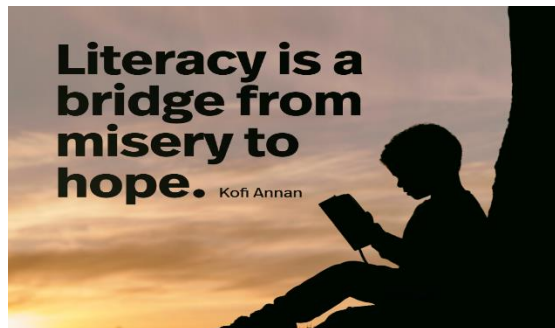


UNIVERSITY OF THE PHILIPPINES
College of Education
Division of Curriculum and Instruction - READING EDUCATION

EDLIT 179
THEORY AND PRACTICE IN LITERACY EDUCATION
FOR LEARNERS IN THE INTERMEDIATE GRADES

COURSE GUIDE

Course Description



<https://www.passiton.com/>

Helping build that bridge is a rare opportunity that has been given to you. Seize it!

Welcome to EDLIT 179! In this course, you will have a chance to do your share in helping children become more literate...and thus, farther from misery and closer to hope. This is a course on approaches, strategies, and instructional materials for literacy education in the intermediate grades. It aims for you to demonstrate understanding of these learners and competencies in applying literacy development theories by designing, developing, and implementing literacy lessons for them.

Prerequisite: Junior Standing

Course Credit: 3 units

Meeting Type: lecture, lab

Course Outcomes

Upon completion of the course, you should be able to

1. explain the state of literacy in light of policies and practices governing literacy education in the Philippines;
2. compare and contrast literacy learners in the intermediate grades with learners in the early grades;
3. formulate strategies for developing essential literacy skills among learners in the intermediate grades;
4. design literature-based lessons for intermediate learners;
5. design assessment tools for measuring the literacy learning of intermediate learners;
6. implement student-designed literature-based lessons for learners in the intermediate grades; and
7. formulate one's philosophy as a literacy teacher.

Course Outline

The course will cover the following topics:

- I. The context of literacy education in the Philippines
 - A. State of literacy in the Philippines
 - B. National policies in literacy education
- II. The learners in the intermediate grades
 - A. General developmental characteristics
 - B. Literacy-related qualities
- III. Literacy domains and teaching strategies
 - A. Domains of literacy in the Filipino and English curricula for learners in the intermediate grades
 - B. Approaches and strategies for developing essential literacy skills/domains/competencies
- IV. Literacy instruction
 - A. Literature-based approach to literacy instruction
 - B. Integrated literature and skills instructional framework (LINKS)
 - C. Developing an integrated literature and skills lesson
- V. Assessment of literacy instruction
 - A. Link between assessment and instruction
 - B. Principles of literacy assessment
 - C. Purposes and types assessment
- VI. The literacy teacher
 - A. Excellent/effective literacy teachers
 - B. Personal teaching philosophy

Mode of Delivery

Course Site

This course will be delivered remotely. Thus, for the most part, as a student enrolled in this course, you will be studying on your own. The course has been designed and the materials and activities chosen such that you will have guided independent learning throughout the semester. By default, our “classes” will be conducted asynchronously in the University Virtual Learning Environment (UVLe) course site (or any other viable platform for all concerned). Go to <https://uvle.upd.edu.ph/login/index.php> and follow the instructions for logging in. Once logged in, you can enter the course site _____ **using this enrollment key:** _____.

In recognition of connectivity and health issues during this challenging time, there will be no synchronous sessions for content “lectures” and similar input in this course. All required content will be in the learning resources (print and video). However, I aim to regularly communicate with you synchronously.

Communication Plan

I intend to communicate with you regularly through the means below.

- Synchronous Session

I will hold scheduled synchronous sessions with you, primarily for key student presentations and interactions/discussions, as well as consultations/clarifications/monitoring/feedback/levelling off (and special sessions with guest resource persons, if any). These sessions will be conducted on an individual, pair/small group, and/or whole class basis through Zoom (or any

other viable platform for all concerned), during a consensually agreed upon time, which may not necessarily be the same as the CRS schedule for this course. When and where applicable and allowable, these sessions will be recorded. The recording will be made available to you, for later or repeated viewing. Furthermore, class observations are, by default, synchronous. However, when and where appropriate or necessary, video recorded classes will be made available to you.

- Course Site

I will post in the UVLe course site any announcements or updates relevant to the course, as they come. These can be found in the Announcements Forum. I will also try to reply to your posts in the Clearinghouse Forum and the discussion forums (DFs) within 72 hours, if my Internet connection does not become problematic.

- Email

I will email you any relevant information, as needed. I will try to reply to your email within 72 hours, if my Internet connection does not become problematic.

- Viber

I will send updates, reminders, and any urgent messages to you through our class Viber group. I will try to reply to your messages within 72 hours, if my Internet connection does not become problematic.

If another mode, platform, or application is more viable to you, please inform me immediately so I can act accordingly.

I highly encourage you to regularly communicate with your classmates and with me (your instructor), not only to show support for each other but also to optimize your learning in the course.

Teaching Strategies and Learning Activities

This course uses strategies that seek to put you at the center of the learning process. Learning activities are designed based on this principle and are conducted in a manner that will make you engage with the material, with your classmates (pair/group and class), and with me. **As the student, you are primarily responsible for your own learning.** Evidence for this is demonstrated to your peers and to me, through different course tasks/activities and requirements. When and where possible, I have planned for the course activities to be experiential/hands-on, collaborative, and interactive, to facilitate your learning and successful performance. (Please see the weekly/unit study guides for details.)

Assessment Strategies and Activities

Varied assessment strategies and activities are used to document learning achieved in this course. You will get to assess yourself, and your classmates and I will assess you as well. Though not all activities and outputs are necessarily scored and directly factored into your final grade, these are meant to facilitate learning and/or self-reflection (e.g., Learning Log). After all, as somebody once remarked, in learning (and in life in general), “not everything that matters can be counted, and not everything that can be counted matters.” Thus, there are still course requirements (major processes/activities and outputs) that will be graded, using corresponding rubrics. These are concrete ways by which it will be determined how well you (and the rest of the class) have achieved the course outcomes. Much as I would like for you and your classmates to simply learn and enjoy much, without thinking about grades (especially during this challenging time), our formal educational system requires such numbers. Please see the course requirement guides (particularly the rubrics) for details.

Course Materials

To facilitate the teaching-learning process, I have prepared a course pack for you. This consists of the following:

- course guide (which should be read first, in its entirety, before reading any other document),
- general study guide,
- weekly/unit study guides (with at-a-glance overviews),
- activity guide,
- assignment guides, and
- learning resources.

As you can see in this document, a **course guide** provides you important information on the major aspects of the course. A **general study guide** provides tips and suggestions on how you can make the most of the learning resources. A **weekly/unit study guide** tells you the learning objective/s or outcome/s, procedure, and learning resources for topic/s and activities each week or unit of study. An **activity guide** provides details on a learning activity beyond individual study of content, beyond one topic/lesson, and beyond one (or two) week(s). An **assignment guide** tells you the objective, task, procedure, resources, submission date, and rubric for a major graded output in the course. Finally, the **learning resources** are the materials (in text-based and video formats) that provide the content that you need to help you complete the course activities and requirements.

