



ECCE 2115—Language and Literacy Course Syllabus

Semester: Spring 2015
Course Title: Language and Literacy
Course Number: ECCE 2115
Credit Hours/Minutes: 3/3000
Class Meets: Tues. and Thurs. 9:00-10:50
Class Location: 317-Main
CRN: 40194

Instructor: Allison Barr
Office Hours: M-R 8:30-9:00 and 2-4pm or by appointment
Office Location: #314 Main Campus
Email Address: abarr@southeasterntech.edu
Phone: 912-538-3256
Fax Number: 912-538-3156

REQUIRED TEXTS: Early Childhood Experiences in Language Arts, 10th Edition, Publisher: Thompson Delmar Pub.

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.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

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. Unannounced quizzes/assignments may be given.

MAKEUP TEST(S) / ASSIGNMENTS/QUIZZES: If a student misses a test, a grade of zero will be assigned. Only students with extenuating circumstances (who contact the instructor on or before the day of the test regarding their absence) will be allowed to take a makeup test, which will replace the zero. Assignments will not be taken late (no exceptions). If a student is absent the day of a quiz a grade of zero will be given. Quiz grades cannot be made up.

SPECIAL NEEDS: Students with documented special needs may be provided with an individualized Instructional Plan with specifications for scheduled instructional time. It is the student's responsibility to inform the Special Needs Specialist as students and instructors are required to have documented evidence prior to receiving or allowing special accommodations. See the STC Catalog and Student Handbook, Student Affairs section for further information regarding special needs.

SPECIAL NEEDS ADDENDUM: *Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.*

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 Angel, Remote Lab Access, Student Email, Library Databases (GALILEO), and BannerWeb via the STC Portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu.

GRADING POLICY:

ASSIGNMENTS	GRADING SCALE		
Tests	25%	A	(90%-100%)
Assignments/Activities/Quizzes	45%	B	(80% - 89%)
Book Log	25%	C	(70%- 79%)
Participation	5%	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

LESSON PLAN ECCE 2115-- TUESDAY and THURSDAY				
	Chapter Reading	Content	Assignments/Test Due Dates	*Course Competency Area
Jan 8	COVER Chapter 1 and pages 266-268 (book log genres)	Beginning of Communication— Book genres Discuss: Fingerprint law, HepB form, Portfolio for Internship, Book Log—30 books STUDENT: Read each week's assignments to find out what you need to do. If you have to do an activity after reading a book-here's an example. *****After reading <i>The Icky Sticky Frog</i> children will be given a long piece of masking tape. The teacher will have foam pieces scattered on the floor about the room. The children will pick up 5 of the items like a frog would –with a long sticky tongue. Go over standards (GELS) and Pre-K standards and how to choose them.	Cover Chapter Discuss paperwork for Semester Discuss how to read/hold a book for next week's book reading (voice inflection, turning pages, showing pictures...) DUE NEXT THURSDAY: self-written and illustrated book. It can be funny or serious. SEE RUBRIC FOR GRADING. You will read your book to class for a grade. (writing and reading to class) NEXT WEEK—SPRING Packet DUE	*1,2 ----- **General Education Competency Area **a, c, d
Jan 13/15	Chapter 2	The Tasks of the Toddler	Cover chapter 2 DUE TUESDAY—SPRING PACKET --SIGNED DUE THURSDAY: 10 page book—written and illustrated by student –. DUE THURSDAY: READ the children's book you wrote –(no lesson plan due) See rubric for how you will be graded. PRACTICE reading it aloud IS IMPORTANT!! Discuss the book and lesson due next week. You must read a book to the class and then do an activity that goes with the	*1,2,

			<p>describe AN activity with the class that goes along with book. Make sure to have all materials.</p> <p>In class: End of chapter questions</p> <p>In class: Review for test next week 1-4</p> <p>Review for test</p> <p>http://memfox.com/ evaluate this site ---A read aloud lesson ---to children...write a one page paper for each section. There are 24 sections!!!! This is DUE _____.</p>	**a, c, d
Feb 11/12	Chapter 6	Achieving Language and Literacy Goals Through Program Planning	<p>TUESDAY : TEST 1-4</p> <p>DUE THURSDAY: Have a book to read to class with lesson plan and explain an activity with the class to go along with the book (make sure you have all items needed for students to do the activity). <u>The book needs to be about emotions</u> (happiness, sadness, anger, fear, etc...)</p> <p>One page paper DUE ----- Rubric attached. (see previous week for more info)</p>	*1,6 **a, c, d
Feb 17/19	Chapter 7	Promoting Language and Literacy	<p>Cover chapter</p> <p>Discuss the expansion technique</p> <p>DUE THURSDAY : create 10 examples of the “expansion technique” described in book – use your book for assistance</p> <p>Work on book log if time permits</p> <p>http://spellingstrategies.com/contents.asp</p> <p>go t above website to research topics given by instructor--- students share activities from this site</p>	*1,2,3,4 **a, c, d
Feb 24/26 MARCH 2 is Midterm	Chapter 8	Developing Listening	<p>Cover chapter</p> <p>TUESDAY: do the Sit-Down/Stand-up Story page 241-42 with instructor leading.</p> <p>THURSDAY: : Students choose</p>	*3,4

			<p>DUE THURSDAY : memorized flannel board story with 5 pieces/characters---5 minutes</p> <p>THURSDAY: PUPPET SHOW—In class, students will begin to write and then perform a puppet show for the class. See attached puppet show rubric. Will perform to class week 14. Must have a typed skit and all necessary materials.</p> <p>Work on book log</p>	**a, c, d
Mar 24/26	Chapter 14	Group Times	<p>Cover chapter</p> <p>DUE TUESDAY: a finger play and a lesson plan. Teach to the other students—make sure to have all necessary items for students all students.</p> <p>Discuss sock puppet for next week.</p> <p>Work on book log/ Book Log due next week</p> <p>http://literacyhead.com/ go to this site and see how it could help with reading</p>	*1,2,3,4 **a, c, d
SPRING BREAK	March 30- April 5			
April 7/9 9 th is Spring Activity Day	Chapter 15	Puppetry and Beginning Drama	<p>Cover Chapter</p> <p>DUE THURSDAY : 30 books book log (will not be accepted late)</p> <p>DUE THURSDAY: read a book (any book) but use a self-made sock puppet that must be actively used during the reading of the book. You must have an activity and a complete lesson plan.</p> <p>Discuss rebus story for next week—you must create a rebus story of your own created with the computer. This story should have a legend/key on each page and must have 12 different pictures. The story should be appropriate for young children.</p>	*1,2,3,4 **a, c, d
April 14/16	Chapter 16	Print---Early Knowledge	<p>Cover Chapter</p> <p>DUE TUESDAY : Rebus story And perform puppet show for</p>	*1, 2,6

			class DUE THURSDAY : Book and lesson plan on the topic of bibliotherapy---a book that helps children with any issue they may be having---loneliness, divorce, death in family or pet, losing teeth, scared of the dark....	**a, c, d
April 21/23	Finish chapter 16		Review for final	*1,2,6, **a, c, d
April 28			THURSDAY: Final Test Over chapters 10, 12, 14, 15, 16,	

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- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.
- d. The ability to utilize basic computer skills.

Picture book evaluation criteria: Language and Literacy ECCE 2115

Use with chapter 10 Storytelling: to complete for an individual assignment.

IMPT: When you evaluate the children's picture book, you should discuss at least 10 of the above questions in detail. (This may help you on your resource file when you have to evaluate the illustrations.) DO NOT answer the questions with YES or NO!

TITLE OF CHILDREN'S BOOK

AUTHOR _____

ILLUSTRATOR _____

*ILLUSTRATIONS (artistic elements)

1-Are the illustrations accurate? (EXAMPLE: not a picture of a cell phone if written about the Civil War; Eiffel Tower not in a book about Atlanta)

Do the illustrations correspond to the text?

Do the illustrations complement the setting, plot, and mood?

Do the illustrations enhance the characterization? (make the characters come to life)

Do the illustrations convey not only the literal but the symbolic via color, lines, frames, etc.?

Do the illustrations leave room for the child's imagination?

Are the illustrations, text, format, font and type in harmony?

Can the illustrations hold the child's interest while the text is being read?

Does it avoid stereotypes in the illustrations?

Does the book have an attractive appearance?

* TEXT (literary elements)

Is the title appropriate? Why?

Are the characters convincing? Are they consistent throughout the book?

Is the conversation lively and credible?

Will the plot appeal to a child?

Is the plot realistic/fantastic, original in approach, well constructed?

Does the theme overpower the story or is it a natural part of the story?

Is the theme worthy of a child's attention?

What is important in the book to share with children?

Is the writing style and language appropriate for the child's age and interests?

Does it avoid stereotypes in the text?

*QUESTIONS TO ASK YOURSELF:

Does the author create an atmosphere that enhances the story?

How does the book compare with other children's materials in the field?

Is it current, correct, and useful?

How has it been reviewed by professional reviewers?

What age level would be attracted to it?

