








EDU3370 Lesson Plan Unit for Differentiating Instruction in Reading and Content Areas (2016)

Preservice/teacher candidates will create a reading lesson plan unit including at least one content area standard that spans at least 5 days They will plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups. Through the lesson plan, preservice teacher/candidates will demonstrate application of the instruction of literary strategies that are culturally responsive and sensitive and develop the literary skills in content areas.

	1.0 Insufficient	2.0 Satisfactory	3.0 Outstanding
1.0 Print and Digital Text, embedded assessment, and scaffolding of the reading components. 	Teacher candidate weakly plans for instruction that utilizes increasingly complex print and digital text, and/or minimally embeds assessment, and/or minimally includes scaffolding for students having difficulty in each of the components of reading, and/or vaguely provides re-teaching when necessary for individuals and small groups	Teacher candidate plans for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding for students having difficulty in each of the components of reading, and provides re-teaching when necessary for individuals and small groups	Teacher candidate expertly plans for instruction that utilizes increasingly complex print and digital text, continuously embeds assessment, includes effective scaffolding for students having difficulty in each of the components of reading, and provides precise re-teaching when necessary for individuals and small groups
1.0 Knowledge of word effective decoding through instructional methods for decoding and encoding skills 	Teacher candidate vaguely identifies the processes, skills, and phases of word recognition that lead to effective decoding (e.g., pre-alphabetic, partial-alphabetic, full-alphabetic, graphophonemic, morphemic), and/or minimally identifies instructional methods for promoting the development of decoding and encoding skills	Teacher candidate adequately identifies the processes, skills, and phases of word recognition that lead to effective decoding (e.g., pre-alphabetic, partial-alphabetic, full-alphabetic, graphophonemic, morphemic), and sufficiently identifies instructional methods for promoting the development of decoding and encoding skills	Teacher candidate thoroughly identifies the processes, skills, and phases of word recognition that lead to effective decoding (e.g., pre-alphabetic, partial-alphabetic, full-alphabetic, graphophonemic, morphemic), and expertly identifies instructional methods for promoting the development of decoding and encoding skills
1.0 Instructional Methods of Fluency 	Teacher candidate weakly identifies the components of reading fluency (e.g., accuracy, automaticity, rate, prosody), and/or minimally identifies instructional methods for developing reading fluency	Teacher candidate satisfactorily identifies the components of reading fluency (e.g., accuracy, automaticity, rate, prosody), and adequately identifies instructional methods for developing reading fluency	Teacher candidate thoroughly identifies the components of reading fluency (e.g., accuracy, automaticity, rate, prosody), and expertly identifies instructional methods for developing reading fluency
1.0 Instructional Methods of Vocabulary 	Teacher candidate identifies inadequate instructional methods and strategies for increasing vocabulary acquisition (e.g., word analysis, choice of words, context clues, multiple exposures) across the content areas	Teacher candidate adequately identifies instructional methods and strategies for increasing vocabulary acquisition (e.g., word analysis, choice of words, context clues, multiple exposures) across the content areas	Teacher candidate identifies outstanding instructional methods and strategies for increasing vocabulary acquisition (e.g., word analysis, choice of words, context clues, multiple exposures) across the content areas
1.0 Comprehension Skills and Instructional Methods of Comprehension in content area 	Teacher candidate vaguely identifies instructional methods and strategies (g., summarizing, self-monitoring, questioning, use of graphic and semantic organizers, think alouds, recognizing story structure) for facilitating students' reading comprehension and/or minimally identifies essential comprehension skills (e.g., main idea, supporting details and facts, author's purpose, fact and opinion, point of view, inference, conclusion) for the content area.	Teacher candidate sufficiently identifies instructional methods and strategies (g., summarizing, self-monitoring, questioning, use of graphic and semantic organizers, think alouds, recognizing story structure) for facilitating students' reading comprehension and satisfactorily identifies essential comprehension skills (e.g., main idea, supporting details and facts, author's purpose, fact and opinion, point of view, inference, conclusion) for the content area.	Teacher candidate thoroughly identifies instructional methods and strategies (g., summarizing, self-monitoring, questioning, use of graphic and semantic organizers, think alouds, recognizing story structure) for facilitating students' reading comprehension and expertly identifies essential comprehension skills (e.g., main idea, supporting details and facts, author's purpose, fact and opinion, point of view, inference, conclusion) for the content area.
1.0 Differentiated Instruction 	Minimally implements appropriate and allowable instructional accommodations and modifies assessment and instruction for students with disabilities as specified in the IEP or 504 plan when differentiating instruction for students.	Satisfactorily implements appropriate and allowable instructional accommodations and modifies assessment and instruction for students with disabilities as specified in the IEP or 504 plan when differentiating instruction for students.	Thoroughly implements appropriate and allowable instructional accommodations and modifies assessment and instruction for students with disabilities as specified in the IEP or 504 plan when differentiating instruction for students.
1.0 Comprehension of Content Area 	Preservice teacher/candidate minimally demonstrates application of the instruction of literary strategies that are culturally responsive and sensitive and develop the vocabulary and literary skills in content areas. PEC 3.2; FEAP 3.E.3	Preservice teacher/candidate satisfactorily demonstrates application of the instruction of literary strategies that are culturally responsive and sensitive and develop the vocabulary and literary skills in content areas. PEC 3.2; FEAP 3.E.3	Preservice teacher/candidate consistently demonstrates application of the instruction of literary strategies that are culturally responsive and sensitive and develop the vocabulary and literary skills in content areas. PEC 3.2; FEAP 3.E.3

Outcomes Linked to Criteria

Criterion: Print and Digital Text, embedded assessment, and scaffolding of the reading components.

Reading Endorsement Competencies 2012

Section	Description
4.9	Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.

Section	Description
4.11	Scaffold instruction for students having difficulty in each of the components of reading.

Criterion: Knowledge of word effective decoding through instructional methods for decoding and encoding skills

Elementary Education K-6 2012

Section	Description
LA 1.1	Identify the processes, skills, and phases of word recognition that lead to effective decoding (e.g., pre-alphabetic, partial-alphabetic, full-alphabetic, graphophonemic, morphemic).

Section	Description
LA 1.2	Identify instructional methods for promoting the development of decoding and encoding skills.

Criterion: Instructional Methods of Fluency

Elementary Education K-6 2012

Section	Description
LA 1.3	Identify the components of reading fluency (e.g., accuracy, automaticity, rate, prosody).

Section	Description
LA 1.4	Identify instructional methods (e.g., practice with high-frequency words, timed readings) for developing reading fluency.

Criterion: Instructional Methods of Vocabulary

Elementary Education K-6 2012

Section	Description
LA 1.5	Identify instructional methods and strategies for increasing vocabulary acquisition (e.g., word analysis, choice of words, context clues, multiple exposures) across the content areas.

Criterion: Comprehension Skills and Instructional Methods of Comprehension in content area

Elementary Education K-6 2012

Section	Description
LA 1.6	Identify instructional methods and strategies (e.g., summarizing, self-monitoring, questioning, use of graphic and semantic organizers, think alouds, recognizing story structure) for facilitating students' reading comprehension.

Section	Description
LA 1.7	Identify essential comprehension skills (e.g., main idea, supporting details and facts, author's purpose, fact and opinion, point of view, inference, conclusion).

Professional Education Competencies 2012

Section	Description
8.1	Apply effective instructional practices to develop text reading skills in the appropriate content area.

Criterion: Differentiated Instruction

Reading Endorsement Competencies 2012

Section	Description
4.18	Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.

Section	Description
4.19	Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

Criterion: Comprehension of Content Area

NEW FEAPS 2012

Section	Description
3.E.3	Identify a variety of instructional literacy strategies and culturally responsive/sensitive materials to promote student understanding of content delivered and academic vocabulary.

Professional Education Competencies 2012

Section	Description
3.2	Apply appropriate instructional practices for developing content area literacy.