In general, required text-based learning resources do not exceed 15 content pages each if in Word format, while required videos do not go beyond 20 minutes each (except for video-recorded classes which could last for 30 to 45 minutes each). Optional resources may be longer than the above, but do not go over 20 content pages (if in Word format) or 45 minutes (if in video format). You can access all these materials in/through the UVLe course site (unless the size of a file is too large, in which case it will be emailed to you) . In addition, I am lending you a set of 50 hardcopy local children's books which you will return at the end of the semester. You may use these books in some course activities and requirements. Please check if you have all the said course materials. If not, please inform me immediately.

I highly recommend that you read each guide first before you read/watch any learning resource, so that you have a clear idea on what lies ahead and what is expected of you. Start with this Course Guide.

Study Schedule

The table below provides the calendar of course activities. It shows the weekly/unit learning outcomes and topics, as well as the learning activities and resources and assessment tasks/tools in connection to them. The submission schedule of major course requirements is also indicated.

Please note that according to the UP Academic Credit Transfer System (ACTS), 1 academic credit (unit) = 38-48 hrs of student workload (including 13-16 hours of academic instruction). Thus, 3 academic credits (units) = (a minimum of) 114 hours of student workload for the semester. Student workload for a course is not limited to attendance in classes. It also includes study time before and after each class, as well as time spent for assignments/projects/requirements and other course-related activities outside class time.

With EDLIT 179 being equivalent to 3 academic credits (units) and this semester lasting 14 weeks (excluding the Reading Week and the Final Exams period), this translates to approximately eight (8)

hours of student workload every week. There are weeks that will be relatively “lighter” or “heavier” than others. However, the course has been designed such that no specific topic- or unit-based weekly workload exceeds six (6) hours (based on a conservative estimate, i.e., the approximate time-on-task indicated in the study guide is generally more/longer than you may actually need to accomplish the task). This is in consideration of the time needed for major course requirements, which are accomplished across several weeks. (Please see weekly/unit study guides and assignment guides for details.) Moreover, it also notes that you are enrolled in other courses.

Week/ Date	Learning Outcomes	Topic/s	Learning Activities		Assessment Tools	Learning Resources
			Synchronous	Asynchronous		
Wk 1 Mar 2 to Mar 8 <u>Mar 4</u> (≈ 5 hrs)	Describe the connections of reading, writing, and teaching to oneself and to the course Describe individual and collective strategies for optimal learning in the course, amidst the unusually challenging situation	Welcome and Introduction - Class Members Orientation - Course - Course delivery	Pair work and class discussion (via Zoom or any viable platform)	Online “personality” quizzes on reading, writing, and teaching Independent reading of course, general study, assignment, and activity guides Accomplishing the Student Information Sheet	Answers/ outputs in the learning tasks/ activities	Barclay, 2020 Mrs. Magoo, n.d. Now Novel, 2014
Wk 2 Mar 9 to Mar 15 <u>Mar 11</u> (≈5 hrs)	Explain the state of literacy in the light of policies and practices governing literacy education in the Philippines	I. The context of literacy education in the Philippines A. State of literacy in the Philippines B. National policies in literacy education	Meet and Greet Class discussion (via Zoom or any viable platform)	Independent study of learning resources	Answers/ outputs in the learning tasks/ activities Learning Log	Aparato, 2020a Aparato, 2020b Aparato, 2020c Padilla, 2021a
Wk 3 Mar 16 to Mar 22	Compare and contrast literacy learners in the intermediate grades with learners in the early grades	II. The learners in the intermediate grades A. General developmental characteristics	Consultation, as needed (via Zoom or any viable platform)	Independent study of learning resources Pair work UVLe Discussion forum	Answers/ outputs in the learning tasks/ activities Learning Log	Chall, 1983 Sprouts, 2017 Sprouts, 2018 Sprouts, 2019

(≈ 6 hrs)		B. Literacy-related qualities				WriteReader, 2019 Selected local children's books
Wk 4 Wk 5 Wk 6 Mar 23 to Apr 6 (≈ 12 hrs)	Formulate strategies for developing essential literacy skills/domains/competencies among learners in the intermediate grades	III. Literacy domains and teaching strategies A. Domains of literacy in the Filipino and English curricula for learners in the intermediate grades B. Approaches and strategies for developing essential literacy skills/domain s/competencies	Class discussion (via Zoom or any viable platform)	Independent study of learning resources UVLe Discussion forum	Answers/ outputs in the learning tasks/ activities Learning Log	Johnson, 2011 Johnson, 2019 JongWurx, 2020 Padilla, 2021f Padilla, 2021g <u>Strategies</u> Boltz, 2020 Englishing, 2020 Johnson, 2017 Mr. Michael's ELA Classroom, 2020 Reading Rockets (n.d.) – 12 resources Reading Rockets, 2011a Reading Rockets, 2011b Reading Rockets, 2012a Reading Rockets, 2012b Reading Rockets, 2014 The Balanced Literacy

						Diet, 2011a The Balanced Literacy Diet, 2011b UFLI, 2015
Wk 6 Wk 7 Wk 8 Wk 9 Apr 8 to Apr 27 <u>Apr 20</u> (≈ 18 hrs)	Design a literature-based lesson for intermediate learners	IV. Literacy instruction A. Literature-based approach to literacy instruction B. Integrated Literature and Skills Instructional Framework (LINKS) C. Developing an integrated literature and skills lesson	Class discussion (via Zoom or any viable platform) Class observation Consultation with instructor Consultation with ICLiP teacher-coordinator, as needed	Independent study of learning resources (including video recorded literacy classes) UVLe Discussion forum	Answers/outputs in the learning tasks/activities Learning Log Lesson plan	Arevalo et al., 2010 Chall et al., 1996 Hermosa, 2005a Hermosa, 2005b Hermosa, 2005c Hermosa, 2005d Hermosa, 2005e Hermosa, 2005f Johnson, 2020 Padilla, 2021c Padilla, 2021d Tanjutco & Padilla, 2006 The Canadian Children's Book Centre, n.d.
Wk 10 Wk 11 May 6 to May 17 (≈ 9 hrs)	Design assessment tools for measuring the literacy learning of intermediate learners	V. Literacy assessment A. Link between assessment and instruction B. Principles of literacy assessment	Consultation with instructor Consultation with ICLiP teacher-coordinator, as needed (via Zoom or any viable platform)	Independent study of learning resources UVLe Discussion forum	Answers/outputs in the learning tasks/activities Learning Log Assessment measure/s	CASLT ACPLS, 2015 Crandall et al., 2016 NCTE, 2018 Eberly Center, n.d.

		C. Purposes and types of literacy assessment				Padilla, 2021b
Wk 12 Wk 13 Wk 14 Wk 15 May 18 to June 14 (May 18, 20, 25, 27, June 1, 3, 8, 10)* (≈ 12 hrs) * Demo teaching dates	Implement student-designed literature-based lessons for learners in the intermediate grades	Demonstration teaching and observation	Demonstration teaching Class Observation	Independent study of learning resources Observation of video recorded classes UVLe Discussion forum	Rubric Learning Log	Student-designed lesson plans and assessment measures Video recorded classes taught by students
Wk 16 June 15 to June 21 <u>June 17</u>	Formulate one's philosophy as a literacy teacher	VI. The literacy teacher A. Excellent/effective literacy teachers B. Personal teaching philosophy	Class discussion (via Zoom or any viable platform)	Independent study of learning resources	Answers/outputs in the learning tasks/activities Learning Log	Center for Educational Innovation, n.d. Hervey, 2013 Padilla, 2021e
Wk 17 June 21 only	Deadline for the submission of course requirements that are NOT intrinsically linked to 1) lesson preparation for and actual demonstration teaching, 2) class participation, and 3) weekly/unit learning logs					

Note: Underlined date indicates when the synchronous session will be held.

Note that a little past mid-semester (Week 9-10) is “Reading Week.” Since there is no official course activity scheduled during this period, you are highly encouraged to “read” whatever you need to make sense of, be it a course learning resource, your aching body, or your tired mind. **Please do use this opportunity to take stock of things, have a break, and do some self-care. We all should be especially kind to ourselves during this challenging time.**

Note also that the underlined date in the Study Schedule table indicates when the synchronous session will be held. Note too that there is a separate “At a Glance” document that provides a simple overview of each week/study unit.

If you need accommodation in connection to the workload and schedule, please do tell me immediately so I can act accordingly.

Course Requirements

You have four major/graded requirements in this course:

- class participation and
- three assignments
 - lesson plan(ning): collaborative
 - demonstration teaching: collaborative
 - teaching-learning portfolio

Please see separate corresponding guides for details on each of these requirements. Below is a brief description of each of them.

Class Participation

This requirement is meant for you to engage with the content, with your classmates, and with me (your instructor) throughout the course. It refers to your participation in the different course activities, and is connected to all course content and outcomes.

Lesson Plan/ning

This requirement aims for you to have a concrete experience in designing and developing a literacy lesson for a particular group of learners in the intermediate grades who are taking free online literacy classes. This is a collaborative process.

Demonstration Teaching

This requirement aims for you to have a first-hand experience in teaching literacy to a particular group of learners in the intermediate grades who are taking free online literacy classes. This is a collaborative process.

Teaching-Learning Portfolio

This requirement is meant for you to look back at the course and reflect on your own growth both as a learner and as a (student) teacher, especially in relation to studying and eventually delivering literacy instruction to learners in the intermediate grades. It assumes that you have 1) accomplished all other course assignments (including the reflective essays) and the weekly/unit learning logs, and 2) written your teaching philosophy.

In recognition of individual differences in resources, skills, interests, and (e.g., personal and academic) contexts, as well as the fact that you are adult learners (18 and above), each of you will have an opportunity to decide for yourself, at the end of the semester, what specific percentage (from a given range) of your final grade each requirement is worth (with the total still amounting to 100%).

- | | |
|--|--------|
| 1. Class Participation | 10-20% |
| 2. Assignment 1: Lesson Plan/ning | 20-35% |
| 3. Assignment 2: Demonstration Teaching | 20-35% |
| 4. Assignment 3: Teaching-Learning Portfolio | 10-25% |

If you need more support and/or accommodation other than those that I have mentioned, please do tell me immediately so I can act accordingly. I will help you as much as I can, to the extent allowed by the University.

Grading System (from the “Transcript Guide” section in the UP Diliman Transcript)

The grading system below will be used in this course:

1.0	Excellent	97-100
1.25		94.25
1.5	Very Good	91.5
1.75		88.75
2.0	Good	86
2.25		83.25
2.5	Satisfactory	80.5
2.75		77.75
3.0	Pass	75
4.0	Conditional	
5.0	Fail	
Inc	Incomplete	

House Rules

You are requested to try hard to observe these house rules in our class:

1. Be kind to yourself and be gentle to others. This is already a challenging time as it is. Please do not make it any more difficult for yourself and/or for others. Try your best to observe the following, but if you can not do so, please tell me as soon as possible. **Do believe that things have a way of working out eventually.**
 - a. Be mindful of time and its importance. Please try hard to
 - visit the course site regularly and check your e-mail to be updated on relevant matters;
 - follow the course schedule; and
 - complete/submit requirements on time, following specifications/guidelines.
 - b. Do your part in the learning process. Please try hard to
 - read/study assigned materials/resources;
 - participate in class discussions and (individual, pair, and/or group) activities; and
 - treat others with respect and empathy, if not compassion.

- c. Remember the values of UP. Please try hard to show honor and strive for excellence by
- respecting intellectual property rights (e.g., NOT sharing or distributing any part of the materials/resources which have been made available to you solely for the educational purposes of this course);
 - observing academic honesty and the ethics of scholarship in the course;
 - keeping in mind that any form of academic dishonesty (like plagiarism) automatically merits a final grade of 5.0 in the course and may be subject to additional disciplinary measure; and
 - following the Basic Plagiarism Rules below.

Basic Plagiarism Rules

You have committed plagiarism when:

1. *You used ideas not your own, and did not cite the source, even if you reworded the text entirely.*
2. *You used the wording or ideas (even if reworded) without citing the source, even if you did not intend to plagiarize, or did not know you were plagiarizing.*
3. *Using at least six words, in succession, of a material without quoting and citing its source.*
4. *Using the same words and ideas in another language (translation).*
5. *Submitting the same text for two different subjects/teachers/purposes (you can plagiarize yourself).*
6. *Patching together, cutting up and pasting words to create a mosaic of words by the same or by another/other author/s.*
7. *Patching up together ideas to create a mosaic of ideas by the same or by another/other writer/s.*
8. *Misquoting the words of an author.*
9. *Wrongly citing bibliographic data of the source, including wrongly attributing text to a source, or inventing a bibliographic source for certain words/ideas.*

- from Torrecampo, R.M. (2009). *DLL 210 course guide*. UP Open University, Laguna

Note: All submissions in this course will go through a plagiarism check.

- d. Reach out when you need help. Immediately get in touch with a classmate and/or me for support.
- e. Help your classmates and/or the instructor whenever possible. All members of the class – students and instructor – WE – are in this journey together.
2. Follow all specific guidelines for different aspects of the course. This will facilitate the teaching-learning process, which will benefit you.
 3. Seize every second – take advantage of every learning moment...but look beyond the moment! Will to learn and enjoy, not simply to earn 3 units and get a passing or good grade. You can do it!
 4. If you have a medical or any other condition that could get in the way of your optimum performance in this class, please inform me right away so I can address the matter in a timely and appropriate manner.
 5. If, for some justifiable reason and/or unavoidable/unforeseen circumstance, an adjustment in the course needs to be made, please do get involved in the change/revision process that I will facilitate.

About Me (your Instructor)

I am Portia P. Padilla, your course instructor. I am not young anymore, so please do bear with me (especially when and where technology is concerned). Trust me! You will reach my age eventually. Moreover, I am not a native speaker of Filipino and English is only my third language. Currently, I am re-reading *Matilda* and re-watching *It's Okay to Not Be Okay* to remind me of the treasures in children's stories, as well as our strengths and frailties as persons. Here's a little something more about me -- https://www.youtube.com/watch?v=r6-pQrW_w5A. By the way, I do "really serious" things too, such as research (like this [one](#)) and extension work (like [this](#)). I also support efforts towards pandemic-related adaptation (like [this](#)).

You can reach me at _____, and/or _____, for the educational purposes of this course. I prefer my consultation hours to be MTWTHF 10:00am-12:00nn and 8:00pm-10:00pm, but I am open to negotiations. Remember: "when reaching out, it's better early than late."

Finally, I say, "***Here's to US and OUR adventure this semester! Aja! Fighting! We can do this!***"

Learning Resources (Required)

- Aparato, J. (2020a). "ICLiP Background." Interactive Children's Literacy Program (ICLiP).
- Aparato, J. (2020b). "ICLiP Session 1 (November 2020)." Video recording of an online class in the Interactive Children's Literacy Program (ICLiP).
- Aparato, J. (2020c). "ICLiP Session 2 (December 2020)." Video recording of an online class in the Interactive Children's Literacy Program (ICLiP).
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- Barclay, K. (2020). "What kind of teacher would you be?" Retrieved from <https://www.propofcs.com/quiz-school/story.php?title=3dq-what-kind-of-teacher-would-you-be>
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- Hermosa, N. (2005b). "LINKS: During reading." Presentation in a teacher training. Batanes.
- Hermosa, N. (2005c). "LINKS: Prereading." Presentation in a teacher training. Batanes.
- Hermosa, N. (2005d). "LINKS: Postreading (Engagement)." Presentation in a teacher training. Batanes.
- Hermosa, N. (2005e). "LINKS: Postreading (Discussion)." Presentation in a teacher training. Batanes.
- Hermosa, N. (2005f). "LINKS: Postreading (Skills development)." Presentation in a teacher training. Batanes.
- Hervey, S. (2013). "What is effective teaching of literacy?" Retrieved from
<https://www.generationready.com/what-is-effective-teaching-of-literacy/>
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- Padilla, P. P. (2021d). "Guidelines in designing a LINKS lesson." Learning resource for EDLIT 179. UP Diliman.
- Padilla, P. P. (2021e). "Philosophy as a literacy teacher template." Learning resource created for EDLIT 179. UP Diliman.
- Padilla, P.P. (2021f). "The basics of the DepEd English Curriculum." Learning resource for EDLIT 179. UP Diliman.
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THEORY AND PRACTICE IN LITERACY EDUCATION
FOR LEARNERS IN THE INTERMEDIATE GRADES

GENERAL STUDY GUIDE

Objective

This general study guide provides tips aimed at helping you maximize your time and learning in this course. These are suggestions on how to make the most of the learning resources.

Task

Read these study tips carefully.

Procedure

To use your time wisely and maximize your learning from the resources in this course, it is suggested that you do the following:

1. Before reading/listening/watching

- Prioritize what to study at which time.
- Think about what you already know about the topic.
- Determine your purpose (e.g., When you are about to read, decide if you will, for example, skim for an overview? scan for specific information? read closely for critical analysis?; If the instructor has provided a specific purpose, what is it?).
 - Estimate how much time you have in accomplishing your purpose.
 - Prepare what you need to help you achieve it (e.g., pen and paper for notetaking, dedicated learning space). Download and save course materials for offline studying as you see fit. Print them if that will work better for you.

2. While reading/listening/watching

- Monitor yourself (e.g., how long you can focus, how much information you can take and/or understand in one seating) and manage your time and effort well. This will help you plan better next time.
- Take note of the following:
 - *confirms what you already knew* - “I knew that!”
 - *contradicts what you thought* - “I thought differently.”
 - *confuses you* - “I don’t understand this.”
 - *something new* - “I didn’t know that!”

- from http://www.readwritethink.org/files/resources/lesson_images/lesson230/insert.pdf

3. After reading/listening/watching

- Summarize what you have read/listened to/watched (e.g., What are three takeaways from this?, What does this mean in one sentence?).
- Connect what you have learned with (a) previous topic/s (and/or personal experience, if applicable).
- Read/listen/watch again, as you see fit.
- Explore suggested/optional resources/activities for deeper learning.

IMPORTANT NOTE 1: Across topics/lessons and activities, prepare properly by reading instructions and learn well by reflecting afterwards.

IMPORTANT NOTE 2: These tips and notes are suggestive, not prescriptive. Know yourself as a learner. Know what works for you and do it -- even if it is not in this guide. Consider Sprouts’ (2016) “13 Study Tips: The Science of Better Learning” at <https://www.youtube.com/watch?v=eVlvxHJdqI8>.

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ACTIVITY GUIDE FOR CLASS PARTICIPATION

Objective (Course Outcome)

This course requirement is meant for you to engage with the content, with your classmates, and with me (your instructor) throughout the course. It is connected to all course content and outcomes.

Task

Participate in the different course activities throughout the semester, since these are opportunities for you to clarify, enhance, and/or apply your learnings in the course, with your classmates and me. You will do individual (e.g., quiz), pair/group (e.g., “workshop”), and whole class activities (e.g., discussions) virtually.

Procedure

1. Asynchronous Class Discussions

Asynchronous class discussions will be conducted online, through the discussion forums (DFs) in the University Virtual Learning Environment (UVLe) course site (or any viable option). In the discussion forums (DFs), participate at least twice:

- 1) the first time to post your answer to the discussion question(s); and
- 2) the second time to comment on a post by at least one of your classmates.

Be guided by the specific DF questions/instructions/guidelines and schedule for each DF. Your first post in each DF should answer the discussion question/s in a concise way and with as much *analysis, insight, and reflection* as possible. A DF is a time-bound activity linked to a specific topic/unit and learning outcome/s. Remember: keep each DF post substantial, short, and direct to the point. It is not supposed to be like an answer to an essay exam or a chapter in a master’s thesis.

Your second post in each DF should be an insightful comment on the post of a classmate, not simply a one-liner like “I agree/disagree.” For your second post, you “*should include one of the following*:

- *Share and/or compare a connection with a peer’s response.*
- *Explore a difference of opinion related to a peer’s response.*
- *Exchange resources and information related to a peer’s response.*
- *Generate a solution to a problem related to a peer’s response.”*

from <https://tomprof.stanford.edu/posting/1634>

Also note that “*your comments to peers should have the following effect on the discussion*:

- *Broaden the scope of the discussion.*
- *Reference assigned readings or other resources.*
- *Communicate respectfully with those who express dissenting views.*
- *Promote sustained dialogue with peers.*
- *Demonstrate ability to provide feedback to peers.”*

from <https://tomprof.stanford.edu/posting/1634>

In light of the above, kindly upload your first post earlier in the week (i.e., first two days) so that your classmates have time to read and think, then post a comment later in the week (i.e., last two days of the week). Moreover, please take note of the following rules of netiquette for online DFs (from Touro College Online Education for Higher Ed):

1. *Before posting your question to a discussion board, check if anyone has asked it already and received a reply. Just as you wouldn't repeat a topic of discussion right after it happened in real life, don't do that in discussion boards either.*
2. *Stay on topic. Don't post irrelevant links, comments, thoughts, or pictures.*
3. *Don't type in ALL CAPS! If you do, it will look like you're screaming.*
4. *Don't write anything that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.*
5. *Always remember to say "Please" and "Thank you" when soliciting help from your classmates.*
6. *Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. Acknowledge that others are entitled to have their own perspective on the issue.*
7. *If you reply to a question from a classmate, make sure your answer is accurate! If you're not 100% sure when the paper is due, DO NOT GUESS! Otherwise, you could really mess things up for your classmates and they will not appreciate it.*
8. *If you ask a question and many people respond, summarize all answers and post that summary to benefit your whole class.*
9. *Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.*
10. *Don't badmouth others or call them stupid. You may disagree with their ideas, but don't mock the person.*
11. *If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.*
12. *Before asking a question, check the class FAQs or search the internet to see if the answer is obvious or easy to find.*
13. *Check the most recent comments before you reply to an older comment, since the issue might have already been resolved or opinions may have changed.*
14. *Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go – it happens to the best of us.*
15. *Run a spelling and grammar check before posting anything to the discussion board. It only takes a minute, and can make the difference between sounding like a fool and sounding knowledgeable.*

RULE OF THUMB: If you wouldn't do or say something in real life, don't do it online either.

from <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

Though you are only required to post two times, please feel free to post more than twice. It will be most welcome and highly appreciated.

There are six DFs in this course. In general, each DF has a specific one-week posting period (unless otherwise stated). There is a grace period of one week for each DF. The grace period has for a 3-pronged purpose: to help you

- 1) make up for your failure to participate in the discussion during its official schedule;
- 2) review and integrate/synthesize what has been said in the forum; and
- 3) assess better your and your classmates' participation in the forum.

Moreover, a Clearinghouse DF for course-related matters/concerns is available to you throughout the semester.

A Café DF is also available throughout the semester as a venue for non-course-related and/or informal/social interaction.

Below is the schedule of each DF with the corresponding guide question/s:

Discussion Forums (DFs)		
Week	DF No.	Guide Question/s
Week 2 Mar 9- Mar 15	1	<ol style="list-style-type: none"> 1. What three words can you use to describe the state of literacy in the Philippines? Why have you chosen these words? 2. How do you feel about the state of literacy in the country? Why? 3. What existing national policy(ies) do you think will significantly change the state of literacy in the country? Why and/or how? 4. What policy will improve the state of literacy of the students in the videos? Why and/or how?
Week 3 Mar 16- Mar 22	2	<ol style="list-style-type: none"> 1. What are the similarities and differences between literacy learners in the intermediate grades and learners in the early grades? 2. What 2 local children's books reflect well these similarities and differences? Why/how?
Week 5-6 Mar 30- Apr 7	3	What strategies can help develop essential literacy skills among learners in the intermediate grades?
Week 8-9 Apr 20-26	4	What are the challenges and joys in designing a literature-based lesson for intermediate learners?
Week 11 May 11-17	5	What are your new and/or significant insights about the assessment of literacy learning?
Week 15 June 8-14	6	What are your most significant insight/s about literacy instruction, as a result of your demonstration teaching experience?

When participating in a DF, remember the following:

- To answer the guide question/s, start a new discussion/thread.
- To comment on an answer to the guide question/s, use the reply function in the same thread.
- To respond to a comment, use the reply function in the same thread...and so on.

2. Other Learning Activities

Aside from participating in the DFs, participate as well in the other learning activities throughout the semester (e.g., pair work, class activity), whether they are synchronous or asynchronous. Please refer to the separate weekly/unit study guides for relevant details on these activities.

Assessment

Your class participation will be rated through self and peer assessments using the rubric below. This will be done towards the end of the semester. Keep track of everyone's participation by taking notes regularly. This will facilitate your grading of each other at the end of the semester. The score you give yourself and those given to you by your classmates will be averaged. (See form on the last page).

Rubric for Class Participation

(Self and Peer Assessments)

Class participation will be graded using the rubric below, based on a three-level scale (Middle values may be given, e.g., 73).

Beginning (B):	Beginning level of performance:	60-74
Satisfactory (S):	Satisfactory level of performance:	75-90
Outstanding (O):	Outstanding level of performance:	91-100

Criterion	Beginning (B) 60-74	Satisfactory (S) 75-90	Outstanding (O) 91-100
Quality & Impact (65*) Q & I	Contributions generally do not add any richness, depth, and/or breadth to the discussion. They repeat what has been said, and so are not integrated in the thread of the discussion. They reflect little understanding of the course content & materials, task/question, and/or previous remarks/ contributions. They lack appropriate supporting principles, arguments, examples, or experiences. (min. 45)	A good number of contributions are meaningful and insightful. In many instances, they are well connected to the thread of the discussion. They sometimes advance the discussion, but at other times, do little to move it forward. They are generally relevant to the ongoing discussion. However, a few contributions are irrelevant, lack depth/breadth, and/or indicate lack of attention to previous remarks/ contributions. Many contributions are supported by appropriate principles, arguments, examples, or experiences. (min. 50)	Most (if not all) of the contributions are meaningful, relevant, and integrated with the thread of the discussion and add to the learning experience. They consistently advance the level and depth of the discussion. They reflect understanding of course content & materials, previous remarks/ contributions, and significant insights. They are well supported by appropriate principles, valid arguments, appropriate examples/ illustrations/ details, and relevant personal experiences. (min. 60)
Frequency & Consistency (20*) F & C	Contributions are seldom made and reflect low engagement. (min. 10)	Contributions are generally made when they should be, but at other times there is some "tuning out." (min.15)	Contributions are consistently and actively made at appropriate times. (min. 18)
Language (15*) L	Contributions show poor organization, faulty grammar, lack of clarity, and/or little sensitivity. (min. 5)	Some contributions are organized, clear, concise, grammatical, and polite, but a few show noticeable lapses/weaknesses in the same areas/aspects. (min. 10)	Contributions are organized, clear, concise, grammatical, and politely expressed. (min. 13)

*Perfect score

adapted from

<https://www.tesol.org/docs/default-source/new-resource-library/participation-rubric.pdf?sfvrsn=0>

<https://www.smu.edu/-/media/Site/Law/faculty/teaching-resources/Class-Participation-Rubric.pdf>

<https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/participationrubric-cfa.pdf>

EDLIT 179
Class Participation
(DFs and other Relevant Activities)
Self and Peer Assessments

Name	Q & I (65*)	F & C (20*)	L (15*)	Total (100)	Remarks
1. Self					
2. Classmate 1					
3. Classmate 2					
4. Classmate 3					

*Perfect score

Signature above Printed Name

Date

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LEARNING LOG

Week/s: _____ Unit/Lesson/Topic: _____

Complete briefly and honestly each statement in relation to this week's/unit's lesson/topic.

I used to think that _____.

Now I know that _____.

However, I am not sure _____.

because _____.

I hope _____.

because _____.

Overall, I feel _____ about this week's/unit's lesson/topic because _____.

_____.

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**EDLIT 179: THEORY AND PRACTICE IN LITERACY EDUCATION
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STUDY GUIDE: WEEK 1

(approximately 5 hours)

INTRODUCTION

The activities this week seek to introduce you to each other and to the course and its delivery, to help you prepare for and perform well in the course throughout the semester.

Activity 1: Making Connections (asynchronous: approximately 1 hour)

Objective (Expected Learning Outcome)

This activity aims for you to describe the connections of reading, writing, and teaching to oneself and to the course.

Task

1. Let's begin.
The three quizzes are short, personality-type quizzes that are taken for fun.
2. Take.
Take the following online quizzes and note down the results:
 - “What type of reader are you?” (Mrs. Magoo. n.d.)
 - “What kind of writer are you?” (Now Novel, 2014)
 - “What kind of teacher would you be?” (Barclay, 2020)
3. Think.
 - a. Answer these questions about the quizzes you took:
 - *Do you agree with the quiz results? Why/why not?*
 - *What are the connections of reading, writing, and teaching to the course?*
 - b. Take note of your answers in No. 3a, in preparation for sharing them during the synchronous session.
4. Dig deeper.
 - a. Go back to the quizzes you took in No. 2 and answer these questions for each quiz:
 - *Which part/s is/are not appropriate to the Philippine context?*
 - *What change/s will you make for it/them to be appropriate?*
 - b. Take note of your answers in No. 4a, in preparation for sharing them during the synchronous session.

Activity 2: Preparing for the Journey (asynchronous: approximately 3 hours)

Objective (Expected Learning Outcome)

At the end of the activity, you are expected to be able to describe individual and collective strategies for optimal learning in the course, amidst the unusually challenging situation.

Task

1. Let's begin.

The forms to be filled out are meant for you to think about factors that may influence your performance in the course. The information you provide will help the instructor (me) in delivering the course properly, especially during this challenging time. The different guides aim to provide you with key information about core aspects of the course, in aid of scaffolding your learning process.

2. Read. Answer.

- a. Fill out the Student Information Sheet. Upload it in the designated drop box in the UVLe EDLIT 179 course site before the synchronous session.
- b. Read the following and take note of your questions and/or concerns in relation to each of them.
 - Course Guide
 - General Study Guide
 - Assignment Guides (1, 2, 3)
 - Activity Guide (Class Participation)
- c. Be ready to share the highlights of 2a and 2b during the synchronous session.

3. Think.

In preparation for the synchronous session, answer the following questions and take note of your answers:

- *What in your Student Information Sheet would you like to share with (a) classmate(s)?*
- *What do you miss most about (your) face-to-face classes (in UP Diliman/Educ)?*
- *What can you do to still have it in this EDLIT 179 remote class?*
- *What are your questions and/or concerns about the course, general study, assignment, and activity guides?*

4. Dig deeper.

In preparation for the synchronous session, answer the following question and take note of your answer:

- *What can you individually and collectively do to optimize learning in the course, amidst the unusually challenging situation?*

Activity 3: Expressing Initial Thoughts (synchronous: approximately 1 hour – March 4)

Objectives (Expected Learning Outcome)

This activity aims for you to share with the class the following:

- the connections of reading, writing, and teaching to oneself and to the course, and
- individual and collective strategies for optimal learning in the course, amidst the unusually challenging situation.

(See Activity 1 and Activity 2 objectives/expected learning outcomes.)

Task

1. Bring your outputs in Activity 1 and Activity 2 to the synchronous session.
2. Actively participate in the pair work and class discussion during the synchronous session.

Learning Resources

Barclay, K. (2020). "What kind of teacher would you be?"

Retrieved from

<https://www.proprofs.com/quiz-school/story.php?title=3dq-what-kind-of-teacher-would-you-be>

Mrs. Magoo. (n.d.). "What type of reader are you?"

Retrieved from https://www.gotoquiz.com/what_type_of_reader_are_you_1

Now Novel. (2014). "What kind of writer are you?"

Retrieved from <https://www.playbuzz.com/brendan10/what-kind-of-a-writer-are-you>

EDLIT 179 Course Pack

At a Glance

Wk	Learning Outcomes	Topic/s	Essential Questions	Learning Activities		Assessment Tools	Learning Resources
				Synchronous	Asynchronous		
Wk 1 Mar 2-8 <u>Mar 4</u> (≈ 5 hrs)	Describe the connections of reading, writing, and teaching to oneself and to the course Describe individual and collective strategies for optimal learning in the course, amidst the unusually challenging situation	Welcome and Introduction - Class Members Orientation - Course - Course delivery	How are reading, writing, and teaching connected to you and to the course? What individual and collective strategies can be adopted to optimize learning in the course, amidst the unusually challenging situation?	Pair work and class discussion (via Zoom or any viable platform)	Online “personality” quizzes on reading, writing, and teaching Independent reading of course, general study, assignment, and activity guides Accomplishing the Student Information Sheet	Answers/outputs in the learning tasks/activities	Barclay, 2020 Mrs. Magoo, n.d. Now Novel, 2014

Note: Underlined date indicates when the synchronous session will be held.

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STUDY GUIDE: WEEK 2

(approximately 5 hours)

Objective (Expected Learning Outcome)

The activities this week aim for you to explain the state of literacy in light of policies and practices governing literacy education in the Philippines.

Activity 1: Of Facts and Figures, Thoughts and Feelings (asynchronous: approximately 3 hours)

Task

1. Let's begin.

The first video provides key facts and figures on literacy in the country. The second and third videos provide such key facts and figures a human face.

2. Watch. Read.

a. Watch this video and take note of key points being conveyed:

- “Ano raw? (The state of literacy in the Philippines)” (Padilla, 2021a)

b. Read “ICLiP Background” (Aparato, 2020a) then watch these videos and take note which among the points in the video in 2a. is/are reflected:

- “ICLiP Session 1 (November 2020)” (Aparato, 2020b)
- “ICLiP Session 2 (December 2020)” (Aparato, 2020c)

3. Think.

a. Review your notes in 2a. and 2b. Answer these questions:

- *What three words can you use to describe the state of literacy in the Philippines? Why have you chosen these words?*
- *How do you feel about the state of literacy in the country? Why?*
- *What existing national policy(ies) do you think will significantly change the state of literacy in the country? Why and/or how?*
- *What policy will improve the state of literacy of the students in the video? Why and/or how?*

b. Summarize your answers in 3b. Limit it to not more than 8 sentences. Post it in Discussion Forum (DF) 1 at the UVLe course site.

c. Participate actively in DF 1 (March 9-March 15).

4. Dig deeper.

Review your answers in No.3. Prepare relevant questions and/or comments for the “Meet and Greet” session with Teacher Julie Aparato (the teacher in the videos, who is also the coordinator of the Interactive Children’s Literacy Program [ICLiP], which provides free reading classes to children in urban poor communities in the Katipunan area in Quezon City) on March 11.

Activity 2: Participating in the Synchronous Session (approximately 1 hour: March 11)

Task

1. Be ready to share your outputs/notes in Activity 1.
2. Participate actively during the synchronous session.

Activity 3: Reflecting on the Lesson (asynchronous: approximately 1 hour)

Objective (Expected Learning Outcome)

This activity aims for you to reflect on the lesson/topic for the week, as a way of doing formative self-assessment. This not only helps you process your own learning, but also helps me (the instructor) in taking prompt and relevant actions to help you (and the rest of the class) and to adjust the next lessons and their delivery, as needed. It assumes that you have done all the activities for the week.

Task

Accomplish your Learning Log for the week and upload it in the designated drop box in the EDLIT 179 course site not later than March 12.

Learning Resources

- Aparato, J. (2020a). "ICLiP Background." Interactive Children's Literacy Program (ICLIP).
- Aparato, J. (2020b). "ICLiP Session 1 (November 2020)." Video recording of an online class in the Interactive Children's Literacy Program (ICLIP).
- Aparato, J. (2020c). "ICLiP Session 2 (December 2020)." Video recording of an online class in the Interactive Children's Literacy Program (ICLIP).
- Padilla, P. P. (2021a). "Ano raw? (The state of literacy in the Philippines)." Video presentation created for the course EDLIT 179 (Theory and Practice in Literacy Education for Learners in the Intermediate Grades) 2nd sem AY 2020-21. UP Diliman.
- Retrieved from <https://www.youtube.com/watch?v=5EqSIVoYEEM>

At a Glance

Wk	Learning Outcomes	Topic/s	Essential Questions	Learning Activities		Assessment Tools	Learning Resources
				Synchronous	Asynchronous		
Wk 2 Mar 9-15 <u>Mar 11</u> (≈5 hrs)	Explain the state of literacy in the light of policies and practices governing literacy education in the Philippines	I. The context of literacy education in the Philippines A. State of literacy in the Philippines B. National policies in literacy education	What is the state of literacy in the Philippines? What policies govern literacy education in the Philippines?	Meet and Greet Class discussion (via Zoom or any viable platform)	Independent study of learning resources	Answers/outputs in the learning tasks/activities Learning Log	Aparato, 2020a Aparato, 2020b Aparato, 2020c Padilla, 2021a

Note: Underlined date indicates when the synchronous session will be held.

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STUDY GUIDE: WEEK 3

(approximately 6 hours)

Objective (Expected Learning Outcome)

The activities this week aim for you to compare and contrast literacy learners in the intermediate grades with learners in the early grades.

Activity 1: Of Similarities and Differences (asynchronous: approximately 5 hours)

Task

1. Let's begin.

The videos present general developmental characteristics across age bands. The documents present literacy-related qualities across age bands.

2. Watch. Read.

- a. Watch the following videos and take note of key similarities and differences between children in the intermediate grades and those in the early grades (as inferred from the age bands cited):
 - “8 stages of development by Erik Erikson” (Sprouts, 2017)
 - “Piaget's theory of cognitive development” (Sprouts, 2018)
 - “Kohlberg’s 6 stages of moral development” (Sprouts, 2019)
- b. Read the following document and take note of key similarities and differences between children in the intermediate grades and those in the early grades (as inferred from the age bands cited):
 - “Stages of reading development” (Chall, 1983)
 - “Stages of writing development” (WriteReader, 2019)

3. Think.

- a. Review your notes in 2a and 2b. Answer these questions succinctly:
 - *What are the similarities and differences between literacy learners in the intermediate grades and learners in the early grades?*
 - *What 2 local children’s books reflect well these similarities and differences? Why/how?*
- b. Find a partner. Take turns sharing your answers in 3a. Arrive at a consensus in terms of the answers to the 2 questions above.
- c. Summarize your output in 3b as a single-page infographic.

4. Dig deeper.

- a. Post your infographic in Discussion Forum (DF) 2 in the UVLe course site.
- b. Participate actively in DF 2 (March 16-March 22).

Activity 2: Reflecting on the Lesson (asynchronous: approximately 1 hour)

Objective (Expected Learning Outcome)

This activity aims for you to reflect on the lesson/topic for the week, as a way of doing formative self-assessment. This not only helps you process your own learning, but also helps me (the instructor) in taking prompt and relevant actions to help you (and the rest of the class) and to adjust the next lessons and their delivery, as needed. It assumes that you have done all the activities for the week.

Task

Accomplish your Learning Log for the week and upload it in the designated drop box in the EDLIT 179 course site not later than March 19.

Learning Resources

- Chall, J. (1983). *Stages of reading development*. McGraw-Hill Book Company. Retrieved from https://www.learner.org/wp-content/uploads/2019/06/RWD.DLU1_.ChallsStages.pdf
- Sprouts. (2017). 8 stages of development by Erik Erikson. Retrieved from https://www.youtube.com/watch?v=aYCBdZLCDBQ&list=PLTp9Bu0cTGUYQJnTL6_V1_nR0i1wTL1JX&index=6
- Sprouts. (2018). Piaget's theory of cognitive development. Retrieved from https://www.youtube.com/watch?v=IhcgYgx7aAA&list=PLTp9Bu0cTGUYQJnTL6_V1_nR0i1wTL1JX&index=5&t=0s
- Sprouts. (2019). Kohlberg's 6 stages of moral development. Retrieved from <https://www.youtube.com/watch?v=bounwXLkme4>
- WriteReader. (2019). *Stages of writing development*. Retrieved from <https://www.writereader.com/blog/stages-of-writing-development/>

Selected local children's books

At a Glance

Wk	Learning Outcomes	Topic/s	Essential Questions	Learning Activities		Assessment Tools	Learning Resources
				Synchronous	Asynchronous		
Wk 3 Mar 16-22 (≈ 6 hrs)	Compare and contrast literacy learners in the intermediate grades with learners in the early grades	II. The learners in the intermediate grades A. General developmental characteristics B. Literacy-related qualities	What are the similarities and differences between literacy learners in the intermediate grades and learners in the early grades?	Consultation, as needed (via Zoom or any viable platform)	Independent study of learning resources Pair work UVLe Discussion forum	Answers/outputs in the learning tasks/activities Learning Log	Chall, 1983 Sprouts, 2017 Sprouts, 2018 Sprouts, 2019 WriteReader, 2019 Selected local children's books

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ASSIGNMENT 1 GUIDE: INTEGRATED LITERATURE AND SKILLS (LINKS)
LESSON PLAN

Objective (Course Outcome)

This course requirement is meant for you to design a literature-based lesson for intermediate learners.

Task

This assignment requires you to work with a partner in developing an integrated literature and skills lesson plan – from observing the class and selecting the literary text, to formulating objectives, selecting before, during and after reading activities, and crafting assessment measures. The process also involves drafting and, as needed, revising the plan. Regular and timely consultation with your instructor is a must in this process.

This assignment is anchored on the tasks and activities from Week 6 to Week 9 and those in Week 10 and Week 11. The outputs during these periods of time are not different or apart from this assignment, but directly contribute to its completion. Thus, you actually start working on this requirement on Week 6.

Procedure

1. Do all the tasks and activities indicated in the Study Guide for Week 6 to Week 9, as well as those in the Study Guide for Week 10 and Week 11.
2. Consult (with) your instructor (and ICLiP teacher-coordinator, as needed) at the following key points in the lesson plan and assessment tool design process:
 - a. selection of literary text (children's book) to be used in the lesson,
 - b. formulation of lesson objectives,
 - c. identification of before, during, and after reading activities for the literature part,
 - d. application of explicit teaching in the skill development part, and
 - e. crafting of lesson-based assessment measures.
3. Revise and improve your output/work, as needed.
4. Be guided by the given rubric when designing your lesson, including the assessments.
5. Collaboratively write a brief reflective essay (of not more than seven sentences) on the joy/s you experienced, challenge/s you encountered in doing the assignment (if any) and how you dealt with it/them, and the insight/s you gained from this requirement. This will eventually be part of your teaching-learning portfolio.

Submission

Submit your approved lesson plan at least one week before the target implementation.

Assessment

The lesson plan will be graded using the given rubric.

Rubric for a LINKS Lesson Plan

LITERATURE	Guideline	Score				
Objectives (40)						
	The objectives are stated from the point of view of the students.	1	2	3	4	5
	The objectives are SMART – specific, measurable, attainable, realistic, and time-bound.	1	3	5	7	10
	The expressive objective/s help/s students arrive at their own interpretation of the selection and to gain the intended insight or message or theme of the selection, or an emotional or aesthetic response to it.	1	5	10	15	20
	The instructional objectives focus on reading/literacy skill development.	1	2	3	4	5
Before Reading (45)						
	Vocabulary, concepts, and/or background crucial to the understanding of the selection are unlocked/introduced (as needed).	1	2	3	4	5
	Strategies/activities appropriate to the vocabulary, concepts, and/or background being introduced are used.	1	2	3	4	5
	Descriptions/meanings and examples of the vocabulary, concepts, and/or background are correct.	1	2	3	4	5
	Significant/relevant prior knowledge is activated.	1	2	3	4	5
	The strategy/activity used for activating prior knowledge calls for different answers/responses that can be given without reading the text.	1	2	3	4	5
	The strategy/activity used for activating prior knowledge is appropriate to the text and the students.	1	2	3	4	5
	The purpose for reading is parallel to the activated prior knowledge and can be achieved only by reading the text.	1	2	3	4	5
	The purpose for reading is firmly established.	1	2	3	4	5
	The strategy/activity used for setting the purpose for reading is appropriate to the text and the students.	1	2	3	4	5
During Reading (25)						

	Vocabulary, concepts, and/or background crucial to the understanding of the selection are unlocked/introduced (as needed).	1	2	3	4	5
	The chosen activity/strategy is appropriate to the text and the students.	1	2	3	4	5
	Interest and motivation are sustained.	1	2	3	4	5
	Active reading is facilitated.	1	2	3	4	5
	Response to the text is encouraged.	1	2	3	4	5
After Reading (50)						
	Activities and/or questions are congruent to the objectives.	1	2	3	4	5
	Activities and/or questions provide opportunities for children to examine further the essential elements of the selection.	1	2	3	4	5
	Activities and/or questions address the different levels of reading comprehension.	1	2	3	4	5
	Activities are engaging (not too easy nor too challenging)	1	2	3	4	5
	Activities promote collaboration/cooperation.	1	2	3	4	5
	The use of different learning modalities/styles and intelligences is encouraged/practiced in the tasks/activities.	1	2	3	4	5
	Activities and/or questions are appropriate to the text and the students.	1	2	3	4	5
	Class discussion begins by going back to and answering/processing the purpose-setting question/activity.	1	2	3	4	5
	The group outputs/presentations, if any, are seamlessly integrated in the class discussion.	1	2	3	4	5
	The flow of the class discussion is organized and smooth.	1	2	3	4	5
Assessment (60)						
	The assessment measures/tasks/activities are congruent to the objective/s.	1	5	10	15	20
	The assessment measures/tasks/activities are congruent to the teaching-learning activities.	1	5	10	15	20

	The assessment measures/tasks/activities are appropriate to the students.	1	5	10	15	20
SKILLS DEVELOPMENT						
Objectives (20)						
	The objectives are stated from the point of view of the students.	1	2	3	4	5
	The objectives focus on reading/literacy skill development.	1	2	3	4	5
	The objectives are SMART – specific, measurable, attainable, realistic, and time-bound.	1	3	5	7	10
Introduction (25)						
	The sentences/examples used are linked to the literary selection.	1	2	3	4	5
	The sentences/examples are correct.	1	2	3	4	5
	The sentences/examples clearly show the skill being taught.	1	2	3	4	5
	The students are told how the current/new lesson connects to what they already know and/or how it relates to a previous lesson.	1	2	3	4	5
	The purpose/objective of the lesson is clearly stated.	1	2	3	4	5
Teaching/Modeling (30)						
	Activities/tasks are congruent to the objectives.	1	2	3	4	5
	The examples provided are sufficient.	1	2	3	4	5
	The learners are guided towards an understanding of the skill through well-worded and well-sequenced questions.	1	2	3	4	5
	The generalization(s) is/are directly and clearly explained.	1	2	3	4	5
	The skill is systematically explained and demonstrated to the students.	1	2	3	4	5
	The skill is correctly explained and demonstrated to the students.	1	2	3	4	5
Guided Practice (25)						
	The activities/tasks are congruent to the objectives.	1	2	3	4	5

	The activities/tasks are appropriate to the target skill.	1	2	3	4	5
	The activities/tasks are appropriate to the students.	1	2	3	4	5
	The activities/tasks are properly scaffolded, when and where necessary.	1	2	3	4	5
	The activities give the students opportunity to use the skill taught.	1	2	3	4	5
Independent Practice (20)						
	The activities/tasks are congruent to the objectives.	1	2	3	4	5
	The tasks/activities are given for independent practice toward mastery.	1	2	3	4	5
	The tasks/activities are appropriate and interesting to the students.	1	2	3	4	5
	The activities/tasks provide for the functional use of the skill.	1	2	3	4	5
Assessment (60)						
	The assessment measures/tasks/activities are congruent to the objective/s.	1	5	10	15	20
	The assessment measures/tasks/activities are appropriate to the students.	1	5	10	15	20
	The assessment measures/tasks/activities are congruent to the teaching-learning activities.	1	5	10	15	20
	Total = /400					

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ASSIGNMENT 3 GUIDE: TEACHING-LEARNING PORTFOLIO

Objective (Course Outcome)

The objective of this requirement is for you to **look back at the course and reflect on your own learning/growth**, particularly in connection to literacy instruction among learners in the intermediate grades. It assumes that you have done all other course requirements and have shown some evidence for the achievement of key learning and course outcomes.

Task

This requirement expects you to make a teaching-learning portfolio for the course. Accomplish this requirement over three hours (more or less).

Procedure

1. Reflect on your EDLIT 179 journey this semester – the highs and lows, hits and misses, successes and challenges, opportunities and wishes, and the like. Review your weekly/unit learning logs, your reflective essays in the other assignments, and your teaching philosophy.

2. Write a brief reflective essay on your EDLIT 179 journey using the following as a guide:

- a. *I used to think that learners in the intermediate grades _____
but I have realized that _____.*
- b. *I used to think that teaching literacy _____
but I have realized that _____.*
- c. *I used to think that literacy education for learners in the intermediate grades _____
but I have realized that _____.*
- d. *Because of these (realizations in letters a, b, c), I will _____.*

Limit your essay to not more than one 10 sentences.

3. Put together your a) course reflective essay (No. 2), b) learning logs, c) assignment-related reflective essays, and d) your teaching philosophy. Organize and present the contents as you see fit.

Submission

Submit your work on or before June 17, 2021.

Assessment

No rubric will be used to grade this requirement. A perfect score of 100 will be automatically awarded to each complete and timely submission. Submissions until June 21, 2021 will be accepted, though the highest score they can receive is 90%.