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<p><b>Reading</b></p> <p><b>Competencies</b></p>	4.1	Candidate successfully justifies a book that reflects understanding and application of knowledge of socio-cultural, socio-political and psychological variables (including child development theories) to differentiate reading instruction for all students.	Candidate proficiently justifies a book that reflects understanding and application of knowledge of socio-cultural, socio-political and psychological variables (including child development theories) to differentiate reading instruction for all students.	Candidate does not justify a book selection that reflects understanding and application of knowledge of socio-cultural, socio-political and psychological variables (including child development theories) to differentiate reading instruction for all students.
	4.2	While interacting with the child the candidate successfully show understanding of the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.	While interacting with the child the candidate proficiently show understanding of the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.	While interacting with the child the candidate does not show understanding of the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
	4.3	The candidate clearly understands and applies current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education during dialogic reading.	The candidate proficiently understands and applies current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education during dialogic reading.	The candidate does not understand and apply current theories of second language acquisition to differentiate instruction for English language learners of diverse backgrounds and various levels of prior education during dialogic reading.
	4.5	In case analysis the candidate successfully recognize how characteristics of both language and cognitive development impact reading proficiency	In case analysis the candidate proficiently recognize how characteristics of both language and cognitive development impact reading proficiency	In case analysis the candidate does not recognize how characteristics of both language and cognitive development impact reading proficiency

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	4.15	Candidate successfully implement research-based instructional practices (thinking routines) for developing students' higher order thinking.	Candidate proficiently implements research-based instructional practices (thinking routines) for developing students' higher order thinking.	Candidate does not implement research-based instructional practices (thinking routines) for developing students' higher order thinking.
	4.16	Candidate successfully implements research-based instructional practices (PEER & thinking routines) for developing students' ability to read critically.	Candidate proficiently implements research-based instructional practices (PEER & thinking routines) for developing students' ability to read critically.	Candidate does not implement research-based instructional practices (PEER & thinking routines) for developing students' ability to read critically.

### Taskstream

This course requires you to use a TaskStream account for uploading your critical assignment for the Florida Teacher Certification and other College of Education purposes. Your TaskStream account will be used in many FIU College of Education courses. It also offers you storage space and web folio development for your professional use.

College of Education website at <http://education.fiu.edu/taskstream> provides detailed information and downloadable instructions about:

- How to purchase a new account
- How to enroll into the program/course
- How to upload your artifacts
- How to document your field hours
- Frequently asked questions (FAQs – including, pricing, technical related issues, help information, etc.)
- Self-provided training workshop schedule

Once you have a TaskStream account, you will need to self-enroll in an assessment program that houses this course. The program code to self-enroll for this course is

LA21405 Earlychild

Please sign up for an account in the first week of the class.

For help, go to:

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TaskStream

800-311-5656

[help@taskstream.com](mailto:help@taskstream.com)

(Monday – Friday, 8:00 am – 7:00 pm ET)

COE IT Department, ZEB 269

305-348-6305

[coesupport@fiu.edu](mailto:coesupport@fiu.edu)

COE Computer Lab, ZEB 165

305-348-6134

**PLEASE ATTACH THE CORRESPONDING RUBRIC TO ALL YOUR PROJECTS.**

### Quality of Work

**Please follow instructions.** Students who do not turn in or present projects on time because they failed to follow instructions will miss 25% of the grade assigned to the project.

1. Assignments will reflect student's own thought and effort. Plagiarism will result in an F grade for the assignment (this includes exams or major projects). The professor may take further action as described in the Academic Misconduct section of the current FIU Student Handbook.
2. Each assignment will be turned in no later than the beginning of the class meeting at which it is due. In the event of an absence, the student must make arrangements to have the assignment delivered to class on time. Grades will be lowered one rank on the rubric for each week that the assignment is late.
3. Assignments which have been turned in on time and which have earned a **DEVELOPING** may be re-worked and resubmitted once for re-evaluation no later than one class after it is returned. Assignments submitted on the last day of the course meet are excluded from this option. The maximum grade possible for a resubmitted assignment is a **BASIC**.
4. All assignments should reflect professional quality -- ideas expressed clearly, correct grammar and spelling, and neat in appearance.

### Attendance/Attitude

1. Students will arrive on time and stay the entire class session unless prior arrangements have been made. Students are expected to abide by **the student code of conduct and policies** as published in the *FIU 2002-2003 Student Handbook*. Beepers or cellular phones must be turned off prior to class. No laptops unless related to the course will be allowed. There will be a deduction of

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- 2 points from the final grade for any interruption that disrupts the flow of the class for the use of this technology in class. If there are extenuating circumstances for which the communication device must be left on, the candidate must tell the professor prior to class. The student must take the call out of the classroom.
2. Students will attend ALL class meetings. For each absence from class missed after the first one there will be a 1 point deduction from the total grade. Any absences must be cleared with the instructor prior to the class meeting missed. After an absence, students are responsible for obtaining class notes, information, and/or instruction from classmates. Students may then request clarifications from the instructor.
  3. Because much of the learning in this course is built around interactive sessions with classmates, if a pattern of absences and/or lateness and/or leaving before class concludes is established, a student will have 1 point deducted from the course total for each instance.
  4. A student can miss no more than three class meetings and not fail the course based upon attendance. Three tardies or early dismissals will constitute one absence. Students with more than three absences will fail the course.
  5. Because professional behavior is expected, for each incident of **unprofessional behavior** on the part of the candidate when interacting with peers, with the professor, or with any FIU personnel, there will be a deduction of 10 (ten) points. Such behavior COULD result in the student not being allowed to continue in the class. A meeting with individuals involved must take place in the professor's office prior to the next class session.

*I will abide to FIU's code of academic integrity from the following link.*

<http://academic.fiu.edu/AcademicBulletin/misconductweb/lacmisconductproc.htm>