level | Evidence Required |
|-------------------|--|
| Exemplary | Expert text selection appropriate for developmental stage; sophisticated consideration of complexity, interest, and cultural relevance |
| Proficient | Appropriate text selection for target students; solid consideration of developmental factors |



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| | |
|-------------------|---|
| Developing | Basic text selection; some developmental considerations with limited appropriateness analysis |
| Beginning | Inappropriate text selection; no developmental considerations |

Before/During/After Reading Activities

| Activity Phase | Exemplary | Proficient | Developing | Beginning |
|-----------------------|---|--|---|---|
| Before Reading | Innovative pre-reading activities that activate prior knowledge and set purpose; sophisticated prediction and preview strategies | Effective pre-reading activities; appropriate prior knowledge activation and purpose setting | Basic pre-reading activities; some prior knowledge activation | Minimal or inappropriate pre-reading activities |
| During Reading | Expert during-reading strategies including questioning, monitoring, and clarifying; innovative interactive approaches | Effective during-reading strategies; appropriate monitoring and interaction techniques | Basic during-reading activities; some strategy instruction | Minimal during-reading support or strategies |
| After Reading | Sophisticated post-reading activities including synthesis, evaluation, and extension; innovative reflection and application opportunities | Effective post-reading activities; appropriate synthesis and reflection | Basic post-reading activities; some reflection opportunities | Minimal post-reading activities or reflection |

Academic Language Development Requirements (3.D.4)

Written-Language Structures (8 points)

| Performance Level | Evidence Required |
|-------------------|--|
| Exemplary | Sophisticated explicit instruction in text structures, sentence patterns, and academic vocabulary; innovative approaches to language development |
| Proficient | Effective instruction in language structures; appropriate approaches to academic language development |
| Developing | Basic language structure instruction; some academic language focus |
| Beginning | Minimal language structure instruction; no meaningful academic language development |

Diverse Approaches & Scaffolding (7 points)

| Performance Level | Evidence Required |
|-------------------|---|
| Exemplary | Expert use of multiple approaches (graphic organizers, sentence frames, vocabulary instruction); sophisticated scaffolding for academic language facility |
| Proficient | Effective use of various approaches; appropriate scaffolding for language development |
| Developing | Some variety in approaches; basic scaffolding for language learning |
| Beginning | Limited approaches; inappropriate or missing scaffolding |



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Required Lesson Plan Components

Pre-Planning Documentation

- **Student Analysis:**
 - Current comprehension levels, reading abilities, academic language needs
- **Standards Alignment:**
 - Clear connection to 3.C.6.b-c and 3.D.4
- **Learning Objectives:**
 - Specific, measurable comprehension strategy goals
- **Text Selection Rationale:**
 - Justification for chosen texts and complexity level
- **Academic Language Focus:**
 - Specific language structures and vocabulary to be taught

Lesson Structure

- **Before Reading:**
 - Prior knowledge activation, vocabulary pre-teaching, purpose setting
- **During Reading:**
 - Strategy modeling, guided practice, monitoring support
- **After Reading:**
 - Comprehension check, strategy reflection, extension activities
- **Academic Language Integration:**
 - Explicit instruction woven throughout
- **Multisensory Elements:**
 - Visual, auditory, and kinesthetic strategy support

Comprehension Strategy Focus

Choose one primary strategy with explicit instruction:

- **Making Predictions:**
 - Using text clues and prior knowledge
- **Questioning:**
 - Generating and answering questions before/during/after reading
- **Visualizing:**
 - Creating mental images to support comprehension



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- **Making Connections:**
- Text-to-self, text-to-text, text-to-world

- **Summarizing:**
- Identifying main ideas and supporting details

- **Inferring:**
- Reading between the lines using text evidence

Multisensory Integration Requirements

Visual Modality Support

- **Graphic Organizers:**
- Visual representation of comprehension strategies

- **Text Features:**
- Charts, diagrams, illustrations to support understanding

- **Visual Cues:**
- Color coding, highlighting, or visual prompts for strategies

- **Anchor Charts:**
- Reference materials for strategy use

Auditory Modality Support

- **Think-Alouds:**
- Verbal modeling of comprehension processes

- **Discussion Opportunities:**
- Peer and whole-group comprehension conversations

- **Audio Support:**
- Recorded texts or strategy explanations

- **Verbal Rehearsal:**
- Students explaining their thinking processes

Kinesthetic Modality Support

- **Manipulatives:**
- Physical tools for organizing thinking or text elements

- **Movement Activities:**
- Acting out story elements or strategy steps



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- **Hands-On Organizers:**
 - Physical sorting, sequencing, or categorizing activities
- **Interactive Elements:**
 - Student participation through physical engagement

Cultural Integration Requirements

Anishinaabe Pedagogical Approaches

- **Traditional Stories:**
 - Use of Indigenous narratives for comprehension practice
- **Oral Tradition Integration:**
 - Connection to traditional storytelling methods
- **Community Knowledge:**
 - Integration of cultural wisdom and perspectives
- **Holistic Learning:**
 - Consideration of emotional, spiritual, and intellectual connections
- **Seasonal/Cultural Context:**
 - Texts and activities reflecting cultural knowledge

Differentiation Strategies

- **English Language Learners:**
 - L1 comprehension strategy transfer and support
- **Varying Comprehension Levels:**
 - Scaffolding for different ability levels
- **Cultural Backgrounds:**
 - Texts and examples reflecting diverse experiences
- **Learning Preferences:**
 - Multiple ways to demonstrate comprehension understanding
- **Academic Language Needs:**
 - Varied levels of language structure support

Assessment Integration

Formative Assessment Strategies

- **Strategy Observation:**
 - Monitoring student use of comprehension strategies



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- **Comprehension Checks:**
 - Quick assessments during and after reading
- **Think-Pair-Share:**
 - Peer discussion to assess understanding
- **Exit Tickets:**
 - Brief comprehension and strategy reflection
- **Academic Language Use:**
 - Monitoring of language structure application

