



**Language & Literacy/  
ECCE 2115  
COURSE SYLLABUS  
Fall Semester 201712**

**Semester:** 201712  
**Course Title:** Language and Literacy  
**Course Number:** ECCE 2115  
**Credit Hours/Minutes:** 3/3000  
**Class Meets:** Monday/Wednesday 9-10:40am  
**Class Location:** 317-Main  
**CRN:** 20071

**Instructor:** Karen Bush  
**Office Hours:**  
**Office Location:** #314 Main Campus  
**Email Address:** kbush@southeasterntech.edu  
**Phone:** 912-538-3256  
**Fax Number:** 912-538-3156  
**Preferred Method of Contact:** Email

**REQUIRED TEXTS:** Early Childhood Experiences in Language Arts, 12<sup>th</sup> Edition by Jeanne Macado

**REQUIRED SUPPLIES:** Pencils/Pens, Textbook, 2 Notebooks

**Course Description:** Develops knowledge, skills, and abilities in supporting young children's literacy acquisition and development, birth through age twelve. Topics include developmental continuum of reading and writing, literacy acquisition birth to five years of age, literacy acquisition in kindergarten, literacy acquisition in early grades, and literacy acquisition in children who are culturally and linguistically diverse.

**PREREQUISITES:** ECCE 1103  
**CO-REQUISITES:** ECCE 1103

**MAJOR COURSE COMPETENCIES/COURSE OUTLINE:**

Order	Description
1	Developmental Continuum of Literacy Acquisition, Including Reading, Writing, Speaking and Listening
2	Supporting Literacy Acquisition Birth to Five Years of Age
3	Supporting Literacy Acquisition in Kindergarten
4	Supporting Literacy Acquisition in Primary Grades
5	Supporting Literacy Acquisition in Children Who Are Culturally and Linguistically Diverse
6	Media and Technology to Support Literacy Acquisition

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.

**STUDENT REQUIREMENTS:** Class attendance is a very important aspect of a student's success in this course. Responsibility for class attendance rests with the student. Regular and punctual attendance at all

scheduled classes is expected. Students are expected to complete all work required by the instructor. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor. Unannounced quizzes/assignments may be given. Students that miss an unannounced quiz or assignment will receive a grade of 0. Students will save all class assignments in their student folder (P Drive) for this class.

**National Fingerprint-Based Criminal History Background Check:** All students enrolled in ECCE 1121 Practicum and ECCE 2240 Internship must undergo a fingerprint-based criminal history background check through a local Cogent Systems site and receive a Satisfactory Determination Letter from the Georgia Department of Early Care and Learning before beginning their Practicum or Internship at child care facilities. It is the responsibility of the student to pay the fingerprint-based criminal history background check fee. Students assigned to an internship or practicum at a site that is not required to be licensed by DECAL may not be subject to the fingerprinting requirement. These students, however, may be required to meet similar or other standards established by the local board of education. \*Additional standards may be established by individual site operators which must be met before a placement at a particular site for internship or practicum is finalized. The final approval of a placement is contingent upon acceptance by the individual center/facility operator.

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), to coordinate reasonable accommodations.

**SPECIFIC ABSENCES:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**PREGNANCY:** Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu).

**WITHDRAWAL PROCEDURE:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

**MAKEUP TEST(S) / ASSIGNMENTS/QUIZZES:** Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. Students are allowed to make up **one** test. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **Makeups are not allowed for any unannounced quizzes/assignments.**

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

#### **Procedure for Academic Misconduct**

The procedure for dealing with academic misconduct and dishonesty is as follows:

##### **--First Offense--**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

##### **--Second Offense--**

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

##### **--Third Offense--**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee.

**CELL PHONE POLICY:** Cell phones are not to be used while in class. When a student enters the classroom, the cell phone should be placed on silent or vibrate. If cell phones become a problem, the instructor reserves the right to give a quiz to the entire class each time a phone rings/vibrates or anytime a student is caught using a phone in class.

#### **STATEMENT OF NON-DISCRIMINATION**

Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the

provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

**Grievance Procedures:** Grievance procedures can be found in the Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:** Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**GRADING POLICY:**

<u>ASSIGNMENTS</u>	<u>GRADING SCALE</u>		
Tests	25%	A	(90%-100%)
Assignments/Activities/Quizzes		B	(80% - 89%)
teachings	45%	C	(70%- 79%)
Book Log	30%	D	(60%-69%)
	100%	F	(0-59)

**TCSG GUARANTEE/WARRANTY STATEMENT:**

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

DUE DATES AND ASSIGNMENTS MAY CHANGE AT THE DISCRETION OF THE INSTRUCTOR

<b>LESSON PLAN</b> ECCE 2115-- Monday and Wednesday				
	Chapter Reading	Content	Assignments/Test Due Dates	*Course Competency Area  ----- **General Education Competency Area
Week 1 Aug 15-22 Work is due by Mon	Chapter 8	Children and Books IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	IC-Read Ch 8 IC-Ch 8 Summary 8-1, 8-2, 8-5 & 8-7 IC-Write Story for published book IC-Test-chapter 8	*1, 2 **a, b, c
Week 2 Aug 22-Aug 29 Work is due by Mon	Chapter 9	Storytelling IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	IC-Read Ch 9 IC-Ch 8 Summary 9-1, 9-2, 9-4 & 9-5 IC-Test-Chapter 9 IC Create a Puppet IC-Activity 1 (Storytelling)	*1, 6, **a, b, c
Week 3 Aug 29-Sept 7 Work is due by Wed	Chapter 11	Flannel Boards & Puppets IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	IC-Read Ch 11 IC-Ch 11 Summary 11-1, 11-2, & 11-4 IC-Test-Chapter 11 IC-Create Flannel Board story and board IC-Puppet due	*1, 2, 6, **a, b, c
Week 4 Sept 7-12 Work is due by Mon	Chapter 13	Group Time IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	Read Ch 13 IC-Ch 13 Summary 13-1, 13-2, & 13-4 IC/IC-Create pictures for published book IC-Test chapter 13 IC-Activity 2 (storytelling)	*1, 2 **a, c
Week 5 Sept 12-19 Work is due by Mon	Chapter 12	Speaking Goals IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	IC-Read Ch 12 IC-Ch 12 Summary 12-1, 12-2, & 12-3 IC-Test chapter 12 IC-Lay out of published book IC-Activity 3(storytelling)	*1 **a, b, c

Week 6 Sept 19-Sept 26 Work is due by Mon	Chapter 7	Listening Skills IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	IC-Read Ch 7 IC-Ch 7 Summary 7-1, 7-2, & 7-3 IC-Test chapter 7 IC-Laminate published book IC-Activity 4 due	*1, 6 **a, c
Week 7 Sept 26-Oct 3 Work is due by Mon	Chapter 11 Chapter 14	Printing & Poetry IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	IC-Read Ch 10 and 14 IC-Ch 10 Summary 10-2, 10- 3, & 10-4 IC C 14 Summary 14-2, 14- 3, 14-5 & 14-6 IC-Test Chapter 10 and 14 IC-Make published book IC-Environmental Print due IC-Names written in D'Nealian IC-Print Script Activity	*1, 6 **a, c
Week 8 Oct 3-10 Work is due by Mon	Chapter 1	Beginning Communication IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	IC-Read Ch 1 IC-Ch 1 Summary 1-2, 1-3, & 1-4 IC-Test Chapter 1 IC-Activity 5 (storytelling)	*1, 2, 5 **a, c
Week 9 Oct 10-17 Work is due by Mon	Chapter 2	Task of the Toddler IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	IC-Read Ch 2 IC-Ch 2 Summary 2-1, 2-2, 2-3, & 1-4 IC-Test Chapter 2 IC-Activity 6 (storytelling)	*1, 2, 5 **a, c
Week 10 Oct 17-24 Work is due by Mon	Chapter 3	Preschool Years IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	IC-Read Ch 3 IC-Ch 3 Summary 3-1, 3-2, & 3-3 IC-Test Chapter 3 IC-Activity 7 (storytelling)	*1, 2 **a, b, c
Week 11 Oct 24-Oct 31 Work is due by Mon	Chapter 4 Chapter 5	Understanding Differences and Achieving Language and Literacy Goals through Program Planning IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	IC-Read Ch 4 and 5 IC-Ch 4 Summary 4-1, 4-5, 4-6, & 4-7 IC C 5 Summary 5-1, 5-2, 5- 3, 5-4 & 5-7 IC-Test Chapter 4 IC-Test Chapter 5 IC-Activity 8 (storytelling)	*1, 3, 5, 6 **a, b, c
Week 12 Oct 31- Nov 7 Work is due by	Chapter 6	Promoting Language and Literacy IC-Demonstrations/Discussion	IC-Read Ch 6 IC-Ch 6 Summary 6-1, 6-2, & 6-3	*1, 4 **a, b, c

Mon		IC-Lecture Notes/ Research/Tests	IC-Test Chapter 6 IC-Activity 9 (storytelling)	
Week 13 Nov 7-14 Work is due by Mon	Chapter 16	IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	IC-Read Ch 16 IC-Ch 16 Summary 16-1, 16-2, & 16-4 IC-Test-Chapter 16 IC-Activity 10 (storytelling) IC-Start Curriculum Web/Unit IC-Prop Box due	*1, 6 **a, b, c
Week 14 & 15 Nov 14-28 Work is due by Wed	Chapter 15 & 17	Reading and Preschoolers and Family Center Partnership IC-Demonstrations/Discussion IC-Lecture Notes/ Research/Tests	IC-Read Ch 15 and 17 IC-Ch 15 Summary 15-2 & 15-3 IC Ch 17 Summary -17-1, 17-2, & 17-4 IC-Test Chapter 15 & 17 IC-Work on Curriculum Web/Unit IC-Smart Board Activity IC-Test Chapter 115 & 17 IC-Curriculum Web/Unit due IC-Language Arts Center	*1, 2 **a, b, c,

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**Language Arts Lesson Plan Form:**

**Name:** \_\_\_\_\_ **Date :** \_\_\_\_\_

**MUST BE TYPED IN THIS ORDER**

**Objective:** \_\_\_\_\_

**Standard: (GELDS or Common Core)** \_\_\_\_\_

\_\_\_\_\_

**Materials Needed:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Hook (to get students interested in your lesson):**

\_\_\_\_\_

**Procedures: (use as many as needed)**

**Step 1:**

\_\_\_\_\_

\_\_\_\_\_

**Step 2:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Step 3: (use as many steps as necessary)**

\_\_\_\_\_

\_\_\_\_\_

**Concluding**

**Activity:** \_\_\_\_\_

\_\_\_\_\_

**Each step must have every detail....write as if someone else will be teaching your plan.**



WRITING RUBRIC: NAME \_\_\_\_\_ DATE \_\_\_\_\_

CLASS \_\_\_\_\_ (Revised 4-0) Turned in on time? Y N \_\_\_\_\_

	4	3	2	1
<b>Neatly written/typed according to directions</b>	The paper was very neatly written or typed—according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
<b>Length</b>	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
<b>On topic</b>	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
<b>Spelling/Grammar</b>	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
<b>Main Idea(s) /Supporting Details/Cohesion-- PARAGRAPHS</b>	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Total points \_\_\_\_\_ X 5 = \_\_\_\_\_

( Grammar Errors: fragments, run-on sentences, subject-verb agreement...)

Comments:

RUBRIC FOR WRITING OWN CHILDREN'S BOOK

NAME \_\_\_\_\_

DATE \_\_\_\_\_

ON TIME? Y N \_\_\_\_\_

TITLE OF BOOK : \_\_\_\_\_

	4	3	2	1
NUMBER OF PAGES	The book contains at least 10 pages—not including covers	The book contains at least 9 pages—not counting covers	The book contains at least 8 pages	The book contains at least 7 or less pages
DEVELOPMENT OF CHARACTERS	The book must have at least 3 well-developed main characters	The book has at least 2 well-developed main characters	The book has at least 1 well-developed main characters	The book has no well-developed main characters
STORY CONTAINS A PROBLEM	The book includes a problem that young children can totally relate to	-----	-----	The book does not include a problem that children can relate to.
STORY CONTAINS A SOLUTION TO THE PROBLEM	The book contains a valid solution to the problem	-----	-----	The book does not contain a valid solution to the problem
SELF-DRAWN ILLUSTRATIONS (only having a stick person is not detailed)	There are at least 7 hand-drawn detailed illustrations	There are at least 6 hand-drawn detailed illustrations	There are at least 5 hand-drawn detailed illustrations	There are less than 5 hand-drawn detailed illustrations
AGE APPROPRIATE (2-8)	The book is totally age appropriate (from 2-8 years old)	-----	-----	The book is not appropriate for young children.
SPELLING/GRAMMAR	No more than 2 spelling or grammar errors	No more than 3 spelling/grammar errors	No more than 5 spelling/grammar errors	More than 6 grammar/spelling errors
TYPED	The book is completely typed	-----	-----	The book is not typed.
NEAT	The book is totally neat with no erasures or areas with whiteout.	The book is mostly neat with no more than 2 erasures or areas with whiteout.	The book is somewhat neat with no more than 3 erasures or areas with whiteout.	The book is contains more than 4 erasures or areas with whiteout.

TOTAL NUMBER OF POINTS \_\_\_\_\_ X \_\_\_\_\_ = FINAL GRADE OF \_\_\_\_\_

COMMENTS:

PUPPET SHOW  
RUBRIC

Student Name: \_\_\_\_\_ Or Group Number \_\_\_\_\_

CATEGORY	4	3	2	1
Puppet Manipulation	Puppeteers always manipulated puppets so audience could see them.	Puppeteers usually manipulated puppets so audience could see them.	Puppeteers sometimes manipulated puppets so audience could see them.	Puppeteers rarely manipulated puppets so audience could see them.
Puppet Construction	Puppets were original, creative, and constructed well. No pieces fell off during the performance.	Puppets were original and constructed well. No pieces fell off during the performance.	Puppets were constructed fairly well. No pieces fell off during the performance.	Puppets were not constructed well. Pieces fell off during the performance.
Language Skills	Correct language skills were used the entire time—no slang/wrong tense/etc...	Correct language was used most of the time	Correct language skills were used some of the time	Language skills were not appropriate for the assignment
Scenery	Scenery was creative, added interest to the play, and did not get in the way of the puppets.	Scenery was creative and did not get in the way of the puppets.	Scenery did not get in the way of the puppets.	Scenery got in the way of the puppets OR distracted the audience.
Voice Projection	Voices of puppeteers were always audible to people sitting in the back row.	Voices of puppeteers were usually audible to people sitting in the back row.	Voices of puppeteers were sometimes audible to people sitting in the back row.	Voices of puppeteers were rarely audible to people sitting in the back row.
Expression	Puppeteers' voices showed a lot of expression and emotion.	Puppeteers' voices showed some expression and emotion.	Puppeteers' voices showed a little expression and emotion.	Puppeteers' voices were monotone and not expressive.
Staying in Character	Puppeteers stayed in character throughout the performance.	Puppeteers stayed in character through almost all of the performance.	Puppeteers tried to stay in character through some of the performance.	Puppeteers acted silly or showed off.

Participation	Every student participated in the puppet show	-----	-----	All students did not participate in puppet show
LENGTH	The puppet show is 7 minutes or longer.	The puppet show is at least 6 minutes.	The puppet show is at least 5 minutes.	The puppet show is shorter than 4 minutes.

TOTAL \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_ (final grade)

COMMENTS:

## HOW TO INTRODUCE A BOOK TO CHILDREN.....

For example, *Henny Penny* (Galdone, 1968) is about a hen who mistakenly believes that a piece of sky has FALLen on her head. She is so upset by this event that she acts foolishly and rushes to tell the king about this occurrence. She does not recognize the danger posed by the fox when he invites her and her friends to take a short cut right into his cave (the actual problem of the story, which only readers and not the characters realize). In order to construct a three- or four-sentence introduction we either explicitly state or strongly imply the main problem of the story. For example, to introduce Henny Penny we might say,

**In this story you are going to meet a silly, foolish hen who makes a big mistake. She thinks a catastrophe, a really bad disaster, is about to happen and runs to tell the king about it. A lot of her friends believe her mistake, and they all get in trouble because they are so silly.**

From

<http://www.readingrockets.org/article/16287/#techniques>

Other activities boost the value of reading aloud to young children. For example, research has demonstrated that the following activities increase comprehension and language development: inviting preschoolers and kindergartners to retell or dramatize stories (Cornell, Sénéchal, & Brodo, 1988; Pellegrini & Galda, 1982); reading several books on a similar topic and inviting children to play with objects related to the concepts or characters introduced in these books (Rowe, 1998; Wasik & Bond, 2001); reading a book repeatedly (Crago & Crago, 1976); inserting short definitions for some words while reading aloud (Collins, 2004; Elley, 1989); and encouraging children to use these same words when they answer questions, discuss book events, (Hargrave & Sénéchal, 2000; Robbins & Ehri, 1994), or describe illustrations (Reese & Cox, 1999). Thus, effective interactive read-alouds include a systematic approach that incorporates teachers' modeling of higher-level thinking, asking thoughtful questions calling for analytic talk, prompting children to recall a story in some way within a reasonable time frame, reading a single book repeatedly, and reading books related by topic. It also involves a systematic approach to developing children's understanding of vocabulary, such as inserting short definitions of words and phrases during reading.

READING A BOOK TO CLASS AND TEACHING A LESSON ON THE BOOK RUBRIC:

Name \_\_\_\_\_ Assignment: \_\_\_\_\_

Date \_\_\_\_\_ On Time? Y N \_\_\_\_\_

	4	3	2	1
<b>Proper/Varied Voice Inflection</b>	Reader uses proper/varied voice inflection throughout entire book	Reader uses proper/varied inflection during most of the book	Reader uses proper/varied voice inflection during at least half of the book	Reader uses proper/varied voice inflection for less than half of the book
<b>Prepared/Rehearsed</b>	Obvious that the reader was totally prepared and rehearsed	The reader was somewhat prepared/rehearsed	The reader was partly prepared/rehearsed	The reader was not prepared/rehearsed
<b>Proper Holding/Displaying of Book</b>	Reader held book appropriately and displayed every page to students	Reader held book mostly appropriately and displayed most pages to students	Reader held book appropriately at times and displayed some pages to students	Reader did not hold book appropriately or display pages to students
<b>Introduce book</b>	The introduction was extremely interesting for young children.	The introduction was interesting to young children.	The introduction was somewhat interesting to young children.	The introduction was not interesting for young children.
<b>Appropriate for children</b>	The book was totally appropriate for young children	-----	-----	The book was not appropriate for young children
<b>Lesson Plan</b>	Complete lesson plan was turned in <b>prior</b> to reading of book	-----	-----	Complete lesson plan was not turned in prior to reading of book
<b>On TOPIC</b>	The book was on the specified topic for the week	-----	-----	The book was not on the specified topic
<b>LESSON ACTIVITY</b>	The lesson activity was exceptionally well planned and all materials were ready for class			The lesson activity was not well planned and or all materials were not ready for the class

TOTAL POINTS \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_ (final grade)

COMMENTS:  
**STORY RUBRIC**

NAME \_\_\_\_\_

STORY TITLE \_\_\_\_\_

<b>Legend/key</b>	Story has a legend or key on each page	-----	-----	The story does not have a legend or key on each page
<b>Required number of images/pictures</b>	There are at least 12 different pictures in the story (total)	There are at least 10 different pictures in the story	There are at least 8 different pictures in the story	There are less than 8 pictures in the story
<b>Appropriate for young children</b>	The story is very appropriate for young children	The story is mostly appropriate for young children	The story is somewhat appropriate for young children	The story is not appropriate for young children
<b>Spelling/grammar errors</b>	There are 0-2 spelling/grammar errors in the story	There are 3 spelling/grammar errors in the story	There are 4 spelling/grammar errors in story	There are more than 4 spelling/grammar errors in story
<b>Tells complete story</b>	The story has a beginning, a middle and a conclusion	-----	-----	The story does not have a beginning, a middle and a conclusion
<b>Pictures are computer generated</b>	The pictures are computer generated and not drawn	-----	-----	The pictures are not computer generated

There is no specific length on this story.

Total points \_\_\_\_\_ x \_\_\_\_\_ = final grade of \_\_\_\_\_

COMMENTS: