Louisiana Department of Education

Elementary English Language Arts Collaborative Methods Course Outline

Believe and Prepare ELA Collaborative,
led by The National Center for Teacher Residencies

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Introduction and Purpose

This Model Methods Course Outline, the product of a collaboration among Louisiana higher education and K-12 English language arts faculty, led by Jill Pitner and Keilani Goggins from the National Center for Teacher Residencies, outlines teacher candidate student learning outcomes, course design principles, and suggested activities and assessments for a course or sequence of courses that address instructional methods for prospective elementary English language arts teachers.

The document is intended to provide teacher preparation programs with appropriate guidance to ensure that teacher candidates completing their program are well prepared to engage elementary students in standards-aligned English language arts instruction using high-quality curriculum materials based on the Science of Reading. Recognizing that early literacy is a major priority in schools across Louisiana, this course outline can support prospective elementary teachers to learn and enact the following **Teacher Candidate Learning Outcomes**:

- knowing and understanding the progression of phonological awareness skills;
- knowing and understanding the relationships between phonemes and graphemes;
- assessing, planning, and implementing various strategies to develop reading fluency;
- planning and implementing opportunities for students at various stages to read and understand complex text;
- planning and designing instruction to build students' writing skills; and
- assessing the impact of instruction on student learning.

Also included in this document are the **Instructional Shifts and Key Course Concepts** that describe how methods or similar elementary teacher preparation courses can be designed to support a coherent and engaging experience for teacher candidates.

Whenever possible, instruction should be grounded in critical elementary English language arts content rooted in the Science of Reading, and assessment should provide opportunities for candidates to authentically demonstrate their proficiency. For this reason, the learning outcomes are aligned to appropriate assessments and activities from the **Sample Assessments** and **Sample Activities** section found later in this document.

Instructional Shifts and Key Course Concepts

The Louisiana Student Standards for English language arts are based on three primary instructional shifts. These shifts were utilized by Louisiana teachers in developing the high quality curriculum serving as the foundation of the course assessments and activities.

Additionally, the Key Course Concepts align elementary ELA methods courses with K-5 ELA curriculum. Each concept reflects teaching and learning requirements of high-quality curriculums designed to support Louisiana's [K-12 Student Standards for English Language Arts](#). By embedding these concepts in ELA methods courses, we prepare our candidates to understand and teach grade-level standards and to support students in receiving an equitable education.

ELA Instructional Shifts
1. Complexity: Regular practice with complex text and its academic language
2. Evidence: Reading, writing and speaking grounded in evidence from text, both literary and informational
3. Knowledge: Building knowledge through content-rich nonfiction

Key Course Concepts
- High Quality Instructional Materials
- Complex Text
- Close Reading
- Text-Dependent Questions
- Reader's Circles
- Reflective Practice
- Text-Based Discussion
- Supports Flow Chart
- Mentor Texts
- Culminating Writing Task

Teacher Candidate Learning Outcomes Aligned to Professional Frameworks

The teacher candidate learning outcomes included in this outline are intended to guide instruction and assessment within a single course or across multiple courses, depending on the design of an institution's teacher preparation program. The ELA Collaborative prioritized this set of teacher candidate learning outcomes as prerequisite knowledge and skills for prospective elementary English language arts teachers.

The teacher candidate learning outcomes reflect the expectations outlined in a number of professional frameworks, including the Council for the Accreditation of Educator Preparation (CAEP) K–6 Elementary Teacher Preparation Standards, the Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, and the Louisiana Teacher Preparation Competencies (LTPC).

The sample course learning activities and assessment tasks outlined in this document will prepare prospective elementary teachers to teach English language arts to students from Kindergarten through Grade 5. Teacher candidates will develop the knowledge, skills, and dispositions necessary to help students read, comprehend, and express their comprehension of complex, grade-level text. The table below articulates the alignment between The Teacher Candidate Learning Outcomes, CAEP Standards, InTASC Teaching Standards, and the Louisiana Teacher Preparation Competencies (LTPC).

Whenever possible, instruction should be grounded in standards and leverage the K-12 curriculum that candidates are using in the clinical setting with PK-12 students, and assessment should provide opportunities for candidates to authentically demonstrate their proficiency.

Elementary ELA Teacher Candidate Learning Outcomes	CAEP Standards	InTASC Standards	LTPC Content Knowledge (CK) Content Pedagogy (PK)
Analyzing and instructing students in developing phonological awareness.	R1.1, R1.2, R1.3, R1.4	1, 2, 4, 6, 7, 8, 9	**CK:** A7, B4, B5, C1, C2, C7, C8 **PK:** A1, A2, A3, D1, D2, D6
Analyzing and instructing students in phonics development.	R1.1, R1.2, R1.3, R1.4	1, 2, 4, 6, 7, 8, 9, 10	**CK:** A7, B4, B5, C1, C2 **PK:** A1, A2, A3, D1, D2, D6
Analyzing and instructing students to improve reading fluency.	R1.1, R1.2, R1.3, R1.4	1, 2, 4, 6, 7, 8, 9, 10	**CK:** C1, C4 **PK:** A2, A4, C2, D1, D2, D3, D6
Analyzing and instructing students to build comprehension of complex text.	R1.1, R1.2, R1.3, R1.4	2, 4, 5, 7, 9	**CK:** A2, A3, A4, A5, A6, B1, B2, C4, C5 **PK:** A5, B1, B2, B3, C3, C7 D1, D2, D6
Designing instruction to build students' writing grounded in complex text.	R1.1, R1.2, R1.3, R1.4	1, 2, 4, 6, 7, 9, 10	**CK:** A1, A2, B1, B2, B3, B6, C1 **PK:** A2, A5, B1, B2, B3, C1, C2, C4, C6, D1, D2

Sample Assessments

These performance-based assessments are intended to be authentic summative measures of candidates' understanding of the knowledge and skills described in the Student Learning Outcomes, using field experience, when possible, as an opportunity for candidates to demonstrate their learning while applying their skills in the classroom.

Each assessment addresses multiple Student Learning Outcomes and has four interconnected parts—**Analyze, Develop, Implement, and Evaluate**—that are intended to be implemented together rather than over an extended period of time.

These tasks and rubrics are adapted from assessments that are part of the Louisiana Content Leader Assessment Series. The assessments were originally developed for the credentialing program completed by Louisiana Content Leaders as part of the Louisiana Department of Education Content Leader initiative to develop talented teachers' abilities to coach and support other teachers and, by doing so, to grow local leadership pipelines for schools and school districts. The assessments were developed by BloomBoard (https://bloomboard.com) and are hosted on their platform.

Tasks For Assessment 1: Phonological Awareness

Phonological Awareness Standards can be found in the Louisiana's Birth to Five Early Learning and Development Standards: Language and Literacy Development LL6 and in the Louisiana State Standards: Reading Standards for Foundational Skills in kindergarten and first grade.

Teacher Candidates need to understand the progression of phonological awareness skills and its role in students' reading development. Research shows that difficulty with phonemic awareness and other phonological skills is a predictor of poor reading and spelling development. Through this task, teacher candidates will assess students' phonological awareness skills and provide instruction with appropriate scaffolds.

Teacher Candidate Competencies
The teacher candidate demonstrates thorough understanding of *phonological awareness* including
  a. Knowledge of the progression of phonological awareness skills
  b. Selection or design of sequenced lessons that scaffold students' development of phonological awareness and enhance reading and writing development
  c. Implements lessons that use a variety of intentional, explicit, and systematic instructional practices
  d. The relationship between phonological awareness and phonics
  e. Identifying phonological awareness as a possible skill deficit in older readers

Assessment Task Components	Assessment Task
Analyze/Introduce Teacher Candidate will unpack the success criteria (standard) for PK-12 student learning Teacher Candidate will examine the learning outcome to understand how it contributes to PK-12 student learning	**ANALYZE** ● Review K-1 Phonological Awareness standards and/or Early Childhood Standards LL6 　○ *If working with older struggling readers, Teacher Candidates may need to analyze phonological awareness standards in the prior grades.* ● Assess a small group of students (3-5) using a phonological awareness screener (A list of suggested screeners can be found in the Appendix) ● Analyze results of the 3 - 5 students to determine phonological awareness standards students have not mastered
Evidence or Artifact to collect: Annotated standards; Blank Copy of Phonological Awareness Screener that was administered; Narrative that includes analysis of results	
Prepare or Design Teacher Candidate will use student data, high quality instructional materials, and standards to **plan** PK-12 student learning Teacher Candidate will incorporate instructional practices that will enable student mastery into **the plan** for PK-12 student learning	**DEVELOP** ● Identify a sequence of phonological awareness lessons and where these lessons fall within the phonological continuum (use existing materials: open resources, HQIM, or local district resources) 　○ If working with older struggling readers, analyze a sequence of phonological awareness lessons appropriate to their age ● Include connection to phonological awareness standards ● Include student specific scaffolds and anticipated responses that help with making instructional decisions.
Evidence or Artifact to collect: Annotated lessons that shows evidence of connection to standards, to Phonological Awareness Continuum (found in the Appendix) and to students' area of phonological awareness needs based on screening tool analysis	
Implement/Enact Teacher Candidate will enact their plan with PK-12 students Teacher Candidate will collect data during this phase	**IMPLEMENT** ● Implement one of the chosen lessons and provide documentation of evidence of teaching this lesson which is appropriate to the students' area of need that includes some of the following attributes: 　○ demonstrate knowledge and understanding of the phonological awareness continuum

	○ reflects alignment with student's performance on screener ○ evidence of scaffolds in Develop are included
Evidence or Artifact to collect: Documentation of teaching evidence (observation notes of classroom supervisor, Mentor Teacher, University Supervisor, video and/or audio recording)	

Analyze or Evaluate
Teacher Candidate will analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for PK-12 student learning
 	
Teacher Candidate will analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for their own learning
	EVALUATE
	
	● Evaluate the implementation of your lesson. Submit a written response (approximately 500 words) answering the following questions:
	  ○ How did the students perform?
	  ○ Of students who met the learning objectives, what strengths were noticed?
	  ○ Of students who did not meet the learning objectives, what barriers might be present? What additional support will these students need?
	  ○ How has this process impacted your ability to support students in developing their Phonological Awareness skills?

Evidence or Artifact to collect: Written Reflection	

Assessment 1 Rubric: Analyze				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**

Alignment	Artifact or Evidence	Demonstrate	Progressing	Not Met
CAEP:: R1.2, R1.3 INTASC: 4,6,7 **LTPC** (CK) A7, B4, B5, C1, C2, C7, C8 (PK): A1, A2, A3, D1, D2, D6	**Annotated Standards**	Annotated standards have been uploaded. Annotations clearly indicate analysis of results to determine the phonological awareness standards students have not yet mastered.	Annotated standards have been uploaded. Annotations indicate analysis of results to determine the phonological awareness standards students have not yet mastered.	Annotated standards have not been uploaded. Annotations do not indicate analysis of results to determine the phonological awareness standards students have not yet mastered.
CAEP:: R1.2, R1.3 INTASC: 4,6,7 **LTPC** (CK) A7, B4, B5, C1, C2, C7, C8 (PK): A1, A2, A3, D1, D2, D6	**Narrative of the Screening Tool Analysis**	A blank copy of the phonological awareness screener used to assess student phonological awareness has been uploaded. Narrative accurately identifies students' placement on the Phonological Awareness Continuum and justifies these observations with strong evidence from the collected student data.	A blank copy of the phonological awareness screener used to assess student phonological awareness has been uploaded. Narrative accurately identifies students' placement on the Phonological Awareness Continuum and justifies these observations with some evidence from the collected student data.	A blank copy of the phonological awareness screener used to assess student phonological awareness has not been uploaded. Narrative fails to identify students' placement on the Phonological Awareness Continuum and does not provide clear justification of these observations with little or no evidence from the collected student data.
Assessment 1 Rubric: Develop				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP::R1.1 R1.2, R1.3 INTASC: 1,2,4,6,7,8 **LTPC**	**Annotated Lessons**	Annotated lessons have been uploaded. Annotated lessons show a strong	Annotated lessons have been uploaded. Annotated lessons show some	Annotated lessons have not been uploaded. Annotated lessons do not show

Alignment	Artifact or Evidence	Demonstrate	Progressing	Not Met
(CK) A7, B4, B5, C1, C2, C7, C8 (PK): A1, A2, A3, D1, D2, D6		understanding of phonological awareness standards and the phonological awareness continuum. Specific student scaffolds are included and are all appropriate.	understanding of phonological awareness standards and the phonological awareness continuum. Specific student scaffolds are included but may not all be appropriate.	understanding of phonological awareness standards and the phonological awareness continuum. Specific student scaffolds are not included or none are appropriate.

Assessment 1 Rubric: Implement				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP::R1.1 R1.2, R1.3 INTASC: 1,2,4,6,7,8 **LTPC** (CK) A7, B4, B5, C1, C2, C7, C8 (PK): A1, A2, A3, D1, D2, D6	**Documentation of Teaching Evidence**	Documentation provided clearly demonstrates that the Teacher Candidate effectively implemented an appropriate lesson that showed knowledge of the phonological awareness continuum, alignment to the screener and scaffolds were provided and effective.	Documentation provided demonstrates that the Teacher Candidate implemented an appropriate lesson that showed some knowledge of the phonological awareness continuum, some alignment to the screener and some scaffolds were provided and effective.	Documentation provided demonstrates that the Teacher Candidate did not effectively implement an appropriate lesson that showed knowledge of the phonological awareness continuum, alignment to the screener, and scaffolds were not provided and effective.

Assessment 1 Rubric: Evaluate				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP::R1.1 R1.2, R1.3, R1.4 INTASC: 1,2,4,6,7,8, 9	**Written Response**	Written response clearly describes: • Strengths of the lesson	Written response somewhat describes: • Strengths of the lesson and	Written response does not describe: • Strengths of the lesson and its impact in

LTPC (CK) A7, B4, B5, C1, C2, C7, C8 (PK): A1, A2, A3, D1, D2, D6		and its impact in strengthening the students' weaknesses in phonological awareness skills. ● Barriers that were present and supports that need to be put in place to overcome these barriers in future lessons ● How this process has impacted Teacher Candidate's ability to support students' development in phonological awareness skills.	its impact in strengthening the students' weaknesses in phonological awareness skills. ● Barriers that were present and supports that need to be put in place to overcome these barriers in future lessons ● How this process has impacted Teacher Candidate's ability to support students' development in phonological awareness skills.	strengthening the students' weaknesses in phonological awareness skills. ● Barriers that were present and supports that need to be put in place to overcome these barriers in future lessons ● How this process has impacted Teacher Candidate's ability to support students' development in phonological awareness skills.

Tasks For Assessment 2: Phonics

Foundational Skills are the building blocks of learning to read and comprehend. Teacher candidates' understanding of the continuum of students' reading development from phonological awareness to identifying letter sound relationships and linking that knowledge to build and understand words to make meaning is identified in the [Louisiana Teacher Preparation Competencies](#).

Phonics standards can be found in [Louisiana's Birth to Five Early Learning and Development Standards](#): Language and Literacy Development LL6 and in the [Louisiana State Standards](#): Reading Standards for Foundational Skills in kindergarten through 5th grade.

Through the completion of this phonics assessment task, teacher candidates will have the opportunity to engage in the analysis of phonics assessment data, develop plans to meet the needs of learners, implement lessons, and reflect on the outcomes of the process.

Teacher Candidate Competency
The teacher candidate uses knowledge of the relationship between phonemes and graphemes to plan learning experiences to enhance students' reading development.

Assessment Task Components	Assessment Task
Analyze/Introduce Teacher candidates will unpack the success criteria (standard) for PK-12 student learning Teacher Candidates will examine the teacher candidate learning outcome to understand how it contributes to PK-12 student learning	**ANALYZE** ● Review K-5 phonics standards and Early Learning & Development (Birth to 5) Standards LL5; note the changes in each grade up to 5th grade. ● Analyze a scope and sequence of phonics instruction or phonics continuum. See resources page for optional examples. ● Analyze a series of phonics lessons and where they fall within the phonics scope and sequence (*use existing materials - open resources, high quality curriculum, or local district resources*). ● Administer (if possible) and analyze student screening data related to phonics (e.g., DIBELS, phonics screener). ● If working with older struggling readers, analyze a sequence of phonics lessons and where they fall within the phonics continuum.

Evidence or Artifact to collect: Annotated standards; (approximately 300-500 word) written reflection on analyzing continuum; Analysis of a series of phonics lessons; Analysis of student data based on phonics screening data.	

Prepare or Design
Teacher candidates will use student data, high quality instructional materials, and standards to **plan** PK-12 student learning
 	
Teacher Candidates will incorporate instructional practices that will enable student mastery into **the plan** for PK-12 student learning
	DEVELOP
	● Develop a class profile or individual profiles for (at least 3) students based on assessment data that note trends, needs, and strengths related to the phonics continuum, phonics standards, or a series of phonics lessons. The profiles can also include strengths, needs, background, interests, general notes, etc. to allow for more tailored instruction and a more multidimensional view.
	
	● Develop annotated lessons: Create annotated whole group lessons that show understanding of sequence of continuum and includes student specific scaffolds and anticipated response and that help with making instructional decisions. Include effective enhancements to increase engagement and students' learning.
	
	● Develop a schedule: Create a teaching schedule/outline that includes:
	  1) Overview of whole group phonics lessons with outcomes and texts that include the skills addressed.
	  2) Plan for small group activities that include ideas for remediation or enhancement with lesson outcomes. Develop a series of small group plans for at least three individuals or groups in the classroom.
	  3) Opportunities for independent practice/ centers appropriate for diverse needs in phonics skills
	  4) See resource page for example schedule template. https://achievethecore.org/content/upload/Foundational%20Skills%20Guidance%20Document.pdf

Evidence or Artifact to collect: Class or student profile, annotated whole group plan, schedule template, lesson plans for small group(s)	
Implement/Enact Teacher candidates will enact their plan with PK-12 students Teacher Candidates will collect data during this phase	**IMPLEMENT** ● Implement the schedule of lessons and submit a video (or video segment) and associated lesson plan that shows evidence of teaching a Phonics lesson appropriate to the students' area of need. The lesson plan should include some or all of the following attributes: ● Demonstrates appropriate pedagogical content knowledge for phonics instruction ● Includes pedagogical enhancements to increase engagement and student learning

	● Reflects alignment with students' performances on screener or assessment ● Includes process to collect of evidence of student performance (e.g., exit ticket, curriculum assessment, progress monitoring probe)
Evidence or Artifact to collect: Video, lesson plan, and assessment artifact	
Evaluate/Analyze Teacher Candidates will analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for PK-12 student learning Teacher Candidates will analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for their own learning	**EVALUATE** the implementation of your lessons. Submit a written response (approximately 500-750 words) answering the following questions: ● How successful were your students in achieving the lesson objectives based on the Phonics standards and lesson objectives? How well did students perform? ● Consider the students that did not meet the lesson objectives. What could you have done differently to help those students meet those objectives? ● How has this process impacted your ability to support students in developing their Phonics proficiency?
Evidence or Artifact to collect: Written Reflection	

Assessment 2 Rubric: Analyze				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP:: R1.2, R1.3 INTASC: 4,6,7 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1, A2, A3, D1, D2, D6	**Annotated Standards**	Annotations of the standards clearly indicate the changes in the complexity among grade levels.	Annotations of the standards indicate some of the changes in the complexity among grade levels.	Annotations of the standards do not indicate the changes in the complexity among grade levels.
CAEP:: R1.2, R1.3 INTASC: 4,6,7 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1, A2, A3, D1, D2, D6	**Reflection on Scope and Sequence**	Reflection on the scope and sequence synthesize the changes in concepts and complexities over the grade-level units and/or grade levels.	Reflection on the scope and sequence synthesized some of the changes in concepts and complexities over the grade-level units and/or grade levels.	Reflection on the scope and sequence does not synthesize changes in concepts and complexities over the grade-level units and/or grade levels.
CAEP:: R1.2, R1.3 INTASC: 4,6,7 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1, A2, A3, D1, D2, D6	**Analysis of Series of Phonics Lessons**	Analysis of the series of lessons successfully indicates associated standards Analysis of lessons successfully determines specific phonics concepts addressed in the series	Analysis of the series of lessons somewhat indicates associated standards Analysis of lessons somewhat successfully determines specific phonics concepts addressed in the series	Analysis of the series of lessons does not successfully indicate associated standards Analysis of lessons does not successfully determine specific phonics concepts addressed in the series
CAEP:: R1.1, R1.2, R1.3 INTASC: 1,2,4,6,7 **LTPC** (CK) A7, B4, B5, C1, C2	**Reflection on Phonics Screener/ Assessment Data**	Analysis accurately identifies students' proficiency in meeting standards and demonstrating phonics knowledge.	Analysis somewhat identifies students' proficiency in meeting standards and demonstrating phonics knowledge.	Analysis incorrectly identifies students' proficiency in meeting standards and demonstrating phonics knowledge.

(PK): A1, A2, A3, D1, D2, D6		Analysis justifies findings with strong evidence from the collected data.	Analysis justifies findings with some evidence from the collected data.	Analysis does not justify findings or provides little evidence from the collected data.
Assessment 2 Rubric: Develop				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP:: R1.1, R1.2, R1.3 INTASC: 1,2,4,6,7,8 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1, A2, A3, D1, D2, D6	**Class or Individual Profile**	Teacher candidate successfully analyzes results from assessment to determine areas of strengths and weaknesses.	Teacher candidate somewhat successfully analyzes results from assessment to determine areas of strengths and weaknesses.	Teacher candidate does not successfully analyze results from assessment to determine areas of strengths and weaknesses.
CAEP:: R1.1, R1.2, R1.3 INTASC: 1,2,4,6,7,8 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1, A2, A3, D1, D2, D6	**Annotated Lessons**	Teacher candidate creates annotated whole group lessons that show well-developed understanding of sequence of continuum. Teacher candidates' plans show strong evidence of appropriate student specific scaffolds and anticipated responses that lead to responsive instructional decisions. Teacher candidates' lessons include effective enhancements to increase engagement.	Teacher candidate creates annotated whole group lessons that show some understanding of sequence of continuum. Teacher candidates' plans show some evidence of appropriate student specific scaffolds and anticipated responses that lead to responsive instructional decisions. Teacher candidates' lessons include some effective enhancements to increase engagement.	Teacher candidate creates annotated whole group lessons that do not show understanding of sequence of continuum. Teacher candidates' plans show little to no evidence of appropriate student specific scaffolds and anticipated responses that lead to responsive instructional decisions. Teacher candidates' lessons include limited or no effective

				enhancements to increase engagement.
: R1.1, R1.2, R1.3 INTASC: 1,2,4,6,7,8 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1, A2, A3, D1, D2, D6	**Phonics Teaching Schedule - Whole Group**	Teacher candidate creates a well-developed teaching schedule/outline that includes a strong overview of whole group lessons with appropriate and clear student learning outcomes and texts that include the skills addressed.	Teacher candidate creates a somewhat developed teaching schedule/outline that includes an overview of whole group lessons with student learning outcomes and texts that include the skills addressed.	Teacher candidate creates a teaching schedule/outline that does not include a well-written overview of whole group lessons nor provides appropriate and clear student learning outcomes and texts that include the skills addressed.
CAEP:: R1.1, R1.2, R1.3 INTASC: 1,2,4,6,7,8 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1, A2, A3, D1, D2, D6	**Phonics Teaching Schedule - Small Group**	Teacher candidate creates a strongly developed plan for small group activities that include appropriate ideas for remediation or enhancement with clear lesson outcomes and coherent instructional activities for groups or individuals in the classroom.	Teacher candidate develops a plan for small group activities that includes some appropriate ideas for remediation or enhancement with lesson outcomes and instructional activities for groups or individuals in the classroom.	Teacher candidate does not create a developed plan for small group activities that include appropriate ideas for remediation or enhancement with clear lesson outcomes and coherent instructional activities for groups or individuals in the classroom.
CAEP:: R1.1, R1.2, R1.3 INTASC: 1,2,4,6,7,8 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1, A2, A3, D1, D2, D6	**Phonics Teaching Schedule - Individual**	Teacher candidate creates a strong plan for independent practice/ centers that are appropriate for addressing diverse needs of students.	Teacher candidate creates a somewhat developed plan for independent practice/ centers that are appropriate for addressing diverse needs of students.	Teacher candidate does not create a well-developed plan for independent practice/ centers that are appropriate for addressing diverse needs of students

				.
Assessment 2 Rubric: Implement				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP:: R1.1, R1.2, R1.3 INTASC: 1,2,4,6,7,8 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1, A2, A3, D1, D2, D6	**Video Teaching and Lesson Plan**	Teacher candidate demonstrates appropriate pedagogical content knowledge for phonics instruction in the lesson plan and teaching. The plan and teaching includes pedagogical enhancements to increase engagement and student learning. The plan and teaching shows strong evidence of responsiveness to students' performances on screener or assessment.	Teacher candidate demonstrates some appropriate pedagogical content knowledge for phonics instruction in the lesson plan and teaching. The plan and teaching includes some pedagogical enhancements to increase engagement and student learning. The plan and teaching shows some evidence of responsiveness to students' performances on screener or assessment.	Teacher candidate does not demonstrate appropriate pedagogical content knowledge for phonics instruction in the lesson plan and teaching. The plan and teaching does not include pedagogical enhancements to increase engagement and student learning. The plan and teaching shows limited or no evidence of responsiveness to students' performances on screener or assessment.
CAEP:: R1.1, R1.2, R1.3 INTASC: 1,2,4,6,7,8 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1, A2, A3, D1, D2, D6	**Assessment Artifact**	Teacher candidate provides strong evidence of an appropriate process to collect of evidence of student performance (e.g., exit ticket, curriculum assessment,	Teacher candidate provides some evidence of a process to collect evidence of student performance (e.g., exit ticket, curriculum assessment, progress monitoring	Teacher candidate does not provide evidence of a process to collect of evidence of student performance (e.g., exit ticket, curriculum assessment,

		progress monitoring probe)	probe)	progress monitoring probe)
Assessment 2 Rubric: Evaluate				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP:: R1.1, R1.2, R1.3, R1.4 INTASC: 1,2,4,6,7,8,9 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1, A2, A3, D1, D2, D6	**Written Reflection - Success in Meeting Objectives**	Teacher candidate's written reflection clearly and successfully indicates the success of the students achieving the lesson objectives in relation to the standards, continuum, and lesson outcomes.	Teacher candidate's reflection somewhat indicates the success of the students achieving the lesson objectives in relation to the standards, continuum, and lesson outcomes.	Teacher candidate's reflection does not indicate the success of the students achieving the lesson objectives in relation to the standards, continuum, and lesson outcomes.
CAEP:: R1.1, R1.2, R1.3, R1.4 INTASC: 1,2,4,6,7,8,9 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1, A2, A3, D1, D2, D6	**Written Reflection - Actionable Steps**	Teacher candidate's reflection has clear and appropriate suggestions to what could have been done differently based on data collected. The reflection has a multitude of appropriate actionable next steps to scaffold or extend students' learning.	Teacher candidate's reflection has some suggestions to what could have been done differently based on data collected. The reflection has some actionable next steps to scaffold or extend students' learning.	Teacher candidate's reflection does not have clear and appropriate suggestions to what could have been done differently based on data collected. The reflection does not have actionable next steps to scaffold or extend students' learning.
CAEP:: R1.1, R1.2, R1.3, R1.4 INTASC: 1,2,4,6,7,8,9, 10 **LTPC** (CK) A7, B4, B5, C1, C2 (PK): A1,	**Written Reflection - Impact**	Teacher candidate's written response clearly states how the the process impacted their ability to support students in developing their phonics abilities	Teacher candidate's written response somewhat states how the the process impacted their ability to support students in developing their phonics abilities	Teacher candidate's written response does not clearly state how the the process impacted their ability to support students in developing their

A2, A3, D1, D2, D6				phonics abilities

Tasks For Assessment 3: Improve Reading Fluency

Fluent reading is essential for reading comprehension. Fluent readers (1) read aloud at an appropriate pace, (2) read words and punctuation accurately, (3) read with appropriate expression, and (4) understand what they are reading. When students are provided opportunities to engage in repeated oral readings, fluency can be improved.

Through the completion of this Assessment Task, teacher candidates will have the opportunity to engage in assessment, data collection and analysis, implementation of and reflection on an action plan.

Teacher Competencies:
The teacher candidate implements instruction that provides opportunities for students at various stages to improve reading fluency by:
- selecting and using various strategies to develop students' reading fluency, including guiding student awareness of syntax and discourse;
- explaining the role of fluency in typical reading development (e.g., word recognition, oral reading, silent reading, and comprehension) and as a characteristic of some reading disorders; and
- assessing specific reading behaviors often associated with fluency problems (e.g., lack of automaticity, substitution, omissions, repetitions, inappropriate reading rates, inaccuracy); recognizing atypical developmental patterns; and collaborating with colleagues and specialists to plan and implement appropriate instructional support(s) that address individual needs without replacing regular classroom instruction.

Assessment Task Components	Assessment Task
Analyze/ Introduce Teacher Candidate will unpack the success criteria (standard) for PK-12 student learning Teacher Candidate will examine the teacher candidate learning outcome to understand how it contributes to PK-12 student learning What should PK-12 students know and be able to do? How will my instruction contribute to student mastery?	**Analyze** ● Review and annotate grade-level fluency standards and expected fluency benchmarks for grade level. 　○ Hasbrouck & Tindal Fluency Norms 　○ National Assessment of Educational Progress Fluency Scale ● Assess a small group of students to identify fluency needs. 　○ Use the average score from two passages: 　　■ Possible screeners could include: DIBELS, any unpracticed readings from grade-level materials. ● Analyze the results to determine fluency needs 　○ Students need fluency-building practice if they score 10 or more words below the 50th percentile level for their grade. ● Select three students' fluency screener results and annotations that show where the student reading demonstrates fluency or disfluency. ● Use a tracker or recording sheet to identify current patterns in student fluency rates. Upload the tracker or recording sheet and include a list of 2-3 student strengths and weaknesses determined by analyzing the tracker or recording sheet.
Evidence or Artifact to collect: Annotated copy of grade-level fluency standards and fluency norms. Three student fluency screener results with annotations. Tracker or recording sheet that shows current patterns in student fluency rates.	
Develop/Prepare Teacher Candidate will use student data, high quality instructional materials, and standards to plan PK-12 student learning Teacher Candidate will incorporate instructional practices that will enable student mastery into the plan for PK-12 student learning	**DEVELOP** an action plan to build student fluency based on the identified needs seen in their fluency screener. ● Fluency: Instructional Guidelines and Student Activities ● Improving Struggling Readers' Fluency: Suggestions for Intervention ● National Assessment of Educational Progress Fluency Scale In your plan, identify tools, supports, and/or strategies that you will use to adjust instruction to support students with learning gaps and/or misunderstandings as identified in the Analyze step. Be sure to include a justification for why you have selected each tool, support, and/or strategy.

Evidence or Artifact to collect: Written response (action plan)	
Implement/Enact Teacher Candidate will enact their plan with PK-12 students Teacher Candidate will collect data during this phase	**IMPLEMENT** the lesson and submit a video or audio recording that shows evidence of teaching a fluency lesson appropriate to the students' area of need that includes some of the following attributes: ● demonstrate knowledge and understanding of the components of fluency (rate, expression, accuracy) ● reflects alignment with student's performance on screener Reassess three tracked students to identify fluency needs. ● Use the average score from two passages: ○ Possible screeners could include: DIBELS, any unpracticed readings from grade-level materials. Submit the three students' fluency screener results and annotations that show where the student reading demonstrates fluency or disfluency. Update the tracker or recording sheet to identify current patterns in student fluency rates. Upload the revised tracker or recording sheet and include a list of 2-3 student strengths and weaknesses determined by analyzing the tracker or recording sheet.
Evidence or Artifact to collect: The lesson and video or audio recording of fluency lesson. The updated student fluency screener results with annotations. Updated tracker or recording sheet that shows current patterns in student fluency rates.	
Evaluate/Analyze Teacher Candidate will analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for PK-12 student learning Teacher Candidate will analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for their own learning	**EVALUATE** the newly collected set of student fluency data (from the three tracked students). ● Hasbrouck & Tindal Fluency Norms Respond to the following questions in a written response (approximately 400 words): ● How effectively did your plan fill the student learning gaps and/or misunderstandings identified in Analyze? Justify your response with specific references to either the student work collected in Implement or data collected in the recording sheet. ● How can you continue to support these students? ● How will your teaching and coaching or leadership behaviors change based on your new learning?

Evidence or Artifact to collect: Annotated copy of grade-level fluency standards and fluency norms. Written response to prompts.

Assessment 3 Rubric: Analyze				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP: R1.2, R1.3 INTASC:,4, 6 **LTPC** (CK) C1, C4 (PK): A2, A4, C2, D1, D2, D3, D6	**Annotated copy of norms and fluency scale and three student screener results**	A blank copy of the rubric or checklist that will be used to assess student fluency has been uploaded. Annotations align with the fluency scale and norms and highlight the following in all three student fluency samples: • Places where student demonstrates fluency and/or places where students have not yet demonstrated fluency (rate, expression, accuracy)	A blank copy of the rubric or checklist that will be used to assess student fluency has been uploaded. Annotations align with the fluency scale and norms, but may highlight only one of the following in all three student fluency samples (or may highlight both points in only one or two students fluency samples): • Places where student demonstrates fluency and/or places where students have not yet demonstrated fluency (rate, expression, accuracy)	A blank copy of the rubric or checklist that will be used to assess student fluency has not been uploaded. Annotations do not align with the fluency scale and norms, and highlight none of the following in the three student fluency samples: • Places where student demonstrates fluency and/or places where students have not yet demonstrated fluency (rate, expression, accuracy)
CAEP: R1.2, R1.3 INTASC:,4, 6 **LTPC** (CK) C1, C4 (PK):: A2, A4, C2, D1, D2, D3, D6	**Tracker or recording sheet**	Tracker or recording sheet captures a snapshot of the performance of, at a minimum, three identified students (but may show the whole class).	Tracker or recording sheet captures a snapshot of the performance of one or two identified students. Tracker or recording sheet reflects a snapshot	Tracker or recording sheet has not been submitted or does not capture a snapshot of the performance of any identified students. Tracker or recording sheet does not

		Tracker or recording sheet effectively reflects a snapshot of student performance as it relates to fluency. Tracker or recording sheet identifies trends (strengths/weaknesses in rate, expression, accuracy) and justifies these observations with evidence from the collected student data.	of student performance as it relates to fluency. Tracker or recording sheet identifies trends (strengths/weaknesses in rate, expression, accuracy) but does not justify these observations with evidence from the collected student data.	reflect a snapshot of student performance as it relates to fluency. Tracker or recording sheet does not identify any trends (strengths/weaknesses in rate, expression, accuracy) and does not justify any observations with evidence from the collected student data.
Assessment 3 Rubric: Develop				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**

CAEP: R1.1, R1.2, R1.3 INTASC:,1, 2,4,6,7,8 **LTPC** (CK) C1, C4 (PK): A2, A4, C2, D1, D2, D3, D6	**Action Plan**	Educator describes student needs based on identified patterns from the tracker or recording sheet. Educator identifies tools, supports, and/or strategies appropriate for each student as well as a clear plan for how they will be implemented. Educator justifies their plan by referencing specific examples from the screeners.	Educator describes student needs but they may not be based on specific, identified patterns from the tracker or recording sheet. Educator identifies tools, supports, and/or strategies appropriate for each student but does not explain how they will be implemented. Educator justifies their plan by referencing only general examples, unspecific to any particular screeners.	Educator does not describe student needs based on identified patterns from the tracker or recording sheet. Educator does not identify tools, supports, and/or strategies appropriate for each student or a plan for how they will be implemented. Educator does not justify their plan by referencing specific examples from the screeners.
Assessment 3 Rubric: Implement				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP: R1.1, R1.2, R1.3 INTASC:,1, 2,4,6,7,8 **LTPC** (CK): C1, C4 (PK): A2, A4, C2, D1, D2, D3, D6	**Lesson and video or audio recording**	The video or audio recording directly aligns to the lesson plan.	The video or audio recording partially aligns to the lesson plan.	The video or audio recording does not align to the lesson plan, or is not provided.

CAEP: R1.2, R1.3 INTASC:,4, 6 **LTPC** (CK) C1, C4 (PK): A2, A4, C2, D1, D2, D3, D6	**Annotated copy of norms and fluency scale and three student screener results**	A blank copy of the rubric or checklist that will be used to assess student fluency has been uploaded. Annotations align with the fluency scale and norms and highlight the following in all three student fluency samples: Places where student demonstrates fluency and/or places where students have not yet demonstrated fluency are noted (rate, expression, accuracy)	A blank copy of the rubric or checklist that will be used to assess student fluency has been uploaded. Annotations align with the fluency scale and norms, but may highlight only one of the following in all three student fluency samples (or may highlight both points in only one or two students fluency samples): Places where student demonstrates fluency and/or places where students have not yet demonstrated fluency are sometimes noted (rate, expression, accuracy)	A blank copy of the rubric or checklist that will be used to assess student fluency has not been uploaded. Annotations do not align with the fluency scale and norms, and highlight none of the following in the three student fluency samples: Places where student demonstrates fluency and/or places where students have not yet demonstrated fluency are not noted (rate, expression, accuracy)
CAEP:R1.2, R1.3 INTASC:,4, 6 **LTPC** (CK) C1, C4 (PK): A2, A4, C2, D1, D2, D3, D6	**Tracker or recording sheet**	Tracker or recording sheet captures a snapshot of the performance of the three identified students. Tracker or recording sheet is updated and reflects a snapshot of student performance as it relates to fluency. Tracker or recording sheet identifies trends (strengths/weaknesses in rate, expression, accuracy) and justifies	Tracker or recording sheet captures a snapshot of the performance of one or two of the identified students. Tracker or recording sheet is updated and reflects a snapshot of student performance as it relates to fluency. Tracker or recording sheet identifies trends (strengths/weaknesses in rate, expression, accuracy) but does not justify these	Tracker or recording sheet has not been submitted or does not capture a snapshot of the performance of any of the identified students. Tracker or recording sheet is not updated or does not reflect a snapshot of student performance as it relates to fluency.

Alignment	Artifact or Evidence	Demonstrate	Progressing	Not Met
		these observations with evidence from the collected student data.	observations with evidence from the collected student data.	Tracker or recording sheet does not identify any trends (strengths/weaknesses in rate, expression, accuracy) and does not justify any observations with evidence from the collected student data

<table>
<tr><td colspan="5" align="center">Assessment 3 Rubric: Evaluate</td></tr>
<tr><td>Alignment</td><td>Artifact or Evidence</td><td>Demonstrate</td><td>Progressing</td><td>Not Met</td></tr>
<tr>
<td>CAEP:
R1.1,

R1.2,
R1.3,
R1.4
INTASC:,1,2,4,6,7,8,9
LTPC
(CK) C1, C4
(PK): A2, A4, C2, D1, D2, D3, D6</td>
<td>Student Work Analysis</td>
<td>Written response describes the overall impact that the action plan had on addressing student weaknesses.

Described impacts refer to evidence in the student work and/or data collected that shows growth (or lack thereof) between the two fluency screeners (Analyze to Implement).

Written response includes at least one specific action that the educator will take to continue to support these students in strengthening fluency skills.</td>
<td>Written response describes some of the specific but not the overall impact that the action plan had on addressing student weaknesses.

Described impacts have been included but do not refer to evidence in the student work and/or data collected that shows growth (or lack thereof) between the two fluency screeners (Analyze to Implement).

Written response includes at least one general action that the educator will take but it is unclear how this action will support students in strengthening fluency skills.</td>
<td>Written response does not describe any of the impacts that the action plan had on addressing student weaknesses.

Described impacts have not been included and do not refer to evidence in the student work and/ or data collected that shows growth (or lack thereof) between the two fluency screeners (Analyze to Implement).

Written response does not include any action that the educator will take to continue to support these students in strengthening fluency skills.</td>
</tr>
</table>

CAEP:	Impact on			

| CAEP:
R1.1,
R1.2,
R1.3,
R1.4
INTASC:,1,2,4,6,7,8,9
LTPC
(CK) C1, C4
(PK): A2, A4, C2, D1, D2, D3, D6 | **Impact on Personal Practice** | Written response describes the impact of analyzing student fluency, development of student supports aligned to student needs, and implementation on the educator's ability to support students in reading fluently.

Written response lists multiple, specific changes in practice that can be implemented during future lessons. | Written response describes only one or two impacts of analyzing student fluency, development of student supports aligned to student needs, or implementation on the educator's ability to support students in reading fluently.

Written response lists one or multiple changes that are not specific to the practice(s) implemented, and/or written response does not establish the intention to implement changes for future lessons. | Written response does not describe any impact of analyzing student fluency, development of student supports aligned to student needs, and implementation on the educator's ability to support students in reading fluently.

Written response does not mention any changes in practice that can be implemented during future lessons. |
| CAEP:
R1.1,
R1.2, R1.3,
R1.4
INTASC:,1, 2,4,6,7,8,9, 10
LTPC
(CK) C1, C4
(PK): A2, A4, C2, D1, D2, D3, D6 | **Impact on Other Educators** | Written response describes ways that the educator will use this process analysis of reading fluency, development of student supports aligned to student needs, and implementation to help other educators support students in strengthening reading fluently. | Written response describes ways that the educator will use this process analysis of reading fluency, development of student supports aligned to student needs, and implementation but it is unclear how this will help other educators support students in strengthening reading fluently. | Written response does not describe any ways that the educator will use this process analysis of student fluency, development of student supports aligned to student needs, and implementation to help other educators support students in strengthening reading fluently. |

Tasks For Assessment 4: Reading Complex Grade Level Texts

Comprehension is complex and multi-faceted and requires the implementation of multiple skills and strategies by the reader. While there are varying views of implementation regarding effective literacy instruction, the students' ability to read, analyze, and understand grade level texts is identified in the Louisiana State Standards. The ability of a teacher candidate to facilitate students' learning is identified in the Louisiana Teacher Preparation Competencies. Teacher candidates need experience analyzing texts for complexity, implementing instruction, and scaffolding students' learning experiences to ensure support for understanding complex texts. Text complexity consists of three parts: quantitative features, qualitative features, and reader/text factors.

When educators understand the coherence of the standards, they are able to make connections explicit in their lesson design and delivery, and they are able to scaffold knowledge for students within and across lessons and grade levels, resulting in increased student achievement in literacy.

This performance-based assessment is separated into four parts: Analyze, Develop, Implement, and Evaluate.

Assessment Task Components	Assessment Task

Analyze/Introduce
 	
Teacher candidates analyze texts to determine complexity and the appropriateness for students. Teacher candidates use measures to determine text complexity of anchor texts to be implemented.
	ANALYZE a text from a lesson in a high-quality curriculum to determine what makes the text complex and how to make the text accessible to all students.
	
	● Components of text analysis include quantitative and qualitative measures..
	● Suggested resources for determining text complexity:
	    ○ LDOE Companion Documents: Informational Texts Rubric
	    ○ Literary Texts Rubric
	    ○ Achieve the Core
	    ○ Text Complexity: Stretching Readers with Texts and Tasks
	● Use the qualitative rubric aligned to your text and determine the complexity of the text. Annotate the rubric with justifications
	
	● Select the appropriate Reader's Circle graphic aligned to your text. Using annotations or a written response, describe how element(s) in each layer of the Reader's Circle will be analyzed to build student understanding of the meaning or purpose of the text (see the description and graphic on page 42 of this Curriculum Guide for an example).

	○ [Informational Texts](#) ○ [Literary Nonfiction Texts](#) ○ [Literary Texts](#)
Evidence or Artifact to collect: Annotated Rubric and Reader's Circle graphic with annotations or written response	
Develop/Plan Teacher candidates will use high quality instructional materials, and standards to **plan** PK-12 student learning Teacher candidates will incorporate instructional practices that will enable student mastery into **the plan** for PK-12 student learning	**DEVELOP** a plan to facilitate a careful reading of the same text you selected for ANALYZE. Annotate the lesson plan for teaching this text, highlighting how you are addressing the text's complexity. Submit your annotated lesson plan to include the following practices and information: ● What big ideas within the text should students understand deeply as a result of the close read? How are those ideas aligned with the end-of-unit tasks? ● Align existing text-dependent questions (TDQs), found in the curriculum, to the Reader's Circles. ● Develop additional TDQs to build understanding using the Reader's Circles. ● What supports and/or strategies will you integrate to meet the needs of all learners and to move students toward deeper understanding of text's meaning?
Evidence or Artifact to collect: Annotated lesson plan	
Implement/Enact Teacher candidates will enact their plan with PK-12 students Teacher candidates will collect data during this phase	**IMPLEMENT** the lesson from DEVELOP ● Collect work samples from three students representing different levels of performance. (high/medium/low) ● Ensure the chosen work samples demonstrate each student's journey through the text directed by the lesson from Develop (consider using an end-of-lesson formative assessment that requires a written response for this requirement). ● Annotate the work samples, capturing both positive and constructive feedback given to the targeted student with respect to the learning goals.
Evidence or Artifact to collect: Three annotated student work samples representing different levels of performance.	
Evaluate/Analyze Teacher candidates will	**EVALUATE** the implementation of your lesson and submit a narrative (approximately 300-500 words) answering the following questions:

analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for PK-12 student learning Teacher candidates will analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for their own learning	● How effective were you in making the text accessible to all students? Justify your response with specific references to the student work collected in Implement. ● What additional or different supports and/or strategies would you include to make complex grade-level texts accessible to all students? ● How will this experience shape the way you implement future reading lessons?

Evidence or Artifact to collect: Narrative responding to prompts

Assessment 4 Rubric: Analyze				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP: R1.1, R1.2, R1.3 INTASC:2,4,5,7 **LTPC** (CK): A2, A3, A5, A6, B1 (PK): A5, B2	**Annotated rubric**	Appropriate qualitative rubric is completed and provides justification for each indicator (e.g., Text Structure, Language Features, Purpose/ Meaning, and Knowledge Demands). Annotations of the rubric identify and describe how element(s) will be utilized to build student understanding of the meaning or purpose of the text.	Appropriate qualitative rubric is completed, but does not include justification for each indicator. Annotations of the rubric have been provided, but do not identify specific ways the text supports students in building these skills.	The educator does not complete the annotations of the rubric or completes the wrong tool.
CAEP: R1.1, R1.2, R1.3 INTASC:2,4,5,7 **LTPC** (CK): A2, A3, A5, A6, B1 (PK): A5, D1, D2	**Written response related to the selected tool used to analyze complex texts**.	The written response clearly indicates how the text helps build knowledge and supports the end-of unit task. Written response describes areas of complexity in the text that will require support to make the text accessible to all students in your class.	The written response does not clearly indicate how the text helps build knowledge and supports the end-of unit task. Some areas of complexity that will demand support are anticipated, but others are missed and/or doesn't	The written response does not indicate how the text helps build knowledge and supports the end-of unit task. The response does not anticipate

			provide adequate justification based on evidence from the analysis of text complexity to justify that support.	appropriate areas for support.

Assessment 4 Rubric: Develop				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP: R1.1, R1.2, R1.3 INTASC:2,4,5, 7 **LTPC** (CK): A4, B2 (PK): A5, B1, B2, B3, C3, C7, D6	**Annotated lesson plan**	Annotations on the lesson plan include all of the following: - Accurately align existing TDQs to the standards - Craft additional appropriate TDQs to further build understanding. - Include a plan to integrate supports and/ or strategies in whole class or small-group instruction to make the text accessible to all students in your class.	Annotations on the lesson plan include only one or two of the following: - Accurately align existing TDQs to the standards - Craft additional appropriate TDQs to further build understanding. - Include a plan to integrate supports and/ or strategies in whole class or small-group instruction to make the text accessible to all students in your class.	Annotations on the lesson plan include none of the following: - Accurately align existing TDQs to the standards - Craft additional appropriate TDQs to further build understanding. - Include a plan to integrate supports and/ or strategies in whole class or small-group instruction to make the text accessible to all students in your class.
CAEP: R1.1, R1.2, R1.3	**Written Response**	Written response clearly indicates	The written response does not clearly	The written response does

INTASC:2,4,5,7 **LTPC** (CK):C4,C5 (PK): D1, D2		how the lesson fits into the overall unit. Text helps build knowledge and supports the end-of unit task. Written response clearly explains how TDQs align with the end of module/unit task or assessment.	indicate how the lesson fits into the overall unit and how the text helps build knowledge and supports the end-of unit task. Written response does not clearly explain how TDQs align with the end of module/unit task or assessment.	not indicate how the lesson fits into the overall unit how the TDQs help build knowledge and support the end-of unit task. The response does not explain how TDQs align with the end of module/unit task or assessment.
Assessment 4 Rubric: Implement				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP: R1.1, R1.2, R1.3 INTASC:2,4,5,7 **LTPC** (CK): C4,C5 (PK): D1, D6	**Three annotated student work samples representing different levels of performance**	The three selected student work samples represent a variety of performance levels (low, medium, high), and a rationale has been provided for each of those levels. Student work samples have been annotated. Annotations provide	The three selected student work samples represent only one or two of the three performance levels (low, medium, high), and may not offer a rationale for each of those levels. Student work samples have been annotated but the annotations do not provide justifications to describe the student's	Less than three student work samples have been submitted, none of the work samples represent a variety of performance levels (low, medium, high), and/or no rationale has been provided for

Alignment	Artifact or Evidence	Demonstrate	Progressing	Not Met
		justifications to describe the student's comprehension or misunderstanding of the text.	comprehension or misunderstanding of the text.	each of those levels. Student work samples have not been annotated.
Assessment 4 Rubric: Evaluate				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP: R1.4 INTASC: 9 **LTPC** (PK): D2	**Written response to prompts**	Evaluation describes how this experience or process of analyzing a grade-level text, aligning and developing TDQs and educator supports, and implementing a lesson will shape: ● The way the educator implements future reading lessons. ● The ways the educator will support other educators in implementing reading lessons.	Evaluation describes how this experience or process of analyzing a grade-level text, aligning and developing TDQs and educator supports, and implementing a lesson will shape only one of the following: ● The way the educator implements future reading lessons. ● The ways the educator will support other educators in implementing reading lessons.	Evaluation does not describe how this experience or process of analyzing a grade-level text, aligning and developing TDQs and educator supports, and implementing a lesson will shape: ● The way the educator implements future reading lessons. ● The ways the educator will support other educators in implementing reading lessons.

Tasks For Assessment 5: Building Students' Writing Skills

This template is based on Understanding by Design[1] and the Learning Cycle[2] to guide course faculty in the design of assessment tasks that are performative and require the Teacher Candidate to enact practices with PK-12 students, demonstrating the knowledge and skills of effective teachers.

High-quality curriculum is used to drive instruction that increases student ability to build knowledge and express understanding of texts through writing and while meeting Louisiana Student Standards. High-quality curriculum provides opportunities, at the end of each unit of study, for students to demonstrate their competencies. Throughout the unit of instruction, students should build knowledge to address the tasks and develop skills necessary for clearly and coherently expressing understanding through writing.

Competencies:
The teacher candidate designs instruction to build students' writing skills through
   a. Ensuring student writing is grounded in complex grade-level text (5)
   b. Facilitates classroom discussions based on the age- or grade-level standards from speaking and listening that allow students to refine their thinking about the language, craft, topics, themes, and/or ideas in complex texts in preparation for writing, when appropriate as indicated by academic standards (CPC3)
   c. Anticipating how students may use non-standard language orally and in writing to develop students' ability to use language conventions accurately and strategically in their writing for different audiences and purposes. (CPC6)
   d. Model and provide necessary scaffolds for students to express understanding through a written, oral, or visual response that effectively develops a topic (CPC4)

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[1]Wiggins, G. P., McTighe, J., Kiernan, L. J., Frost, F., & Association for Supervision and Curriculum Development. (1998). *Understanding by design.* Alexandria, Va: Association for Supervision and Curriculum Development.

[2] McDonald, M, Kazemi, E., Schneider Kavanagh, S. (2013). Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity. Journal of Teacher Education. 64, pp. 378–386. https://journals.sagepub.com/doi/abs/10.1177/0022487113493807

Assessment Task Components	Assessment Task

Analyze/Introduce Teacher Candidate will unpack the success criteria (standard) for PK-12 student learning
 	
Teacher Candidate will examine the teacher candidate learning outcome to understand how it contributes to PK-12 student learning
	ANALYZE a unit from a high-quality curriculum that has been delivered and for which you have collected the formal writing assessment (e.g., end-of-unit or end-of section student work).
	
	Select formal writing assessment samples from at least three different students. Samples must demonstrate students' current level of expressing understanding of complex text through writing. All writing samples should come from the same unit of instruction.
	
	VERMONT WRITING COLLABORATIVE ACHIEVETHECORE
	
	● Upload the three student writing samples with annotations and teacher feedback and a blank copy of the rubric or checklist used to assess the student writing. For each student writing sample, include rubric or checklist-aligned:
	   ○ Annotations to show where student writing demonstrates comprehension of the text (or places where students have not yet demonstrated comprehension).
	   ○ Annotations to show where student writing is grounded in text (or places where students missed an opportunity to ground writing in text).
	   ○ Teacher feedback using student-appropriate language that demonstrates awareness of the grade-level writing and language standards.
	
	● Use a tracker or recording sheet to identify current patterns in student strengths, learning gaps, and/or misunderstandings. Upload the tracker or recording sheet and include a list of 2-3 student strengths and weaknesses determined by analyzing the tracker or recording sheet. Justify this list with examples from the student work samples.

Evidence or Artifact to collect: Blank copy of rubric or checklist used to assess student writing, three student writing samples with annotations and teacher feedback, and a tracker or recording sheet.	
Develop/Prepare Teacher Candidate will use student data, high quality instructional materials, and	**DEVELOP** an action plan to continue to build student writing skills based on the identified patterns seen in their writing samples. Your plan should support students at critical points within an existing unit or section (e.g., revision of formal writing assessment from Analyze) or in an upcoming unit or section (e.g., new formal writing assessment).

standards to plan PK-12 student learning. Teacher Candidate will incorporate instructional practices into the plan for PK-12 student learning that will ensure student mastery.	● In your plan, identify tools, supports, and/or strategies that you will use to adjust instruction to support students with learning gaps and/or misunderstandings as identified in the Analyze step. ● Be sure to include a justification for why you have selected each tool, support, and/or strategy.
Evidence or Artifact to collect: Written response (action plan)	

Implement/Enact
Teacher Candidate will enact their plan with PK-12 students.
 	