Summative Assessment Options

- **Comprehension Questions:**
 - Literal, inferential, and evaluative questions
- **Strategy Application:**
 - Independent use of taught strategy with new text
- **Academic Language Assessment:**
 - Use of taught language structures
- **Comprehension Retelling:**
 - Organized retelling demonstrating understanding
- **Strategy Reflection:**
 - Student explanation of strategy use and effectiveness

Implementation & Reflection Requirements

Teaching Documentation

- **Strategy Use Evidence:**
 - Documentation of student strategy application
- **Comprehension Growth:**
 - Evidence of improved understanding
- **Academic Language Development:**
 - Progress in language structure use
- **Engagement Indicators:**
 - Student participation and motivation



Fond du Lac Tribal and Community College Elementary Education Program



- **Cultural Responsiveness:**
- Inclusive practice documentation

Post-Lesson Reflection

- **Objective Achievement:**
- Analysis of comprehension strategy learning

- **Academic Language Growth:**
- Evidence of language structure development

- **Multisensory Effectiveness:**
- Evaluation of modality integration success

- **Developmental Appropriateness:**
- Assessment of instruction match to student needs

- **Next Steps:**
- Plans for continued comprehension strategy development

Scoring Guide

| Performance Level | Point Range | Percentage | Grade Equivalent |
|-------------------|--------------|------------|------------------|
| Exemplary | 45-50 points | 90-100% | A |
| Proficient | 40-44 points | 80-89% | B |
| Developing | 30-39 points | 60-79% | C |
| Beginning | 20-29 points | 40-59% | D/F |

Self-Assessment Questions

- How effectively does my lesson provide explicit instruction in comprehension levels with appropriate guided practice?
- Do my before/during/after reading activities appropriately support comprehension at my students' developmental stages?
- How well have I integrated academic language instruction throughout my comprehension strategy teaching?
- Are my multisensory approaches meaningful and supportive of comprehension learning?
- What evidence shows that my instruction is culturally responsive and differentiated for diverse learners?

Minimum Passing Standard: Students must achieve "Proficient" level (40+ points, 80%) to demonstrate adequate understanding of comprehension strategy instruction, academic language development, and culturally responsive teaching required for this lesson plan assignment.

Design comprehension activities that require analysis, synthesis, and evaluation beyond basic recall

Create structured discussion opportunities for students to share comprehension strategies and thinking



Fond du Lac Tribal and Community College Elementary Education Program



11. Participation and Reflections (120 points)

Purpose: Engage in clinical practice with ongoing reflection and professional growth

Standards Alignment:

- **Cultural Standard:** ZHAWENINDIWIN (Life-long learner)
- **Subject Matter:**
 - **3.G.5:** Engagement in personal learning as daily and long-term goal, including reflection on practices to improve instructional decisions
- **SEP Standards:**7.G (Sensitive communication)

Specialized Requirements Integration

Dyslexia Components (Embedded throughout)

Standards Addressed:

- Nature and symptoms of dyslexia
- Available resources for students with dyslexia characteristics
- Evidence-based instructional strategies including structured literacy
- Intervention outcomes and implications

Cultural Integration (All assignments)

Anishinaabe Knowledge Integration:

- Ojibwe language study and application
- Traditional oral storytelling methods
- Community-centered pedagogical approaches
- Culturally responsive assessment practices

This comprehensive assignment structure ensures teacher candidates develop both foundational literacy knowledge and culturally responsive teaching practices while meeting all state standards and specialized requirements for elementary education preparation.

Create detailed rubrics for each major assignment category to ensure consistent evaluation

Convert this overview into a structured table format for easier reference and planning

**Full descriptions of Competencies and Cultural Standards contained in the Appendix*

To meet the program requirements, students must pass the course with 70% or above



Fond du Lac Tribal and Community College
Elementary Education Program



Course Schedule: Please attach the course schedule/outline

| Module and Topic **All classes are asynchronous | Learning Opportunity and Activity | Assignment and Assessments | SEP Standard Subject Matter Cultural Standard |
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| Week 1 8/21 online asynchronous **ALL CLASSES Science of Reading | What is the science of reading? Read Aloud Project introduction Video lecture: Benefits of reading aloud to children; text features, as well as techniques for teaching features. Activity: In small groups, students will use information from the Science of Reading video lecture and from the Reading Rockets article to identify text features present in a sample text. Groups will share findings with the class in a discussion board. | Additional articles in D2L: Teaching Reading IS Rocket Science The Science of Reading: The Basics Staying Strong: Chapters 1 (Early Literacy Targets) & 2 (Developing Oral Language) Teaching Text Features Reading Rockets Flipped Classroom Video & Notes | SEP: 5.L; |
| Week 2 8/28 Readings and discussions modeled on nature and symptoms of dyslexia; practice standards of Structured Literacy | Explicit Instruction Video Lecture: Foundational Knowledge in Structured Literacy; review of FDLTCC lesson plan template and rubric Ojibwe language study and application; Nature and Symptoms of Dyslexia Challenge: Do Not Read This Dyslexia & the Brain (IDA) Early Warning Signs of Dyslexia (Yale) What is Structured Literacy? Why Should Schools Use Structured Literacy? Activity: Read the 2 articles on <i>Structured Literacy</i> and reflect in small groups: What impact does this have on reading instruction for elementary learners? What are the | Teaching Reading Sourcebook <i>ch 3: Print Awareness</i> The Reading Strategies Book: Chapter 2 (Building a Reading Life) WTW: Chapter 1 Reading techniques goal notecards (Goals #1, 2, & 3) Assessment: Submitted page 1 of the Dyslexia Resource Assignment using the materials in this module including: The nature and symptoms of dyslexia and resources available for students who show characteristics of dyslexia. Journalled understandings and application to teaching methods using Structured Literacy and Dyslexia. | SEP: 5.L; 7.G.; 9.D; 9.H; SM: 3.B.2.; 3.B.5; 3.C.1,a; 3.C.2.a; .C.3.a; 3.C.3.b;..C.3.c; 3.C.4.c; 3.E.5; 3.F.1,2,4, 5; Dyslexia 1; Dyslexia 2; Dyslexia 3; Dyslexia 4 |



