

Florida Agricultural and Mechanical University

Professional Education Unit
Tallahassee, Florida 32307



COURSE SYLLABUS

Course Number: RED 4519	Course Title: Recognizing and Diagnosing Growth in Reading
Prerequisite(s): RED 3013	
Course Credit: 3	Course Hours: 3
College: College of Education Department: Elementary Education	Required Text(s): Gipe, Joan, Merrill-Prentice-Hall; <u>Multiple Paths to Literacy 10th Edition</u> , 2009 ; the recreational text; and <u>The Essentials of Grammar</u> by Sue Baugh
Faculty Name: Thyria G. Ansley	Supplies: Term and Year: Place and Time:
Office Location: GEC (A) 314	Telephone: (850) 599-3622 e-mail: Thyria.greene@fam.u.edu

Office Hours	Monday 1:30 – 4:30 pm	Tuesday	Wednesday 1:30 – 4:30 pm	Thursday	Friday 1:30- 4:30 pm	Saturday

Course Description

This course is intended to give teacher candidates practical experience in assessing and diagnosing reading difficulties in children. After the appropriate diagnosis has been made, students are required to develop and present ways of helping the learner overcome and correct such difficulties. Part of the time will be spent in clinical or classroom situations with children and or adults wherein opportunities to practice clinical procedures in the identification, evaluation and correction of reading difficulties will be realized. Another strand in this course is to help students learn how to engage in action research. This project will be helpful in creating a teacher candidate who will engage in continuous learning. When teacher candidates are given an opportunity to demonstrate their philosophy for teaching reading, they will reveal the idea undergirding the conceptual framework. Our conceptual framework operates on the belief that all of the themes and services are integrated to produce exemplary professionals. The information presented in this class plays a critical role in helping teacher candidates integrate theory and practice so that they can become exemplary professionals. The objectives included in this course are in keeping with the standards for literacy development set forth by the International Reading Association. Also, the objectives included in this course address specific ESOL standards and indicators as well as select requirements for reading endorsement.

Course Purpose

The purpose of this course is to teach preservice teachers how to design and implement a corrective and recreational reading program in the elementary school curriculum. These components will include the best practices identified in a scientifically based research in reading program.

F=Florida Educator Accomplished Practices Standards (FEAPS)

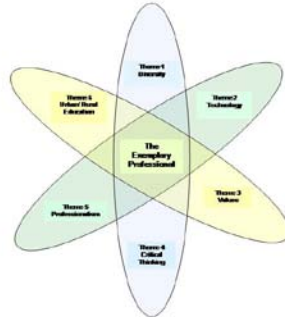
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge **(S)**=Skill **(D)**=Disposition

Approved/Revised 10/30/07

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:



DIVERSITY

- CF 1
- This focal area, the FAMU professional education candidate will:

<i>Conceptual Framework</i>	<i>Proficiencies</i>	<i>FEAPs</i>	<i>INTASC</i>
CF: 1.1 (K)	Demonstrate understanding of diverse backgrounds of individuals.	F: 5, 6, 7	I: 3
CF: 1.2 (S, D)	Demonstrate diverse student learning through differentiated instruction.	F: 5, 7	I: 3, 8
CF: 1.3 (S, D)	Create and foster learning opportunities adapted to diverse learners.	F: 5, 6	I: 3, 8

TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

<i>Conceptual Framework</i>	<i>Proficiencies</i>	<i>FEAPs</i>	<i>INTASC</i>
CF: 2.3 (K)	Demonstrate knowledge of fundamental concepts in technology.	F: 12	I: 1, 6

F=Florida Educator Accomplished Practices Standards (FEAPS)
 I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
 (K)=Knowledge (S)=Skill (D)=Disposition

CF: 2.5 (S)	Use technology to prepare and teach lessons and promote creativity among students.	F: 12	I: 6

VALUES

- CF3
- Through this focal area, the FAMU professional education candidate will:

<i>Conceptual Framework</i>	<i>Proficiencies</i>	<i>FEAPs</i>	<i>INTASC</i>
CF: 3.1 (S)	Work with colleagues in a professional manner.	F: 6	I: 2, 5
CF: 3.3 (S, D)	Promote perspectives, ideas, people, and culture.	F: 5, 6	I: 1, 3

CRITICAL THINKING

- CF4
- Through this focal area, the FAMU professional education candidate will:

<i>Conceptual Framework</i>	<i>Proficiencies</i>	<i>FEAPs</i>	<i>INTASC</i>
CF: 4.2 (S)	Demonstrate the use of a variety of instructional / professional strategies to encourage students' development of critical thinking and performance.	F: 2, 7	I: 4

PROFESSIONALISM

- CF 5
- Through this focal area, the FAMU professional education candidate will:

<i>Conceptual Framework</i>	<i>Proficiencies</i>	<i>FEAPs</i>	<i>INTASC</i>
CF:	Know the content.	F: 8	I: 1

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S)=Skill (D)=Disposition

5.1 (K)			
CF: 5.3 (D)	Demonstrate commitment to personal growth and development.	F: 3, 7	I: 9
CF: 5.6 (S)	Display effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom.	F: 2	I: 6
CF: 5.7 (S. D)	Display appropriate code of conduct including dress, language, and respective behavior.	F: 9	I: 5, 9

URBAN/RURAL EDUCATION

- CF 6
- Through this focal area, the FAMU professional education candidate will:

<i>Conceptual Framework</i>	<i>Proficiencies</i>	<i>FEAPs</i>	<i>INTASC</i>
CF: 6.1 (S)	Demonstrate the ability to work in school settings with varied levels of human and material resources.	F: 9, 10, 11	I: 10
CF: 6.4 (S)	Communicate effectively with students' parents and the community.	F: 1, 4	I: 1, 8

Academic Learning Compact

Assignment	Student Behavioral objectives	INTASC Standards	ACEI Standards	IRA Professional Organization	FEAPs	FTCE SAE	PEU Conceptual Framework
Corrective Reading Program Report-students are required to design and implement a corrective reading program for a struggling	Student #2	1.e,2.d	2.b,3.b	2.9	1.b,1.e, 1.k, 2.d,4.b, 4.d,5.e, 7.f,7.1, 9.e,9.J, 10.1, 12.b,10 .a, 10.b	1.1,2.1,3 ,6.2,6.3	Diversity 1.3

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S)=Skill (D)=Disposition

reader. There is a 25 hour field experience component to this assignment.							
Contemporary Issues Notebook-students are required to select 5 newspaper articles about any aspect of education. One of the articles has to be on ESOL. They are to identify the six organizational patterns of the text in each article.	#3	1.g	3.c,5.a	1.2;5.3	4.e,8.d, 12.b,	3.0,5.5	Diversity 1.1 Professionalism 5.3
Ethics Panel Assignment -students are sworn in as ed commissioners to review cases of teachers who have been reported to the ed commission. They will write a	#2	1.g	3.c	1.4	6.g,12. b	-	Values 3.1,3.3

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S)=Skill (D)=Disposition

summary of the case, state their ruling and defend their position.							
Mock Interview- students will dress professionally and sit before the instructor who will serve as a principal. They will have show poise and substance when answering questions about how to teach reading in the elementary school curriculum.	#1	1.f	3.a	1.3	7.a,8.a, 8.d, 11.b	2.2	Professionalism 5.1,5.6,5.7
Vocabulary Test – students will be given 50 vocabulary terms taken from the book and asked to write the definition of each.	#3	1.h	2.a	1.5	7.b,8.b	2.5	Professionalism 5.1 Urban & Rural Education 6.4

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S)=Skill (D)=Disposition

Expository Text Writing Assignment – students will choose a piece of expository text and asked to apply best practices for teaching expository text to teach comprehension.	#3	1.e	3.d	2.6	8.c,12.b	3	Professionalism 5.1
Cornell Notebook Assignment ESOL-LEP Case Study – students are required to select a case study on an LEP student. They will write a summary of the case and offer their solutions to how to solve the problem and defend their statements with documented information.	#1	2.d	3.b	1.2	7.d,7.f,12.b	4.3	Diversity 1.2

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07

Action Research- after a lecture on action research, students are required to submit their identified problem and means of collecting data. They then will follow the action research steps to implement, write and share their project.	# 3	2.a	3.a,5.a	2.9	3.a,3.c, 8.c,12.b	2.10	Critical Thinking 4.2
Assignment	Student Behavioral objectives	INTASC Standards	ACEI Standards	IRA Professional Organization	FEAPs	FTCE SAE	PEU Conceptual Framework
Reading Grant- students are required to follow the steps for writing a grant and submit a mock reading proposal requesting \$5,000.00.	# 3	1.f	3.c,5.a	3.3	8.b,8.c, 12.b	2.2	Urban and Rural Education 6.1
Textbook Exam – students are required to read the text	#3	1.a	3.a	1.1,1.6	3.h,8.b	2.2	Professionalism 5.1

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S)=Skill (D)=Disposition

and answer questions after a lecture or presentation of each chapter							
ESOL Reading list with assignment – students are required to include ESOL accommodations in all of the lesson plans in the corrective reading program. This list provides information and activities for them to incorporate.	#7	2.d	3.b	1.2	3.h,5.d, 5.e,5.f, 7.d, 7.f,12.b	4.3	Diversity 1.3
Rec. Test – each class chooses a recreational text to read, discuss and be tested on its contents.	#1	2.e	3.c	—	—	2.7	Professionalism 5.3
PowerPoint Presentation -students will divide into groups to create a workshop that presents a chapter	#1	2.a	—	2.5,8.a	7.a,8.a	2.9, 2.10	Technology 2.3; 2.5 Values 3.1

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S)=Skill (D)=Disposition

from the book.							
----------------	--	--	--	--	--	--	--

Overall Goals of the Course

Overall Goals of the Course

- To demonstrate teaching strategies for implementing units requiring conceptual understanding, hands-on experiences, group activity in problem solving, cooperative learning, and technology.(ESOL 8, 15)
- To show how to design a balanced reading program. (ESOL 10, 17, 24)
- To structure an environment so that optimal learning can be achieved. (ESOL 8, 19, 21)

Specific Behavioral Objectives

Students will gain:

1. Knowledge about individual variation within each area of development, show respect for diverse talents of all learners, and is committed to helping them develop self-confidence and competence + **NGSSS** LA.A.2.1.3^#9 Learning Environments (ESOL 1)
2. Knowledge about valuing human diversity, showing respect for students’ varied talents and perspectives, and is committed to the pursuit of “individually configured excellence” + **NGSSS** LA.A.2.1.2^#5 Diversity (ESOL 24)
3. Knowledge about subject matter that is not a field body of facts, but is complex and ever evolving +LA.A.2.3.4^ Human Development and Learning. (ESOL 10, 15)
4. Knowledge of the use of formal and alternative methods of assessment/evaluation of LEP student, including measurement of language, literacy, and academic content metacognition ESOL #21.
5. Knowledge of how to select and develop appropriate ESOL content according to student levels of proficiency to listening, speaking, reading, and writing, taking into account: *Basic interpersonal communicative skills (BICS) and *Cognitive language proficiency skills (CALPS) as they apply to the ESOL curriculum. ESOL #8
6. Knowledge of language structure and function and cognition for each of the five major components of the reading process #8 Knowledge of subject matter + **NGSSS** LA.A.2.1.3.(ESOL 8, 17)
7. Knowledge of techniques to assess students and help them overcome problems in learning how to read. #1 Assessment and ESOL 19&21)

+Competencies associated with Sunshine State Standards for Reading
 ^Competencies associated with the Pre-professional Accomplished Practice
 &Competencies associated with ESOL students

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Professional Organization/Learned Society Standards – IRA & ACEI

Florida Educator Accomplished Practices (FEAPs)

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

F=Florida Educator Accomplished Practices Standards (FEAPS)
 I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
 (K)=Knowledge (S)=Skill (D)=Disposition

Topical Outline

- Jan 7-9 Orientation/Establish Learning Portfolio
FL consent Decree/Cornell Note taking Review/Assessment
KVL Method of Teaching Reading
Discussion of Conceptual Framework, Accomplished Practices & Sunshine State Standards
- Jan.12-16 Discuss selection of the CRP student - 25 hr. Field Requirement.
Review Course Syllabus/Begin Vocabulary Test Work
Reading Recovery Activity with discussion
Divide into groups for Chapters 7-13 presentations
Lecture on DIBELS....**Discuss format for CRP process**
Review Exam for RED 3013
Topic – The Fundamental Aspects of Corrective Reading
- Jan. 21-23 Lectures: Chapter 1 – MLK’s Birthday –**REVIEW EXAM FOR RED 3013 (F)**
 Chapter 2
 Chapter 3
Provide name, address and phone number of CRP student
Start working with CRP student by_____
- Jan. 26-30 Lectures: **Topic – Reading Related Factors** - Chapter 4
Topic – Direct Measures Chapter 5- put 5 & 6 into Cornell- **identify bias in lang. based tests.**
Topic – Indirect Measures Chapter 6 – **Create an Informal Reading Inventory in class**
- Feb. 2-6 Review Assessment and Color Coded Books/discuss research paper
Discuss Case Study (1 Child)/Work on Group Presentation/Discuss Contemporary Issues Notebook
Test on Vocabulary Terms (F) **ESOL** implications
- Feb. 9-13 Discuss First Install of CRP-review missed work-Contemporary Issues Notebook Due (F)
- Feb. 16 Group 1 Power Point (PP) Presentation on Chapter 7
Topic - “The Reading/Writing Connection”
- Feb. 18 Group 2 Power Point Presentation of Chapter 8
Topic - “Word Recognition”
Case Study Due (**ESOL**)
- Feb. 20 Group 3 Power Point Presentation of Chapter 9
Topic - “Comprehension: Foundation”
First Installment Due on CRP (F)
- Feb. 23 Group 4 Power Point Presentation of Chapter 10
Topic - “Meaning Vocabulary”

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S)=Skill (D)=Disposition

- Feb. 25 Group 5 Power Point Presentation on Chapter 11
Topic - “Strategic Reading For Narrative Text”
- Feb. 27 Group 6 Power point Presentation on Chapter 12
Topic - “Strategic Reading for Expository Text”
- Mar. 2 Group 7 Power Point Presentation on Chapter 13
Topic - “Study. Skills”
- Mar. 4 Action Research Paper Discussion (M)
- Mar. 6 Discuss Grant Proposal, Strategies Notebook, Mock Interviews, Review for Textbook Exam,
Action Research and Second Installment of CRP.
- Mar. 9-13 SPRING BREAK
- Mar. 16-20 Mock Interviews (Bring Resume)
CRP Second Installment Due (F)
- Mar. 23-27 Recreational Reading Material Work (Must own and bring book to take test) next class-
discussion
Find professional articles **(ESOL Infused)**
- Mar. 30-Apr.3 Read Art in class-ethics panel writing assignment/Discussion due next class
Grant Due (F)
- Apr. 6-10 CRP Due (F) Action Research Due (F) each placed in separate folders
Sharing of Contemporary Issues Articles
- Apr. 13-17 Strategies Notebook Due (M) Textbook Exam (M)
Sharing of Journal Articles read outside of class
- Apr. 20-24 Review any work not covered
Return of CRP, Sharing of CRP and Post-Assessment Activity

Teaching Methods

Field experiences, lectures, simulations, technology and group work will be used to teach teacher candidates on how to instruct struggling readers.

