

EDEL 4150

Reviewer's Comment for 7.5.d.A: Reviewers need to see the assignment directions for all assignments being referred to.

Reviewer's Comment for 7.5.e. A: Reviewers could not find explicit evidence of accuracy, prosody, and rate

Compilation of Strategies Assignment (20 pts, p.15 of the syllabus) and Rubric (EDEL 4150 Syllabus p. 16) in response to CTC reviewer's comments for 7.5.d. and 7.5.e.A

Instructions:

All students are expected to create a compilation of literacy (reading and writing/spelling) strategies learned in this course. See it as your toolbox of teaching Foundational literacy skills. The compilation must contain at least 10 strategies that can be used for effective literacy (reading and writing/spelling) instruction and that address Foundational Skills Domains (print concepts, phonological and phonemic awareness, phonics, word recognition, fluency (including all three components: rate, accuracy, and prosody(7.5.e.A)), spelling, morphological awareness and its connection to encoding and decoding(7.5.d.A)). Format is suggested below. During the final class presentation, you will be asked to demonstrate one of your strategies. Please be ready to discuss and provide all the necessary materials (e.g., letter-sound cards; sight words/word lists; connected decodable texts, etc.) Please see assignment rubric below.

Format:

Strategy #	
Foundational Skills Domain(s) Addressed	
Before/During/After Reading?	
Groupings?	
Implementation – What and How?	
Rationale – Why?	
Expected Benefits	
Examples of Use	

Compilation of Reading Strategies Rubric (20 points)

	Excellent	Adequate	Inadequate	Comments
Appropriate Strategies (5 pts)	A minimum of 10 literacy (reading and writing/spelling) strategies appropriate for	Between 8-9 literacy (reading and writing/spelling) strategies appropriate for	Fewer than 8 literacy (reading and writing/spelling) strategies are presented, and/or	

	effective literacy instruction are presented.	effective literacy instruction are presented.	strategies are not appropriate for effective literacy instruction.	
Foundational Skills Domains (5 pts)	Strategies address ALL foundational skills domains (print concepts, phonological and phonemic awareness, phonics, word recognition, fluency (word and text level) , spelling, morphological awareness and its connection to encoding and decoding). Strategies are appropriate for the domain.	Strategies address most, but not all, foundational skills domains. Strategies are appropriate for the domain.	Strategies address only 2-3 foundational skills domains and/or strategies are not appropriate for the domain.	
Implementation of Strategies (5 pts)	Provides thorough discussion of how each of the 10 strategies is implemented. Materials are discussed in detail, material examples (e.g., letter-sound cards; sight words/word lists; connected decodable texts, etc.) Grouping is discussed for all strategies. Addresses whether each strategy is used before, during, or after reading.	Provides thorough discussion of how most, but not all, strategies are implemented. Materials are discussed but no examples are provided. Grouping is discussed for most, but not all, strategies. Addresses whether most strategies are used before, during, or after reading.	Discussion of implementation of strategies is brief and/or missing. Materials are not discussed. Does not discuss grouping for strategies and/or when strategies are used.	
Rationale (2 pts)	Rationale for the use of each of the 10 strategies is discussed.	Rationale for use of most, but not all, strategies is discussed.	Rationale for use of strategies is brief and/or missing.	
Benefits and Examples of Use (3 pts)	Expected benefits and examples of use for each of the 10 strategies are discussed.	Expected benefits and examples of use for most, but not all, strategies are discussed.	Expected benefits and/or examples of use are brief and/or missing.	

TOTAL POINTS (20)				
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