Fond du Lac Tribal and Community College Elementary Education Program



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| | implications on you as an elementary teacher? | | |
| <p>Week 3 9/4 (NO CLASS-Labor Day) *starts 9/5</p> <p>Phonological and Phonemic awareness</p> | <p>Phonological awareness:</p> <p>Explicit Instruction Video lecture: Introduction to Phonological Awareness</p> <p>Children of the Code: Phonemic Awareness video</p> <p>Dyslexia: The Basics (Part one)</p> <p>Dyslexia Toolkit</p> <p>Activity: In small groups create a 1-page infographic summary for parents based on chapters 1-2 in the Dyslexia Toolkit AND phonological/phonemic awareness</p> | <p>Teaching Reading Sourcebook <i>ch 5: Phonological Awareness</i></p> <p>Staying Strong Chapter 4: <i>Learning the Alphabetic Code and Phonological Awareness</i></p> <p>Created a blog for elementary students to apply understanding of: phonological and phonemic awareness of English and Ojibwe language phonemes, including techniques to word boundaries, to rhyme, and to blend, substitute, and delete sounds in words. In field work used two of these phonological and phonemic awareness activities to practice with students and applied the Direct Explanation method (The teacher clearly explains concepts and models skills without ambiguity.)</p> <p>Assessment: Quizzes in D2L (must meet 80% on quiz rubric)</p> <ul style="list-style-type: none"> Phonological and Phonemic awareness #1 <p>Read Aloud Project: In field work, after discussing the benefits of reading aloud to children and following a deconstruction of the instructor’s modeling of a read-aloud, read three books to children from a special collection located in the Curriculum Materials Center of the Library. Read these books to one child or a group of children, grades K-3. After reading each book aloud to the child or children, rate the book and record your experiences on the “Feedback form for Read Aloud Project”. A completed feedback form for each book (x3) submitted to D2L. This assignment developed aloud skills,</p> | <p>SEP: 5.L; 7.C; 9.D; 9.E; 9.H; 3.B.1;</p> <p>SM: 3.B.1.; 3.B.4; 3.C.2.A;3.C.3.a; 3.D.2.a; Dyslexia 3; Dyslexia 4</p> |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>experienced first-hand how children respond to picture books, and why they prefer some and not others.</p> | |
| <p>Week 4 9/11</p> <p>Cont. Phonological and Phonemic awareness</p> | <p>Explicit Instruction Video Lecture: Phonemic awareness and Assessments</p> <p>Understanding Phonemic Awareness Assessment: Heggerty Assessment</p> <p>PAST Assessment</p> <p>SCARBOROUGH'S READING ROPE (Read pp. 17-19) Science of Reading: A Defining Guide</p> <p>Activity: In small groups outline understandings and questions regarding Phonemic awareness and the two assessments.</p> | <p>Teaching Reading Sourcebook <i>ch 5: Phonological Awareness (cont.)</i></p> <p>WTW: Chapters 2 & 3 (Phonological and Phonemic awareness)</p> <p>Field work Lesson Plan #1 (assessed with the 'Assessment' lesson plan rubric element-) modified a lesson based on PAST assessment data example. Used the pedagogy of Systematic Instruction (Sequential Learning): Lessons are broken down into manageable steps that progress from simple to complex). Used the FDLTCC lesson template. Included phonological and phonemic awareness; taught and reflected on this lesson. assessed with the 'Instructional Design' lesson plan rubric element-)</p> <p>Assessments: Quizzes in D2L (must meet 80% on quiz rubric)</p> <ul style="list-style-type: none"> Phonological and Phonemic awareness #2 <p>D2L Discussion: Created three paragraphs about Phonemic awareness and Assessments and how these can support students with Dyslexia.</p> | <p>SEP: 5.L; 7.F. 9.D; 9.E; 9.H; 3.B.1;</p> <p>SM: 3.B.4; 3.C.2.b; 3.C.2.c; 3.C.3.a; 3.D.6.1.a Dyslexia 4</p> |



Fond du Lac Tribal and Community College Elementary Education Program



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| <p>Week 5 9/18</p> <p>Word Recognition</p> | <p>Explicit Instruction Video Lecture: Word Recognition and Vocabulary</p> <p>(Read pp. 22-25 from PDF in D2L : The Reading League) Science of Reading: A Defining Guide</p> <p>Content Area Literacy-- Closer Look at Vocabulary and Vocabulary Instruction</p> <p>An Introduction to Words</p> <p>Understanding Tiered Vocabulary</p> <p>Reading Rockets Glossary-- look up the meaning of the following terms: Academic Language (tier 2 & 3), Affix, Cognates, Collocations, Etymology, Homograph, Homonym, Homophone, Idioms, Morphology, Morphemes, Root Words and phonemes</p> <p>Activity: Class discussion focused on the website readings in supporting Word Recognition. Also, include aspects of previous Dyslexia materials regarding the outcomes of intervention and lack of intervention for students who show characteristics of dyslexia. In addition, discussed assessment data and student holistic information to evaluate student progress. In small groups, create and post a 10-slide presentation to share with families in fieldwork regarding Dyslexia outcomes of interventions/lack of interventions of students who show characteristics of dyslexia.</p> | <p>Teaching Reading Sourcebook <i>ch 1: Chapter 1 Structure of English; Ch 11: Specific Word Instruction</i></p> <p>Staying Strong Chapter 3 & 5 (Fostering Word Knowledge & Word Recognition and Fluency)</p> <p>Assignment: In the D2L Discussion posted how an elementary teacher can utilize outcomes of intervention and lack of intervention for students who show characteristics of dyslexia. Please include your host teacher's insights.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Rocket Glossary terms quiz (must meet 80% on quiz rubric) • (Academic Language -tier 2 & 3, Affix, Cognates, Collocations, Etymology, Homograph, Homonym, Homophone, Idioms, Morphology, Morphemes, Root Words) <p>Fieldwork: Share with your host teacher (From your small groups) a 10-slide presentation to share with families in fieldwork regarding Dyslexia outcomes of interventions/lack of interventions of students who show characteristics of dyslexia. If appropriate, share with families.</p> | <p>SEP: 7.G.; 9.H;</p> <p>SM: 3.B.4; 3.C.4.c; Dyslexia 3; Dyslexia 4</p> |
| <p>Week 6 9/25</p> <p>Fluency Components</p> | <p>Explicit Instruction Video Lecture: Fluency Components</p> <p>Read pp. 22-25) Science of Reading: A Defining Guide</p> | <p>Teaching Reading Sourcebook <i>ch 9: Fluency part I</i></p> | <p>SEP: 7.G.</p> <p>SM: 3.B.3; 3.B.5.</p> |