Teacher Candidate will collect data during this phase.
	IMPLEMENT your plan from Develop and collect new or revised formal writing assessment samples from the three tracked students. While these samples must come from an end-of-unit or end-of-section task, they may be taken from a different unit or section than the one from Analyze.
	
	● Upload the three annotated student writing samples and a blank copy of the rubric or checklist used to assess the student writing. For each sample, include rubric or checklist aligned:
	  ○ Annotations to show where student writing demonstrates comprehension of the text (or places where students have not yet demonstrated comprehension).
	  ○ Annotations to show where student writing is grounded in the text (or places where students missed an opportunity to ground writing in the texts).
	● Use your tracker or recording sheet to re-evaluate patterns in student strengths, learning gaps, and/or misunderstandings.
	● Upload the tracker or recording sheet and include a list of 2-3 student strengths and weaknesses determined by analyzing the tracker or recording sheet. Justify this list with examples from the student work samples.

Evidence or Artifact to collect: Blank copy of rubric or checklist used to assess student writing, three new or revised student writing samples with annotations, and new or updated recording sheet	
Evaluate/Analyze Teacher Candidate will analyze data collected from **Enact or Implement** (student work, video, transcript, observation notes) to determine next steps	**EVALUATE** the newly collected set of student work (from the three tracked students). Respond to the following questions in a written response (approximately 400 words): ● How effectively did your plan fill the student learning gaps and/or misunderstandings identified in Analyze? Justify your response with specific references to either the student work collected in Implement or data collected in the recording sheet. ● How can you continue to support these students? ● How will your teaching and coaching or leadership behaviors

for PK-12 student learning. Teacher Candidate will analyze data collected from **Enact or Implement** (student work, video, transcript, observation notes) to determine next steps for their own learning.	change based on your new learning?

Evidence or Artifact to collect: Written response to prompts

Assessment 5 Rubric: Analyze				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP: R1.1,R1.2, R1.3 INTASC: 1,2,4,6,7 **LTPC** (CK) A1, A2, B1, B2, B3, B6, C1 (PK): A2, A5, B1, B2, B3, C1, C2, C4, C6, D1, D2	**Annotated Student Work and Teacher Feedback**	A blank copy of the rubric or checklist used to assess student writing has been uploaded. Annotations align with the rubric or checklist and highlight the following in all three student writing samples: • Places where student writing demonstrates comprehension of the text (and/or places where students have not yet demonstrated comprehension). • Places where student writing is grounded in text (and/or places where students missed an opportunity to ground writing in text).	A blank copy of the rubric or checklist used to assess student writing has been uploaded. Annotations align with the rubric or checklist but may highlight only one of the following in all three student writing samples (or may highlight both points in only one or two students writing samples): • Places where student writing demonstrates comprehension of the text (and/or places where students have not yet demonstrated comprehension). • Places where student writing is grounded in text (and/or places where students missed an opportunity to ground writing in text). Student-friendly, standards-aligned feedback may not have been provided to the students.	A blank copy of the rubric or checklist used to assess student writing has not been uploaded. Annotations do not align with the rubric or checklist and highlight none of the following in the three student writing samples: • Places where student writing demonstrates comprehension of the text (and/or places where students have not yet demonstrated comprehension). • Places where student writing is grounded in text (and/or places where students missed an opportunity to ground writing in text). Student-friendly, standards-aligned feedback has not been provided to the students.

Alignment	Artifact or Evidence			
CAEP: R1.2, R1.3 INTASC: 4,6 **LTPC** (CK) A1, A2, B1, B2, B3, B6, C1 (PK): A2, A5, B1, B2, B3, C1, C2, C4, C6, D1, D2	**Tracker or Recording Sheet**	Tracker or recording sheet captures a snapshot of the performance of, at a minimum, three identified students (but may show the whole class). Tracker or recording sheet effectively reflects a snapshot of student performance as it relates to use of textual evidence and comprehension. Tracker or recording sheet identifies trends (strengths, learning gaps, and/or misunderstandings) and justifies these observations with evidence from the collected student writing samples.	Tracker or recording sheet captures a snapshot of the performance of one or two identified students. Tracker or recording sheet reflects a snapshot of student performance as it relates to use of textual evidence and comprehension. Tracker or recording sheet identifies trends (strengths, learning gaps, and/or misunderstandings) but does not justify these observations with evidence from the collected student writing samples.	Tracker or recording sheet has not been submitted or does not capture a snapshot of the performance of any identified students. Tracker or recording sheet does not reflect a snapshot of student performance as it relates to use of textual evidence and comprehension. Tracker or recording sheet does not identify any trends (strengths, learning gaps, and/or misunderstandings) and does not justify any observations with evidence from the collected student writing samples.

Assessment 5 Rubric: Develop				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP: R1.1,R1.2, R1.3	**Action Plan**	Educator describes student groupings based on identified patterns	Educator describes student groupings but they may not be based on specific, identified	Educator does not describe student groupings based on identified

Alignment	Artifact or Evidence	Demonstrate	Progressing	Not Met
INTASC: 1,4,6,7 **LTPC** (CK): A1, A2, B1, B2, B3, B6, C1 (PK):: A2, A5, B1, B2, B3, C1, C2, C4, C6, D1, D2		from the tracker or recording sheet. Educator identifies tools, supports, and/or strategies appropriate for each group as well as a clear plan for how they will be implemented. Educator justifies their plan by referencing specific examples from the work samples.	patterns from the tracker or recording sheet. Educator identifies tools, supports, and/or strategies appropriate for each group but does not explain how they will be implemented. Educator justifies their plan by referencing only general examples, unspecific to any particular work samples.	patterns from the tracker or recording sheet. Educator does not identify tools, supports, and/or strategies appropriate for each group or a plan for how they will be implemented. Educator does not justify their plan by referencing specific examples from the work samples.

Assessment 5 Rubric: Implement				
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**
CAEP: R1.1,R1.2, R1.3 INTASC: 1,4,6,7 **LTPC** (CK): A1, A2, B1, B2, B3, B6, C1 (PK): A2, A5, B1, B2, B3, C1, C2,	**Annotated Student Work**	A blank copy of the rubric or checklist used to assess student writing has been uploaded. Annotations are aligned to the rubric or checklist and highlight the following in all three student writing samples: • Places where student writing demonstrates	A blank copy of the rubric or checklist used to assess student writing has been uploaded. Annotations are aligned to the rubric or checklist but highlight only one of the following in all three student writing samples (or highlight both of the following in only one or	A blank copy of the rubric or checklist used to assess student writing has not been uploaded or is incomplete. Annotations are not aligned to the rubric or checklist and do not highlight the

C4, C6, D1, D2		comprehension of the text (and/or places where students have not yet demonstrated comprehension). • Places where student writing is grounded in text (and/or places where students missed an opportunity to ground writing in text).	two student writing samples): • Places where student writing demonstrates comprehension of the text (and/or places where students have not yet demonstrated comprehension). • Places where student writing is grounded in text (and/or places where students missed an opportunity to ground writing in text).	following in all three student writing samples: • Places where student writing demonstrates comprehension of the text (and/or places where students have not yet demonstrated comprehension). • Places where student writing is grounded in text (and/or places where students missed an opportunity to ground writing in text).
CAEP: R1.1,R1.2, R1.3 INTASC: 1,4,6,7 **LTPC** (CK): A1, A2, B1, B2, B3, B6, C1 (PK): A2, A5, B1, B2, B3, C1, C2, C4, C6, D1, D2	**Tracker or Recording Sheet**	Tracker or recording sheet captures a snapshot of the performance of, at a minimum, three identified students (but may show the whole class). Tracker or recording sheet effectively reflects a snapshot of student performance as it relates to use of textual evidence and comprehension. Tracker or recording sheet identifies trends (strengths, learning gaps, and/or misunderstandings) and justifies these observations with evidence from the	Tracker or recording sheet captures a snapshot of the performance of one or two identified students. Tracker or recording sheet effectively reflects a snapshot of student performance as it relates to use of textual evidence and comprehension. Tracker or recording sheet identifies trends (strengths, learning gaps, and/or misunderstandings) but does not justify these observations with evidence from the	Tracker or recording sheet does not capture a snapshot of the performance of any identified students. Tracker or recording sheet does not reflect a snapshot of student performance as it relates to use of textual evidence and comprehension. Tracker or recording sheet does not identify trends (strengths,

			collected student writing samples.	collected student writing samples.	learning gaps, and/or misunderstandings) and does not justify observations with evidence from the collected student writing samples.

Assessment 5 Rubric: Evaluate					
Alignment	**Artifact or Evidence**	**Demonstrate**	**Progressing**	**Not Met**	
CAEP: R1.1,R1.2, R1.3 INTASC: 1,4,6,7 **LTPC** (CK): A1, A2, B1, B2, B3, B6, C1 (PK): A2, A5, B1, B2, B3, C1, C2, C4, C6, D1, D2	**Student Work Analysis**	Written response describes the overall impact that the action plan had on filling student learning gaps and/or addressing misunderstandings. Described impacts refer to evidence in the student work and/or data collected that shows growth (or lack thereof) between the two writing samples (Analyze to Implement). Written response includes at least one specific action that the educator will take to continue to support these students in expressing their understanding of texts through writing.	Written response describes some of the specific but not the overall impact that the action plan had on filling student learning gaps and/or addressing misunderstandings. Described impacts have been included but do not refer to evidence in the student work and/or data collected that shows growth (or lack thereof) between the two writing samples (Analyze to Implement). Written response includes at least one general action that the educator will take but it is unclear how this action will support	Written response does not describe any of the impacts that the action plan had on filling student learning gaps and/or addressing misunderstandings. Described impacts have not been included and do not refer to evidence in the student work and/ or data collected that shows growth (or lack thereof) between the two writing samples (Analyze to Implement).	

			students in expressing their understanding of texts through writing.	Written response does not include any action that the educator will take to continue to support these students in expressing their understanding of texts through writing.
CAEP: R1.1,R1.2, R1.3, 1.4 INTASC: 1,4,6,7, 9 **LTPC** (CK): A1, A2, B1, B2, B3, B6, C1 (PK): A2, A5, B1, B2, B3, C1, C2, C4, C6, D1, D2	**Impact on Personal Practice**	Written response describes the impact of the process analysis of student writing, development of student supports aligned to student needs, and implementation on the educator's ability to support students in expressing their understanding of texts through writing. Written response lists multiple, specific changes in practice that can be implemented during future lessons.	Written response describes only one or two impacts of the process analysis of student writing, development of student supports aligned to student needs, or implementation on the educator's ability to support students in expressing their understanding of texts through writing. Written response lists one or multiple changes that are not specific to the practice(s) implemented, and/or written response does not establish the intention to implement changes for future lessons.	Written response does not describe any impact of the process analysis of student writing, development of student supports aligned to student needs, and implementation on the educator's ability to support students in expressing their understanding of texts through writing. Written response does not mention any changes in practice that can be implemented during future lessons.
CAEP: R1.1,R1.2, R1.3, 1.4 INTASC: 1,4,6,7,9,10 **LTPC** (CK): A1, A2, B1, B2, B3, B6, C1	**Impact on Other Educators**	Written response describes ways that the educator will use this process analysis of student writing, development of student supports aligned to student needs, and implementation to help other educators support	Written response describes ways that the educator will use this process analysis of student writing, development of student supports aligned to student needs, and implementation but it is	Written response does not describe any ways that the educator will use this process analysis of student writing, development of student supports

(PK): A2, A5, B1, B2, B3, C1, C2, C4, C6, D1, D2		students in expressing their understanding of texts through writing.	unclear how this will help other educators support students in expressing their understanding of texts through writing.	aligned to student needs, and implementation to help other educators support students in expressing their understanding of texts through writing.

Sample Learning Activities

These activities are drawn from the Louisiana Elementary English Language Arts Content Modules, which were developed and delivered as part of a Louisiana Department of Education initiative to ensure that Louisiana educators for grades K-5 are well-equipped to engage students in mastering the content described in the Louisiana Student Standards for English Language Arts.

Because the assessments and activities in these content modules exemplify the state's expectations for Louisiana English Language Arts teachers, they are provided as suggestions for use in elementary teacher preparation courses.

While the activities currently refer to Louisiana-specific standards, resources, and Tier I curricula for grades K-5, they can be easily adapted to engage candidates in work with other standards sets, resources, and high-quality curricula such as those reviewed by EdReports (www.edreports.org).

The complete set of English Language Art Content Modules can be found at: https://www.louisianabelieves.com/resources/library/louisiana-content-leaders.

The list of Louisiana Tier I curricula can be found at: https://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews

Phonological Awareness Learning Activity

Phonological Awareness Standards can be found in the Louisiana's Birth to Five Early Learning and Development Standards: Language and Literacy Development LL6 and in the Louisiana State Standards: Reading Standards for Foundational Skills in kindergarten and first grade.

Teacher Candidates need to understand the progression of phonological awareness skills and its role in students' reading development. Research shows that difficulty with phonemic awareness and other phonological skills is a predictor of poor reading and spelling development. Through this learning activity teacher candidates will learn about the characteristics of different stages of phonological awareness.

Activity Objectives
Teacher Candidate Learning Outcomes:
- Gain a foundational understanding about the different stages of phonological awareness development
- Identify the characteristics of each stage in order to provide appropriate phonological awareness instruction and scaffolds to students.

Activity Participants will…
Consider the following available resources to support the learning activities.
- Read and reflect on articles/research about the Phonological Awareness Continuum (Choose from the articles listed in the *Extending the Learning* section below, or choose your own articles).
- Align the K-1 Phonological Awareness standards or Early Childhood Standards LL6 to the Phonological Awareness Continuum
- Practice giving and scoring a Phonological Awareness Assessment/Screener
  - You can use this guidance from the LDOE
- Analyze phonological awareness lessons at each stage of the Phonological Awareness Continuum and use Louisiana Believes: Phonological Awareness Activity Cards to supplement phonological awareness lessons.
- Annotate lessons with standards, classify where they fall on the Phonological Awareness Continuum, and provide appropriate scaffolds

Extend the Learning
- Suggested Phonological Awareness Continuum from 95% Group
- Foundational Skills Guidance Document from Achieve the Core
- 95% Group--Exploring the Literacy Component-Phonological Awareness
- The Development of Phonological Awareness Skills-Reading Rockets
- Foundational Skills Key Terms
- Really Great Reading Phonological Awareness Survey
- Early Reading Assessment Guidance
- Florida Center for Reading Research
- Foundational Skills Practice Strategies Phonological Awareness

Phonics Learning Activity

Foundational Skills are the building blocks of learning to read and comprehend. Teacher candidates' understanding of the continuum of students' reading development from phonological awareness to identifying letter sound relationships and linking that knowledge to build and understand words to make meaning is identified in the [Louisiana Teacher Preparation Competencies](#).

Phonics standards can be found in [Louisiana's Birth to Five Early Learning and Development Standards](#): Language and Literacy Development LL6 and in the [Louisiana State Standards](#): Reading Standards for Foundational Skills in kindergarten through 5th grade. Through this learning activity teacher candidates will learn about phonics patterns, terms and continuum building a greater understanding of how phonics is a vital component to learning to read and comprehend.

Activity Objectives:

Teacher Candidate Learning Outcomes:
- Use knowledge of the relationship between phonemes and graphemes to plan learning experiences to enhance students' reading development

Activity Participants will…

- Learn about the phonics patterns, terms, and continuum
- Examine the standards related to phonics PK-5
- Examine and write outcomes with guidance
- Examine types of assessments that provide data on students' phonics skills - curriculum-based, diagnostic, screeners, formal, informal assessments (e.g., observation, checklist)
- Practice administering phonics assessments and interpreting data
- View example class or individual profiles that show students' progress in areas of phonics
- View sample case studies or real student data pertaining to phonics that model how teachers address students' needs related to phonics
- View videos, watch demonstrations, read about, and practice instructional techniques for phonics instruction
- Examine supports and instructional techniques to address the diverse needs of students in phonics (could include, but not limited to, students with exceptionalities, ELs, dyslexia, dysgraphia, gifted)
- Examine example teaching schedules for phonics including unit overviews, small group targeted instruction, and group or independent centers
- With support, analyze a sequence of phonics lessons and materials (including decodable texts) from an open-source curriculum and locate where they fall on the phonics continuum and relate to phonics standards.

- With support, examine and/or create annotations that tailor curriculum and anticipate response for the students in the classroom

Extend the Learning
- Examine resources in the [Louisiana Believes Resource Library](#) such as "UDL strategies," "Whole Group and Small Group Supports for Diverse Learners," and "A Guide to Dyslexia in Louisiana"
- Evidence-Based Practices in Literacy Instruction:
  - [K-2 Classroom Literacy Instruction Based on the Science of Reading](#)
- Phonics Continuum Examples:
  - [CKLA](#)(open educational resource and rated Tier 1 by LDOE)
  - [Phonics Developmental Continuum](#)
  - [Phonics Scope and Sequence](#)

- Resources for Students with Exceptionalities:
  - https://www.louisianabelieves.com/students-with-disabilities
  - https://dyslexiaida.org/ [Our Leadership - Yale Dyslexia](#)
    - Dyslexia checklist - build Teacher Candidate's awareness of early signs of dyslexia
    - Support teacher candidates in learning about policies to identify and strategies to support students with dyslexia

Fluency Learning Activity

Fluent reading is essential for reading comprehension. Fluent readers (1) read aloud at an appropriate pace, (2) read words and punctuation accurately, (3) read with appropriate expression, and (4) understand what they are reading. When students are provided opportunities to engage in repeated oral readings, fluency can be improved. This activity includes opportunities for teacher candidates to learn about and examine why fluency is important and how to support students to become fluent readers to improve reading comprehension.

Activity Objectives

Teacher Candidate Learning Outcomes:
- Understand what fluency is and why it is important
- Understand the core components to support students in becoming more fluent: repeated readings and feedback
- Explore how fluency lives in the high quality curriculum

Activity Participants will…

- Participate in Content Leader Module 1 Session 4: Fluency as a Foundation Grades 3-5 using LDOE Access to ELA Content Leader Modules:
    - Slides 70-99
    - Session 4 Note Catcher
        - *While this learning activity is specific to ELA Guidebooks, the learning around fluency can be applied to any high quality curriculum.*
- Read National Assessment of Educational Progress Fluency Scale to gain a deeper understanding of the fluency progress scale.
- Complete fluency screener with multiple partners. For diagnostic purposes, the partner reading aloud should vary their reading accuracy, rate, and expression.
    - Use the average score from two passages:
    - Possible screeners could include: DIBELS or any unpracticed readings from grade-level materials.
    - Analyze the results to determine fluency needs
    - Students need fluency-building practice if they score 10 or more words below the 50th percentile level for their grade.
- Using sample data from practice, complete tracker or recording sheet to identify current patterns in student fluency rates. Include a list of 2-3 student strengths and weaknesses determined by analyzing the tracker or recording sheet.
- Develop an action plan to build student fluency based on the identified needs seen in their fluency screener.
- Record yourself implementing your action plan with peers.

- In small groups, view recordings of action plan implementation. Provide feedback to each other using the Implement rubric found in the [Fluency Assessment Task](#).

Extend the Learning
- [Hasbrouck & Tindal Fluency Norms](#)
- [Fluency: Instructional Guidelines and Student Activities](#)
- [Improving Struggling Readers' Fluency: Suggestions for Intervention](#)
- [National Assessment of Educational Progress Fluency Scale](#)

Complex Text Activities

These learning activities are selected from data reviews supporting complex text, LDOE ELA Content Modules 1: Unpacking the ELA Guidebooks and Content Module 3: Close Reading to Build Understanding. This activity is composed of three components that introduce participants to the research supporting the focus on complex text within the Louisiana Student Standards and explore how the components of qualitative complexity exist within a sample text.

Complex Text Learning Activity 1: Text Complexity

Activity Objectives
Teacher Candidate Learning Outcomes:
- Understand the four aspects of qualitative complexity
- Differentiate qualitative from quantitative features of text complexity.
- Describe why it is important to consider qualitative factors when teaching a complex text
- Learn the elements of each qualitative feature of text complexity.
- Read a text from a high-quality curriculum.
- Analyze and discuss what qualitative features make the text complex.

Activity Participants will…
- Watch a video that reviews data supporting complex text in the classroom.
  - [Shanahan](#)
  - [Fisher](#)
- Complete [ELA Content Leader Modules](#) specified below:
  - Elementary ELA Content Module 1 "[3 - 5. Year 2 ELA Content Module 1](#)", review slides 6 and 7, watch the [video](#) and reflect on the questions on slide 8
  - Review the qualitative feature of complexity on slide 14. Then, review the following Qualitative Measures Rubrics:
    - [Informational Text](#)
    - [Literary Text](#)
- Elementary ELA Content Module 3 "[3 - 5.Year 2 ELA Content Module 3](#),"
  - Review slides 5-12, and access, read, and annotate "Paul Revere's Ride" (pgs. 2-6 in the note-catcher) for what may make the text complex for students.
  - Access Note Catcher in Module 3, Session 1 handout in materials
  - Review the qualitative feature of complexity on slides 13 & 14
  - Review the following Qualitative Measures Rubrics:
    - [Informational Text Rubric](#)
    - [Literary Text Rubric](#)
  - Use slides 15-19 and use the handout (pgs. 6-7 of the note-catcher) to complete the complex text analysis activity.

Extend the Learning
- [Guide for Determining Text Complexity](#)
- [Close Look at Close Reading: Teaching Students to Analyze Complex Texts, Grades K–5 by Diane Lapp, Barbara Moss, Maria Grant and Kelly Johnson](#)
- [Devices for analyzing text complexity](#)
- [Approach Guides, Learning Tools, and Instructional Strategies in LearnZillion](#) (Diverse Learners Guide included in above link)
- [Achieve The Core's "Placing Text at the Center"](#)
- [Reading Rope](#)
- https://achievethecore.org/page/2725/text-complexity

Complex Text Learning Activity 2: Reader's Circles

Activity Objectives

Teacher Candidate Learning Outcomes:

- Understand the four circles of understanding within the Reader's Circle
- Explain what Reader's Circles can look like in a classroom
- Explain how the Reader's Circles help all students make meaning of complex texts
- Participate in a Reader's Circle Experiential using the poem "The Road Not Taken" to break down the steps in the reading process to support students in reading and understanding complex text.

Activity Participants will…

- Complete **ELA Content Leader Modules** specified below:
  - Readers Circle Experiential Content Module 1 Session 5
    - Access slides 100-122
    - Robert Frost's Poem "The Road Not Taken" (in note catcher)
    - Will need Note Catcher for Content Module 1 Session 5
    - Read about Reader's Circles using the resources below:
      - Informational Texts
      - Literary Nonfiction Texts
      - Literary Texts

Extend the Learning

- https://inservice.ascd.org/creating-close-reading-lessons-in-grades-k-5/
- https://www.louisianabelieves.com/docs/default-source/louisiana-teacher-leaders/fi2-handout-close-reading-resources.pdf?sfvrsn=2
- http://www.ascd.org/publications/books/114008/chapters/Understanding-and-Evaluating-Text-Complexity.aspx
- https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=7

Complex Text Learning Activity 3: Close Reading & Text Dependent Questions

Activity Objectives

Teacher Candidate Learning Outcomes:
- Understand what a text-dependent question is and the criteria for what makes a strong text-dependent question
- Analyze the criteria for strong student responses to text-dependent questions
- Use the student look-fors and the student response criteria to distinguish between exemplar and non-exemplar student responses to text-dependent questions

Activity Participants will...

- Complete the **ELA Content Leader Modules** specified below:
  - Elementary Content Module 3 Session 3 (Re-Thinking the Role of TDQs)
    - Review slides 46-68 using Poem "Paul Revere's Ride" to discuss TDQs and Student Look-Fors
    - Use Note Catcher for Content Module 3 Session 3 at the link above.

Extend the Learning

  - Achieve the Core: Complete Guide to Creating Text Dependent Questions

Writing Learning Activity: Students Write to Demonstrate Their Understanding of Complex Texts

Through this activity, teacher candidates will examine and use writing tasks found in high-quality instruction materials to guide students to write about their understanding of complex texts. High-quality instruction materials units are designed with the goal of building understanding; therefore, using and modifying the lessons can set students up for success during the other stages of the writing process: brainstorming, drafting, revising, editing, and publishing.

Activity Objectives

Teacher Candidate Learning Outcomes:
- Build student understanding to generate knowledge and ideas
- Understand how to use writing tasks to enable students to use the writing process to deepen their understanding of text and the ideas they convey
- Learn about the three types of text-based writing as outlined by the Louisiana Student Standards: argumentative, informative, and narrative

Activity Participants will…

- Unpack a unit and its culminating writing task to illuminate how the writing process lives in a HQIM identified by the state of Louisiana (ie: Guidebooks)
- Deepen understanding of three types of writing by unpacking the grade-level standards and analyzing sample student work.
- Annotate exemplar student writing using the Louisiana Student Standards
- Plan to implement a HQIM identified by the state of Louisiana (ie: Guidebooks)
- Unpack the LEAP rubrics to deepen understanding of the descriptors
- Evaluate student work using the LEAP rubric and a task-specific annotated
    a. exemplar response
- Collaboratively analyze student writing samples to highlight common issues
    ○ (including organization, grammar and conventions, style, and content understanding)
- Explore Guidebooks supports for common writing issues (including Shared and
- Interactive Writing, Mini-Lessons for Small Group Writing, Modeling using Student Examples, Mentor Texts, and Organizational Frames)
- Analyze trends in your students' writing data and make a plan to address specific needs

Louisiana Believes ELA Content Module Resources

Consider the following available resources to support the learning activities.
- Louisiana Believes Content Leader Modules
    - 3-5 ELA Content Modules 5 & 6
    - Includes: Overview Guide, Facilitator Slides, Handouts & Materials including Student Exemplars

Appendix

K-5 Assessment Tasks Resource Guide		
Assessment Task	**Components of an Assessment Task/Learning Activity**	**Resource**
Phonological Awareness The teacher candidate demonstrates thorough understanding of phonological awareness	**Analyze/Introduce** Teacher Candidate will unpack the success criteria (standard) for PK-12 student learning.	Review K-1 Phonological Awareness *standards* or Early Childhood Standards LL6 What is phonological awareness? *phonological awareness* Assess a small group of students (3-5) using: ● Phonological Awareness Screener ● PAST Assessment ● Phonemic Awareness Screener Assessment ● Really Great Reading Phonological Awareness Survey
	Develop/Prepare Teacher Candidate will use student data, high quality instructional materials, and standards to **plan** PK-12 student learning. Teacher Candidate will incorporate instructional practices that will enable student mastery into **the plan** for PK-12 student learning.	Optional resources for instruction: ● Phonological Awareness Continuum ● Foundational ● Louisiana Literacy Phonological Awareness Activity Cards ● The Development of Phonological Skills – ● Foundational Skills Key Terms ● Foundational Skills Guidance Document ● Florida Center for Reading Research ● 95% Group - Exploring the Literacy Component - Phonological Awareness
Phonics The teacher candidate uses knowledge of the relationship between phonemes and graphemes to plan learning experiences to enhance students' reading development	**Analyze/Introduce** Teacher Candidate will unpack the success criteria (standard) for PK-12 student learning.	Review K-5 phonics standards and Early Learning & Development (Birth to 5) Standards LL5 Analyze a scope and sequence of phonics instruction or phonics continuum: ● Core Knowledge Language Arts® Scope and Sequence - Skills Strand Units - K-2nd grade

		● Reading Street Phonics Scope and Sequence ● Phonics Continuum
	Develop/Prepare Candidates will use student data, high quality instructional materials, and standards to **plan** PK-12 student learning. Teacher Candidate will incorporate instructional practices that will enable student mastery into the plan for PK-12 student learning.	Optional resources for instruction: ● Foundational Skills Practice Strategies –Kindergarten and First Grade ● Foundational Skills Key Terms ● Foundational Skills Guidance Document ● Literacy Classroom Practices LDOE ● Foundational Skills Template Resources for Students with Exceptionalities: ● https://www.louisianabelieves.com/students-with-disabilities ● https://dyslexiaida.org/ Our Leadership - Yale Dyslexia ● https://dyslexiaida.org/ Our Leadership - Yale Dyslexia ● https://www.louisianabelieves.com/resources/library/academics

Fluency
The teacher candidate selects and uses various strategies to develop students' reading fluency, including guiding student awareness of syntax and discourse
	Analyze/Introduce
	Teacher Candidate will unpack the success criteria (standard) for PK-12 student learning.
		Analyze
		Review and annotate grade-level fluency standards and expected fluency benchmarks for grade level.
		● Hasbrouck & Tindal Fluency Norms
		● National Assessment of Educational Progress Fluency Scale
		
		Assess a small group of students to identify fluency needs.
		● Possible screeners could include:
		  ○ DIBELS
		  ○ Acadience Learning
		  ○ PAST

	Develop/Prepare Teacher Candidate will use student data, high quality instructional materials, and standards to plan PK-12 student learning.	**Develop** an action plan to build student fluency based on the identified needs seen in their fluency screener. ● Fluency: Instructional Guidelines and Student Activities ● Improving Struggling Readers' Fluency: Suggestions for Intervention ● National Assessment of Educational Progress Fluency Scale

		● ELA Content Leader Modules ● *ELA Guidebooks* ● National Assessment of Educational Progress Fluency Scale ● DIBELS ● Acadience Learning ● Fluency Assessment Task
	Implement/Enact Teacher Candidate will enact their plan with PK-12 students.	Possible screeners could include: ● DIBELS ● PAST ● Acadience Learning
	Analyze/Introduce Teacher Candidate will analyze data collected from the enactment (student work, video, transcript, observation notes) to determine next steps for PK-12 student learning.	**EVALUATE** the newly collected set of student fluency data (from the three tracked students). ● Hasbrouck & Tindal Fluency Norms ● Fluency: Instructional Guidelines and Student Activities ● Improving Struggling Readers' Fluency: Suggestions for Intervention ● National Assessment of Educational Progress Fluency Scale
Complex Text Comprehension is complex and multifaceted and requires the implementation of multiple skills and strategies by the reader. While there are conflicting views of implementation regarding effective literacy instruction, the students' ability to read,	**ANALYZE** a text that requires multiple reads from a lesson in a high-quality curriculum with support and guidance.	LDOE Companion Documents ● Informational Texts Rubric ● Literary Texts Rubric Achieve the Core LDOE Teacher Companion Documents Suggested Resources: ● LDOE Reader's Circle graphic for informational texts and literary texts ● LDOE Guide for Determining Text Complexity ● Reading Rope

analyze, and understand grade level texts is identified in the [Louisiana State Standards](). The ability of an educator to facilitate the student is found in the [Louisiana Teacher Preparation Competencies](). Teacher candidates need experience analyzing texts for complexity, implementing instruction, and scaffolding students' learning experiences to ensure support for understanding complex texts	**DEVELOP** a plan to facilitate a careful reading of a text (you may choose the same text selected in Analyze).	Please see for a list of resources the LDOE has identified as [high quality/Tier I]().

[Writing]() The teacher candidate designs instruction to build students' writing skills through
  a. Ensuring student writing is grounded in complex grade-level text (5)
  b. Facilitates classroom discussions based on the age- or grade-level standards from speaking and listening that allow students to refine their thinking about the language, craft, topics, themes, and/or ideas in complex texts in
	Analyze/Introduce Teacher Candidate will unpack the success criteria (standard) for PK-12 student learning.	**ANALYZE** a unit from a high-quality curriculum that has been delivered and for which you have collected the formal writing assessment.
		  ● [VERMONT WRITING COLLABORATIVE]()
		  ● [ACHIEVETHECORE]()
		  ● [LDOE WRITING PROGRESSIONS]()

	Elementary Learning Activity: *Building Understanding: Students Write to Demonstrate Their Understanding of Complex Texts.* **Activity at a Glance: [Step 3]**	During the activity, participants will do the following:
		  ● Unpack a unit and its culminating writing task to illuminate how the writing process lives in HQIM identified by the state of Louisiana (ie: [Guidebooks]())
		  ● Annotate exemplar student writing using the Louisiana Student
		  ● Standards [(Guidebook Exemplars]())
		  ● Plan to implement a Writing Task found in HQIM identified by the state of Louisiana (ie: [Guidebooks]())
		  ● [Rubrics]()
		  ● [Scaffold]()s
		  ● [Diverse Learners Guide from Guidebook]()s

preparation for writing, when appropriate as indicated by academic standards (CPC3) c. Anticipating how students may use non-standard language orally and in writing to develop students' ability to use language conventions accurately and strategically in their writing for different audiences and purposes. (CPC6) d. Model and provide necessary scaffolds for students to express understanding through a written, oral, or visual response that effectively develops a topic (CPC4)		Louisiana Believes Content Leader Modules ● [3-5 ELA Content Module 5 & 6](#)