Course Evaluation

The corrective reading program is worth 60% of the final grade. The other assignments are equally valued and calculate the remaining 40% of the final grade.

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge **(S)**=Skill **(D)**=Disposition

Those assignments are:

Contemporary Issues	ESOL – LEP Case Study
Ethics	Action Research
Mock Interview	Reading Grant
Vocabulary Test	Text Exam
Expository Writing Assignment	ESOL Rdg. List with Activities
Cornell Notetaking Assignments	Recreational Rdg. Test

Grading

The grading scale is as follows:

100 - 90 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

59 and lower = F

Course Policies

Dispositions As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student's file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student's department chair. The severity of the behavioral deficiency will influence the chairperson's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge **(S)**=Skill **(D)**=Disposition

Topic - “Meaning Vocabulary”

- Feb. 25 Group 5 Power Point Presentation on Chapter 11
Topic - “Strategic Reading For Narrative Text”
- Feb. 27 Group 6 Power point Presentation on Chapter 12
Topic - “Strategic Reading for Expository Text”
- Mar. 2 Group 7 Power Point Presentation on Chapter 13
Topic - “Study. Skills”
- Mar. 4 Action Research Paper Discussion (M)
- Mar. 6 Discuss Grant Proposal, Strategies Notebook, Mock Interviews, Review for Textbook Exam, Action Research and Second Installment of CRP.
- Mar. 9-13 SPRING BREAK
- Mar. 16-20 Mock Interviews (Bring Resume)
CRP Second Installment Due (F)
- Mar. 23-27 Recreational Reading Material Work (Must own and bring book to take test) next class-discussion
Find professional articles (ESOL Infused)
- Mar. 30-Apr.3 Read Art in class-ethics panel writing assignment/Discussion due next class
Grant Due (F)
- Apr. 6-10 CRP Due (F) Action Research Due (F) each placed in separate folders
Sharing of Contemporary Issues Articles
- Apr. 13-17 Strategies Notebook Due (M) Textbook Exam (M)
Sharing of Journal Articles read outside of class
- Apr. 20-24 Review any work not covered
Return of CRP, Sharing of CRP and Post-Assessment Activity

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S)=Skill (D)=Disposition

References

This first set of resources were used to create some of the assignments. The second set of references were used to create the course:

Set # 1

Mastropieri, M., Leinart, A. & Scruggs, T. (1999). Strategies to increase reading fluency. *Intervention in school and clinic* 34:278-283, 292.

Moats, Louisa C. *Teaching decoding.* (1998). American Federation of Teachers.

Moats, Louisa. (1999) *Teaching reading IS rocket science: What reading teachers should know and be able to do* (www.aft.org) American Federation of Teachers.

Snider, Vicki. (1995). A primer on phonemic awareness: What it is, why it's important and how to teach it. *School Psychology Review* **2443-455**.

Torgensen, Joseph, Rashotte, Carol & Alexander, Ann (2001). Principles of fluency instruction in reading: Relationships with established empirical outcomes. In M. Wold (Ed.) *Dyslexia, fluency and the brain.* (pp. 334-355) Tomonium, MD: York Press.

Set # 2

Beck, Isabel L., McKeown, Margaret G., Kucan, Linda. (2002). *Bringing Words to Life.* New York: Guilford Press

Ciborowski, Jean (1992). *Textbooks and the Students Who Can't Read Them: A guide to teaching content.* Chambridge, MA: Brookline Books.

Henry, Marcia K. (2003). *Unlocking Literacy: Effective decoding and spelling instruction.* Baltimore: Brookes

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge **(S)**=Skill **(D)**=Disposition

ESOL READING LIST/ASSIGNMENTS

Below is a list of readings that you should peruse for this course. You may be asked to put these readings into Cornell Summaries, present to the class, apply a reading strategy to it to aid in understanding the content or answer questions give in a test style. To avoid transfer of work, the assessment format will change from semester to semester at the instructor's discretion. Therefore, make sure these texts are read and comprehended thoroughly. In addition, you are required to find ESOL articles from professional journals and apply the directions for demonstrating that the articles have been read by following the directions provided in class. For example, you will be asked to assemble a listing of activities and resources for culturally and linguistically diverse students to give to culturally and linguistically diverse parents, school administrators or to the community at large. You will even be asked to assemble ways that the personnel can sensitively respond to and engage culturally and linguistically diverse parents and students. Further, you will be required to design an assessment piece for LEP students using the selected ESOL standards and or indicators. So as you select your own articles and read the ones from the list, keep these ideas in mind.

Au, K. H. (1993) Literacy instruction in multicultural settings. Fort Worth, TX: Harcourt Brace and Jovanovich

Brisk, M.E. & Harrington, M.M. (2000)Literacy and bilingualism:A handbook for teachers. Mahwah, NJ:Erlbam

Campbell, Ann (1996). Teacher Talk. Ideas for Working with Students who speak English as a second language. Suggested Teaching Strategies for LEP students. Center For Adolescent Studies at Indiana State University.

Cary, S. (2000). Working with second language learners:Answers to teachers' top ten questions. Portsmouth, NH:Heinemann.

DOE Teach:Session 3, Chapter 4. Principles of Second Language Literacy Learning.

Florida Consent Decree

Florida Department of Education (1999). Chapter VI: Assessment and Testing. Language Arts through ESOL guide. Pp 1-6

FL Department of Education (1995). Teach:Menu of Alternative Assessment Instruments Pp 1-3

Fueyo, V. (99/00). Below the Tip of the Iceberg: Teaching Language Minority Students. Annual Edition Pp 94-98

Houston, H. (1999). 75 ESL Teaching Ideas. The Internet TSL Journal. Vol. V., No. 11

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S)=Skill (D)=Disposition

McEwan, K. (2001). Teach the Students Who Can't Read How to Read:Raising Reading Achievement in Middle and High School. Pp 31-61

Opitz, M.F., (ED. 1998). Literacy instruction for culturally and linguistically diverse students:a collection of articles and commentaries

Short, D. (1989). Adapting Materials and Developing Lesson Plans. In Adapting Materials for Content-Based Language Instruction. Pp. 164-174.

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07

Agriculture, Agriculture Operations and Related Sciences. 27. 5. A total of 1,603 2-year associate's and 4-year bachelor's degrees conferred across undergraduate programs at Florida Agricultural and Mechanical University. At the master's and doctor's level 579 degrees were conferred in the graduate programs. Total. Florida Agricultural and Mechanical University, commonly known as FAMU, is a public, historically black university in Tallahassee, Florida, United States. Florida A&M University was founded on the highest of seven hills in Tallahassee, Florida on October 3, 1887. It is one of the largest historically black universities in the United States by enrollment and the only public historically black university in Florida.[3] It is a member institution of the State University System of Florida, as well as one of the state's land grant universities, and is accredited to award baccalaureate, mas Florida Agricultural and Mechanical University (FAMU) is a public, historically black university in Tallahassee, Florida. Founded in 1887, it is located on the highest geographic hill in Tallahassee. It is the 3rd largest historically black university in the United States by enrollment and the only public historically black university in Florida. It is a member institution of the State University System of Florida, as well as one of the state's land grant universities, and is accredited to award The administration of Florida Agricultural and Mechanical University (FAMU) seeks to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological and student- centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors in our ever-evolving society. Students seeking a challenging academic foundation will find a variety of programs to meet their career objectives at Florida Agricultural and Mechanical University. The University offers 54 bachelor's degrees, 29 master's degrees, three professional degrees, and 12 doctoral programs in a wide range of academic areas.