Fond du Lac Tribal and Community College Elementary Education Program



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| | <p>Listen: The Science of Reading: The Importance of Fluency Instruction with Tim Rasinski</p> <p>Fluency: Instructional Guidelines and Student Activities</p> <p>Ojibwe language study and application</p> <p>Activity: Small group discussion on fluency and its components. Students will also practice reading aloud well, demonstrating their ability to read accurately, with appropriate speed and expression for both an informational text and a narrative text.</p> <p>Students will participate in choral reading, partner reading, and reader's theatre as methods for helping children develop fluent reading (please include one Native-authored reading per group).</p> | <p>The Reading Strategies Book: Goal 3 & 4 (Teaching Fluency: Reading with Phrasing, Intonation and Automaticity).</p> <p>Field work Created lesson plan 2 focusing on fluency supports (using pre-assessments). In field work taught and reflected on this lesson. Used the Structured Teaching method ("I do, we do, you do.") . assessed with the 'Academic/Vocabulary Language' lesson plan rubric element-)</p> <p>Assessment: 1-page paper, based on fieldwork, on the implementation and reflect on the use of instructional practices, approaches, and methods, which support the cognitive, cultural, and linguistic differences of readers.</p> | <p>3.C.2.a; 3.C.3.a; 3.C.3.c; 3.C.4.b; 3.C.4.e; 3.D.6.1.a; 3.F.1,2,4, 5;</p> |
| <p>Week 7 10/2</p> <p>Review: Science of Readings, lecture and videos</p> | <p>Review Week's 1-6 Science of Readings, lecture and videos (Explicit Instruction)</p> <p>Can We Afford to Ignore the Science of Reading?</p> <p>Activity: In pairs, review the Midterm study guide; post written responses and questions in D2L</p> | <p>Teaching Reading Sourcebook <i>ch 9: Fluency part I (cont.);</i> Teaching Reading Sourcebook <i>ch 12: Word-Learning Strategies</i></p> <p>WTW Chapter 4 (Fluency, Word Recognition, Phonological and Phonemic awareness)</p> <p>Field work Shared a letter home to families with techniques to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English</p> | <p>SEP: 7.B.; 7.C; 7.F.; 7.G.;</p> <p>SM: 3.B.5; 3.C.1.a; 3.D.6.1.a.; 3.F.7.; 3.G.1,3,5</p> |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>learners; and to use additional techniques to promote literacy in the home. Must meet 80% rubric in D2L</p> <p>Assessments: Midterm exam (must meet 80% in D2I exam)</p> <ul style="list-style-type: none"> Science of Readings, Fluency, Word Recognition, Dyslexia, Phonological and Phonemic awareness | |
| <p>Week 8 10/9</p> <p>Dyslexia: interventions, suggestions and interview</p> | <p>Explicit Instruction Video lecture: Dyslexia</p> <p>Inside a Dyslexia Intervention: Reading Strategies for Struggling Readers</p> <p>Tips for Parents and Families of Children with Dyslexia</p> <p>Dyslexia Toolkit reading (from the National Center for Learning Disabilities nature and symptoms; resources: state and national).</p> <p>Ojibwe language study and application</p> | <p>Teaching Reading Sourcebook <i>ch 5: Phonological Awareness (review); Section III Decoding and Word Recognition</i></p> <p>Reading Strategies Book: Goal 5 (Supports for all Students: Dyslexia overview and Interventions)</p> <p>Field work In fieldwork conduct a Phonological Awareness assessment (PAST) with a student: administered and scored either the PAST (3rd grade and beyond) assessment with a student. Completed the assessment either with a student/child you know, or by watching a video of the assessment. Written summary of the results, including what this information tells about the need for phonological intervention, and if needed, what level/skills you would start your interventions in. Posted this in D2L Discussion board.</p> <p>Respond to D2L discussion posts focusing on, words, syllables, onsets and rimes, and phonemes</p> <p>Assessment:</p> <ul style="list-style-type: none"> School Psychologist (field work): Dyslexia Interview: Interviewed with School Psychologist focused on Dyslexia; adaptive lesson/activity supporting students with Dyslexia. Understood how professionals | <p>SEP: 5.L; 7.A.; 7.B.; 7.G. 9.D.; 9.E; 9.H.</p> <p>SM: 3.B.3; 3.C.2.b. 3.C.2.c; 3.C.3.c; 3.C.6.a; 3.C.6.b. 3.F.1,2,4, 5; 3.F.7. Dyslexia 1; Dyslexia 2; Dyslexia 3; Dyslexia 4</p> |



Fond du Lac Tribal and Community College Elementary Education Program



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| | | <p>implemented strategies for K-3 students with dyslexia.</p> <ul style="list-style-type: none"> •(Continued) Submitted page 2 of the Dyslexia Resource Assignment to families using the materials in this module including: The nature and symptoms of dyslexia and resources available for students who show characteristics of dyslexia. | |
| <p>Week 9 10/16</p> <p>Dyslexia: interventions, suggestions and interview (continued)</p> | <p>Cont. Dyslexia</p> <p>Inside a Dyslexia Intervention: Reading Strategies for Struggling Readers</p> <p>Tips for Parents and Families of Children with Dyslexia</p> <p>Dyslexia Toolkit reading (from the National Center for Learning Disabilities nature and symptoms; resources: state and national).</p> | <p>Teaching Reading Sourcebook <i>ch 10: Fluency part II; Teaching Reading Sourcebook ch 12: Word-Learning Strategies</i></p> <p>Reading Strategies Book: Goal 5 (Section 2: Adaptive lesson/activity supporting students with Dyslexia.)</p> <p>Assessments (continued from week 8):</p> <p>Field work</p> <ul style="list-style-type: none"> • School Psychologist: Dyslexia Interview: In fieldwork, interviewed with School Psychologist focused on Dyslexia; adaptive lesson/activity supporting students with Dyslexia. Understood how professionals implement strategies for K-3 students with dyslexia. • Submitted page 2 of the Dyslexia Resource Assignment for families using the materials in this module including: The nature and symptoms of dyslexia and resources available for students who show characteristics of dyslexia. Asked families in field work for feedback to clarify and explain more. | <p>SEP: 7.A.; 7.B. 7.C; 9.H;</p> <p>SM: 3.B.1; 3.B.4; 3.C.1,a; 3.C.2.a; 3.C.3.a; 3.C.3.c; 3.C.6.a; 3.C.6.b; 3.C.6.c; 3.G.1,3,5; Dyslexia 1; Dyslexia 2; Dyslexia 3; Dyslexia 4</p> |
| <p>Week 10 10/23</p> <p>Writing</p> | <p>Explicit Instruction Video lecture: Writing</p> <ul style="list-style-type: none"> • Simple Ways to Assess the Writing Skills of Students | <ul style="list-style-type: none"> • What Works Clearinghouse: Teaching Elementary School Students to be Effective Writers. | <p>SEP: 7.F.; 3.B.1.</p> <p>SM:</p> |



Fond du Lac Tribal and Community College Elementary Education Program



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| | <p>with Learning Disabilities</p> <ul style="list-style-type: none"> • Graphic Organizers to Help Kids with Writing • Graphic Organizers for ELL Students • Improving Writing Skills: ELLS and the Joy of Writing <p>Activity: In small groups, create a 1-page document on assessing student writing examples in D2L. Include what the suggestions will be for moving the students' to the next level of writing.</p> | <p>Staying Strong Chapter 7 (Teaching Writing with Supports)</p> <p>Assignment: Literacy Blog Finished Lesson Plan #1 reteaching it after the previous reflection (Integrating the communication arts)</p> <p>Field Work:</p> <p>Reteach from lesson 1, then discuss in blog</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Quiz in D2L (must meet 80% on quiz rubric) on how to 'develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience; | <p>3.B.4; 3.C.3.a; 3.C.3.c; 3.C.4.c;</p> |
| <p>Week 11 10/30</p> <p>Language Comprehension and Text Structures</p> | <p>Language Comprehension Interventions: ways to teach text structure and text features (Read the entire piece. We will practice the instructional approaches in class.)</p> <ul style="list-style-type: none"> • Implementing the Text Structure Strategy in Your Classroom (Read the article and view the videos.) • Teaching Text Features (read/view the entire article) <p>Activity: In field work observe your host teacher in a comprehension lesson. Write up a two-page reflection (assessed with reflection rubric) on this experience and how you understood their pedagogy regarding: comprehension processes related to reading, including: (a) knowledge of how proficient readers read, how</p> | <p>Teaching Reading Sourcebook <i>ch 6: Phonics; Section V: Comprehension Introduction</i></p> <p>Staying Strong Chapter 6 (Developing Comprehension)</p> <p>Assignments:</p> <p>In small groups shared ideas on how to implement text structures to support comprehension. Submitted ideas in D2L. Then micro-taught a skill learned in the host teacher observation assignment for this week. This micro-lesson demonstrated the understanding of reading comprehension levels related to reading in each of the assignments.</p> <p>Field work</p> <p>Book Bag (ongoing assignment):</p> | <p>SEP: 7.B.; 7.C.</p> <p>SM: 3.B.2.; 3.B.5. 3.C.3.a; 3.C.4.a; 3.C.6.a; 3.C.6.b; 3.F.1,2,4, 5</p> |



Fond du Lac Tribal and Community College Elementary Education Program



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| | <p>to facilitate listening comprehension, and to develop comprehension of print material.</p> | <p>Checklist on D2L. Reviewed books online or in a classroom that would be a good fit for your student you are working with and assessing during your field experience. Review ten titles to recommend for the student. The Book Bag included the titles and authors of the books along with an explanation as to why each book was a good fit for the student.</p> <p>Then, in fieldwork TC selected one book to read to a student focused on the text structures in the book.</p> <p>Article & Response to one of the articles listed this week.</p> <p>Flipped Classroom Video & Notes</p> <p>Assessment:</p> <p style="padding-left: 20px;">In field work completed Phonics and Word Reading Survey with a student focusing on ways to 'develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience'</p> | |
| <p>Week 12 11/6</p> <p>Digital Literacy integration</p> | <p>Explicit Instruction</p> <p>Video lecture: CPAST Preparation and digital literacy</p> <p>What is Digital Literacy?</p> <p>21st Century Literacy (Reading Rockets)</p> <p>Activity: Individually complete the guiding 1-page reflection based on the two articles for this week regarding digital literacy. (assessed with reflection rubric)</p> | <p>Assignments: Teaching Reading Sourcebook <i>ch 14: Comprehension</i></p> <p>Practice CPAST sections</p> <p>Staying Strong: Chapter 6 (Developing Comprehension)</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Students watched and responded in a D2L Discussion Post (scored with the D2L rubric) for the flipped Classroom Video & Notes and | <p>SEP: 9.E; 9.H.</p> <p>SM: 3.B.1; 3.B.4; 3.D.4.;</p> |



Fond du Lac Tribal and Community College Elementary Education Program



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| | In small groups create and teach a mini-lesson with explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language | included application of instructional and informational technologies, digital literacy, and electronic resources to support literacy. | |
| Week 13 11/13 | <p>CPAST Preparation</p> <p>Activity: In class overview and review discussion of 'Instructional presentation of <i>fluency development with group</i> discussion selected using various pedagogies such as:</p> <ul style="list-style-type: none"> • Literature circles • Reading response activities • Diverse literature across genre that engage readers • Student engagement techniques • Informational speaking (conversations, discussions, and debates) • Formal speaking (interviews, oral histories, reports, and panel discussions) • Drama opportunities <p>Creative arts integration (visual, oral, dance, music,</p> | <p>Teaching Reading Sourcebook <i>ch 4: Letter Knowledge</i></p> <p>Staying Strong: Chapter 8 (Putting it all together)</p> <p>Genre Quiz (must meet 80% on quiz rubric)</p> <p>Field work Lesson plan #3: Created and taught in field work a lesson facilitating comprehension at various stages of development throughout the process of modeling reading comprehension techniques designed for before, during, and after. Also, included a multisensory technique to ensure that students learn concepts about print including how to recognize and write letters. Submitted a reflection after teaching this lesson. (Scored with lesson plan rubric focusing on "Theory to Practice" and "Instructional Design" element)</p> <p>Assessment:</p> <p>Field work</p> <ul style="list-style-type: none"> • Completed a Fluency Checked using a DIBELS screening (specific assessment to be agreed upon with host teacher. Upload to D2L. | <p>SEP: 9.D; 9.E.</p> <p>SM: 3.C.4.e; 3.C.6.c; 3.D.6.1.a; 3.D.2. a</p> |
| No Classes Nov 20-26 | Enjoy life! | Sleep, visit with family, take care of you! | |
| Week 14 11/27 | Explicit Instruction | Teaching Reading Sourcebook <i>ch 6: Phonics (review)</i> | SEP: 7.C; 7.F.; 7.G.; 9.D. |



Fond du Lac Tribal and Community College Elementary Education Program



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| <p>Child-centered literature</p> | <p>Video Lecture: Child-centered Literature</p> <p>How Books Can Open Your Life</p> <p>Activity: Read article & response D2L post focusing on child-centered literature</p> | <p>WTW: Chapter 5 (Child-centered literature)</p> <p>Assessments:</p> <p>Field work</p> <ul style="list-style-type: none"> Summary Case Study Student Case Study Analysis is also to support and guide students to be ethical in knowing their role as a teacher for the local Native community Teacher Assessment Summary (45 pts.) – checklist on D2L (Teacher Assessment Summary to develop a student’s capacity to proceed carefully, after identifying, discussing and reflecting on ethical dimensions of tribal political, social, and personal life.) Collection of data on focus student from field experience hours. This needs to include Phonological Skills Assessment, Phonics and Word Assessment, DIBELS screening, and interview with cooperating classroom teacher. <p><u>Case Study Analysis</u> (50 pts.) – checklist on D2L Completed an analysis and summary of the assessment data on focus field experience student. Format for Case Study available on D2L. Assessment notations/paperwork submitted with Case Study Analysis to be scanned and submitted to D2L.</p> <ul style="list-style-type: none"> Teacher Assessment Summary Checklist on D2L (Teacher Assessment Summary to develop a student’s capacity to proceed carefully, after identifying, discussing and reflecting on ethical dimensions of tribal political, social, and personal life.) Collection of data on focus student from field experience hours. This needs to include | <p>9.E; 9.H.</p> <p>SM: 3.B.2.; 3, E.1.a; 3.E.5 3.E.1.a, b,c,d</p> |
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Fond du Lac Tribal and Community College Elementary Education Program



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| | | Phonological Skills Assessment, Phonics and Word Assessment, DIBELS screening, and interview with cooperating classroom teacher. | |
| Week 15 12/4 Braiding Native experiences into literacy instruction | Explicit Instruction Video Lecture: Braiding Native experiences into literacy instruction Ojibwe language study and application | Completed Book Bag Article & Response Post Flipped Classroom Video & Notes Lesson #3 | SEP: 7.F.; 7.G. SM: 3.B.1; 3.C.3.a. 3.F.7.; |
| Week 16 – FINALS WEEK 12/11-15 | Finals Week | Professional Disposition Final Exam Reflection on Field Experiences in supporting all aspects of Elementary Literacy you've encountered this semester. | SEP: 7.B.; 7.C; 9.H; SM: 3.D.6.1.a.; 3.G.1,3,5 |

FDLTCC Competencies Across the Curriculum (CAC)

Information Literacy – the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.

Ability to Communicate – the ability to listen, read, comprehend, and/or deliver information in a variety of formats.

Problem Solving – The ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.

Culture – knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.



Fond du Lac Tribal and Community College Elementary Education Program



Conceptual Framework

Vision

The vision of the FDLTCC Education Unit is to be transformational leaders in culturally responsive pedagogy and Indigenous knowledge by embracing Niindaa'iwedaa o' o gikendaasowin, which means sending knowledge into the future by embedding Anishinaabe knowledge, culture, and traditions into the curriculum and instilling these teaching practices in our future educators.

Mission

The mission of the FDLTCC Education Unit is to work within our communities to prepare caring, competent educators by promoting equitable, inclusive, and transformative educational practices that are based on Anishinaabe knowledge, traditions, and culture.

Cultural Standards Woven Together with Professional Outcomes

The unit has adopted the cultural standards of the WINHEC accredited American Indian Programs and adapted them to meet the specific needs of the education unit. Professional outcomes were developed from the cultural standards. Both the cultural standards and the professional outcomes flow from the unit's vision and mission to provide a unique perspective on teaching and learning. The cultural standards and professional outcomes direct the unit's thinking, planning, actions, and initiatives (see figure 1).

GIKENDAASOWIN – Knowing Knowledge

To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.

Disposition: Integrates Content and Pedagogical Knowledge

Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:

- Technology: Use technology effectively to improve student learning.
- Theory to Practice: Applies current theory, research, and best practices to improve one's professional practice as a teacher.
- Critical and Connected Thinking: Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.
- Reflective Practice: Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.



Fond du Lac Tribal and Community College Elementary Education Program



Professional Outcome: Content and Pedagogical Knowledge

- To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.

GWAYAKWAADIZIWIN – Living a Balanced Way

To provide teacher candidates the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.

Disposition: Communication and Collaboration

Teacher candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive collaborative partnerships with students, families, colleagues, other school professionals, and the global community to support achievement of student learning outcomes.

- *Reflective Collaboration:* Uses insights and inspiration of others to improve practice and can occur in:
 - Professional Learning Communities
 - Mentoring Programs
 - Peer Observations
 - Critical Friends Groups
- *Community Involvement:* Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community.
- *Communication:* Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms.

Professional Outcome: Community and Collaboration

- To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.

ZOONGIDE'EWIN – Strong Hearted

To provide a foundation on which we build and strengthen each teacher candidate's resilience, innovation, and passion.

Disposition: Vision and Leadership

Teacher candidates demonstrate the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.

- Demonstrates skills and qualities that lead to meaningful change.
- Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.



Fond du Lac Tribal and Community College Elementary Education Program



- Listens and responds to community needs and understands cultural norms as opportunities for growth and development.

Professional Outcome: **Transformational Leadership**

- To increase the teachers' leadership capacity to live and walk with a strong heart, respectful and open to new ideas and courageous enough to confront the accepted truths of history and society.

AANGWAAMIZIWIN – Diligence and Caution

To develop teacher candidates' capacity to proceed carefully, after identifying, discussing and reflecting on logical and ethical dimensions of political, cultural, social, and personal life.

Disposition: **Ethical Behavior**

Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.

- Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.
- Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers.
- Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate).

Professional Outcome: **Ethical Practitioner**

- To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs.

DEBWEWIN – Honesty and Integrity

Encourage teacher candidates to develop a deeper appreciation of their own worldview and the worldview of others.

Disposition: **Data-Informed Practice**

Teacher candidates demonstrate ability to make data-driven decisions as they plan, implement, and evaluate instruction.

- Uses student data to plan and implement instructional techniques and activities.
- Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.
- Uses formal and informal assessment techniques to evaluate and ensure the continuous intellectual and social development of the student.



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Professional Outcome: Assessment and Use of Data

- To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment techniques to evaluate student progress and guide student learning and development.

ZAAGI' IDIWIN – Loving and Caring

To encourage the teacher candidates' development of healthy, caring relationships built on respect for all.

Disposition: Equity, Social Justice, and Inclusion

Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.

- Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.
- Advocates for and supports Indigenous and other diverse communities and individuals.
- Respects the dignity and essential worth of all individuals.
- Interacts with sensitivity to community and cultural norms.
- Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).
- Promotes the diversity of opinions, ideas, and backgrounds.

Professional Outcome: Diversity

Promote teachers' acceptance and respect of the diversity within their school, community and environment.

ZHAWENINDIWIN – Compassion

To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.

Disposition: Life-Long Learner

Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Demonstrates commitment to professional development and intellectual curiosity.
- Practices current skills while demonstrating ability to adapt and develop new skills.
- Actively participates or fosters the positive professional learning environment within the school community as well as the school- home relationships.
- Analyzes various professional contexts, resulting in more informed decision-making about professional practice.



Fond du Lac Tribal and Community College Elementary Education Program



Professional Outcome: [Generation of New Knowledge](#)

To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.

MN PELSB Standards of Effective Practice (SEP) and/or Content Standards

SEP: *8710.2000 Standards of Effective Practice*

Subpart 5. **Standard 4, Instructional Strategies:** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5L. develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

Subpart 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

7A. understand communication theory, language development, and the role of language in learning;

7B. understand how cultural and gender differences can affect communication in the classroom;

7C. understand the importance of nonverbal as well as verbal communication;

7F. use effective listening techniques;

Subpart 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

9D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;

9E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;

9H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;



Fond du Lac Tribal and Community College Elementary Education Program



MN PELSB Standards 8710.3200 Elementary Education: Subject matter standards

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:

- 1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;
- 2) understand and apply teaching methods related to the developmental stages of language;
- 3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;
- 4) know how to integrate the communication arts;
- 5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;

C. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:

- 1) oral and written language development, including:
 - a. relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;
- 2) phonological and phonemic awareness, including:
 - a. the phonemes that make up the English language;
 - b. the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and
 - c. the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;
- 3) concepts about print, including:
 - a. knowledge about how letters, words, and sentences are represented in written English;
 - b. the importance of teaching uppercase and lowercase letter recognition and formation; and
 - c. the instructional progression of the alphabetic principle;
- 4) phonics and other word identification strategies and fluency, including:
 - a. systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;
 - b. word identification strategies and common, irregular sight words;
 - c. the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;
 - e. the development of reading fluency;
- 6) comprehension processes related to reading, including:
 - a. knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;



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- b. the levels of comprehension, how to explicitly teach and provide guided practice incomprehension skills and strategies; and
- c. how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

- 1) appropriate, motivating instruction, both explicit and implicit, in:
 - a. oral language development;
 - b. auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;
 - c. the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and
- 2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:
 - a. multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;
- 4) selection and appropriate explicit instruction and guided practice to teach written- language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;

E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

- 1) formal and informal tools to assess students';
 - a. oral and written language development;
 - b. auditory awareness, discrimination of sounds, and phonological and phonemic awareness;
 - c. understanding of concepts about print and the alphabetic principle;
 - d. knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;
- 5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and

F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:



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- 1) knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;
- 2) the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;
- 4) the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing student engagement and literacy for students;
- 7) the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home.

G. A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:

- 1) exhibit a particular stance towards professional development. A beginning teacher must view learning about reading processes and student reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;
- 3) provide support for reading development by communicating regularly with parents or caregivers and eliciting their support in a student's reading development;
- 5) engage in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices to improve daily instructional decisions and interactions with students;

Dyslexia information:

(c) Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation programs may consult with the Department of Education, including the dyslexia specialist under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address:

- (1) the nature and symptoms of dyslexia;
 - (2) resources available for students who show characteristics of dyslexia;
 - (3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and
 - (4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.
- (d) Nothing in this section limits the authority of a school district to select a school's reading program or curriculum.



Fond du Lac Tribal and Community College Elementary Education Program



EDU3100 Language Arts Methods I

Student will address: (1) the nature and symptoms of dyslexia; (2) resources available for students who show characteristics of dyslexia; (3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach

Week 2 Intervention (Foundational of Literacy)

Readings and discussions modeled on nature and symptoms of dyslexia; practice standards of the International Dyslexia Association

Week 3-4 Intervention (Phonological and Phonemic awareness)

Lesson plans: will detail one lesson plan includes: adaptive lesson/activity focused on Dyslexia

Week 5 Intervention (Word Identification (Decoding) Techniques)

Using course Dyslexia readings, recourse, interviews and adaptive lesson plans, student will use assessment data and student holistic information to evaluate student progress

Utilize outcomes of intervention and lack of intervention for students who show characteristics of dyslexia

Week 8 -9 Intervention (Early reading comprehension)

Readings on Dyslexia (nature and symptoms; resources: state and national). These will also include dyslexia resources from sources such as DyslexiaToolkit.pdf from the National Center for Learning Disabilities

Interview with School Psychologist focuses on Dyslexia; adaptive lesson/activity supporting students with Dyslexia. Student will understand how professionals implement techniques for K-3 students with dyslexia.



Fond du Lac Tribal and Community College Elementary Education Program



Reference List:

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Cecil, N. L., Gipe, J. P., & Merrill, M. (2017). *Literacy in grades 4-8: Best practices for a comprehensive program*. Routledge.

Fisher, D. & Frey, N. (2007). *Scaffolded writing instruction: Teaching with a gradual-release framework (Teaching Strategies)*. New York, NY: Scholastic Publication.

<https://www.readingrockets.org/sites/default/files/DyslexiaToolkit.pdf> [PDF]. (n.d.). National Center for Learning Disabilities.

Rasinski, T. (2010). *The fluent reader: Oral & silent reading strategies for building fluency, word recognition & comprehension* (2nd ed.). New York, NY: Scholastic Publication.

Serravallo, J. (2015). *The Writing Strategies Book*. Portsmouth, NH: Heinemann.

Sprenger, M. (2014). *Vocab rehab: How do I teach vocabulary effectively with limited time?* ASCD Arias: Association for Supervision & Curriculum Develop.



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Elementary Education Program



Lesson Plan Template

| | | | |
|------------------------|--|-------|------|
| Teacher Candidate Name | Subject/Anticipated length of the lesson | Grade | Date |
|------------------------|--|-------|------|

MN Academic Standards:

Cultural Standard/Disposition:
Reviewing the Conceptual Framework, what disposition are you incorporating into your lesson?

Student Objective(s)/Learning Target(s):
I can...

Assessment

How will you know that all students met the objective(s)/learning target(s)?

Pre-assessment: *What knowledge do students already have related to the objective of the lesson? What evidence have you collected to support this? How will you connect prior knowledge to the lesson?*

Formative Assessment(s): *How do you intend to check for understanding throughout the lesson and what instructional decisions will you make based on the evidence you collect?*

Summative Assessment(s): *When you look at your lesson objective(s), how will you find out if students learned what you intended at the end of the lesson/unit?*

Academic Vocabulary

What terms and/or concepts will students need to know in this lesson? How will you teach this vocabulary?



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Academic Language: function, forms, frame

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| What academic language function is required in this lesson? (<i>seek information, inform, compare, order, classify, analyze, infer, justify/persuade, solve problems, synthesize, evaluate</i>) |
| What language form(s) will support the language function ? <i>Consult your academic language functions/forms chart to complete this section.</i> |
| Include one sentence frame you expect students to be able to complete if they have mastered the objective(s)/learning target(s). <i>Remember, the sentence frame should flow directly from the academic function/form(s) you have identified above.</i> |

Using the Context for Learning

Think about the students in your class who may need different strategies/supports, accommodations, or modifications to support instruction (e.g. students with IEPs, 504 plans, ELL, struggling readers, underperforming students, gaps in academic knowledge, and/or gifted students).

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| Learner Needs: | Describe how you will adjust/modify instruction for one or more need you have identified. |
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Background (provide a brief snapshot)

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| <p>Title: Give your lesson plan a title that describes what you're teaching in an engaging way.</p> <p>Overview: <i>Provide a summary of your lesson with the idea that someone could read it and know what to expect without reading the rest of your lesson plan</i></p> <p>From Theory to Practice: You must have at least 2 articles from professional resources (that is, journals or books that include a "reference" list at the end of the article/chapter) that support your lesson plan idea. The resources should each be briefly summarized and, if possible, provide hyperlinks to both articles in your lesson plan. Make sure you explain how the resources connect to some aspect of your lesson.</p> <p>#1:</p> <p>#2:</p> |
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Instructional Strategies and Learning Tasks



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| Time | Frontloading, the Anticipatory Set: What attention grabber/hook will you use to get students into the lesson? <i>Consider establishing relevance, asking higher order thinking questions and using hands-on experiences that draw in your students and get them excited and ready to learn.</i> |
| Time | The Instructional Sequence Possible steps: <ul style="list-style-type: none"> ● Share learning targets/I Can statements to set purposes for learning ● Model and check for understanding ● Guided Practice and check for understanding ● Independent Practice and monitor progress toward objectives ● Assessment |
| Time | Closure: <i>How will you involve students in closing the lesson (i.e. revisit and assess progress toward meeting the objective/learning target)?</i> |

Reflection

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| <p>Use specific examples of students' work, actions or quotes to support your reflection.</p> <ol style="list-style-type: none"> 1. What parts of the lesson were successful? What anecdotal and assessment evidence supports this? 2. If you started this lesson over, what would you change and why? 3. What planning, environment, instruction, or assessment changes will you need to make for the next lesson? What specific evidence prompted you to consider these changes? |
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