Lesson Plan Form:

Name: _____ Date : _____

Objective: _____

Standard: (GELDS or Common Core) _____

Materials Needed:

Hook (to get students interested in your lesson):

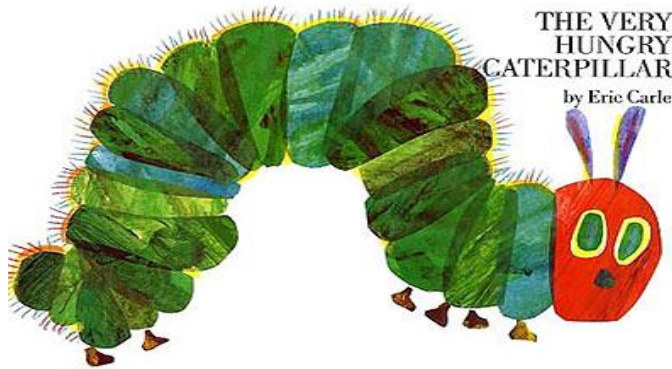
Procedures: (use as many as needed)
Step 1:

Step 2:

Step 3: (use as many steps as necessary)

Concluding Activity:

**SAMPLE--- BOOK LOG: You must have 30 of these for the Book log!!
They must be typed!**



ALL WORK MUST BE YOUR OWN—you cannot share these!

Title: The Very Hungry Caterpillar (underline titles)

Author's (s): name/s Eric Carle

Illustrator's (s): name/s

Genre: (use information from textbook—pages 285-286). If the book can be categorized in two or more genres, list them all.

Summary of book: In a few sentences, tell me what the entire book was about. Do not use the summaries from Internet. **Write your own!**

Opinion: (What was good about book? What was missing? Why did you like it? Why did you not like it?)
EXPLAIN in complete sentences. GIVE SPECIFICS about the book!!! What you did like, did not like.

Evaluation /Rating of Book: (on a scale from 1-10) –EVALUATE THE BOOK FROM THE VIEWPOINT OF A CHILD—NOT AN ADULT. “On a scale from 1-10, I would place this book at a _____ because _____.” (fill in the blanks with specific reasons) **BE SPECIFIC!!**

Illustrations: Evaluate the illustrations? Do they assist in the plot? Are they distracting? Are they helpful? Are they color/black and white? Etc.. EXPLAIN EACH!!! Do not put “the illustrations are distracting” —EXPLAIN HOW!!!! Give supporting answers/explanations. **Do not give yes/no answers. EXPLAIN!**

Each of the 30 books is worth 3.3 pts.(spelling, completeness of answers, grammar...)

READING A BOOK TO CLASS RUBRIC:

Reading Children’s Book To Class Rubric —Language and Literature

Name _____ Assignment: _____

Date _____ On Time? Y N _____

	4	3	2	1
Proper/Varied Voice Inflection	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
Prepared/Rehearsed	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
Proper Holding/Displaying of Book	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
Introduce book	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.
Appropriate for children	The book was totally appropriate for young children	-----	-----	The book was not appropriate for young children
Lesson Plan	Complete lesson plan was turned in prior to reading of book	-----	-----	Complete lesson plan was not turned in prior to reading of book
On TOPIC	The book was on the specified topic for the week	-----	-----	The book was not on the specified topic

TOTAL POINTS _____ X _____ = _____ (final grade)

COMMENTS:

WRITING RUBRIC: NAME _____ DATE _____

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

	4	3	2	1
Neatly written/typed according to directions	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
Length	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
On topic	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
Spelling/Grammar	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
Main Idea(s) /Supporting Details/Cohesion-- PARAGRAPHS	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:

UPPET 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 Springen 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
Proper/Varied Voice Inflection	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
Prepared/Rehearsed	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
Proper Holding/Displaying of Book	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
Introduce book	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.
Appropriate for children	The book was totally appropriate for young children	-----	-----	The book was not appropriate for young children
Lesson Plan	Complete lesson plan was turned in prior to reading of book	-----	-----	Complete lesson plan was not turned in prior to reading of book
On TOPIC	The book was on the specified topic for the week	-----	-----	The book was not on the specified topic
LESSON ACTIVITY	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:

REBUS STORY RUBRIC

NAME _____

STORY TITLE _____

Legend/key	Story has a legend or key on each page	-----	-----	The story does not have a legend or key on each page
Required number of images/pictures	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
Appropriate for young children	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
Spelling/grammar errors	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
Tells complete story	The story has a beginning, a middle and a conclusion	-----	-----	The story does not have a beginning, a middle and a conclusion
Pictures are computer generated	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: