



**Columbia College**

**Speech and Language Development (EAPR 161)**

**Lecture 1**

**Course Outline**

Semester Dates: January 7 to February 9, 2019

Please note that when a holiday falls during the week, your class will be rescheduled for the Friday of that week. Students are required to make arrangements to be present at the rescheduled class.

Facilitator: Khan-Lee, Mina

Email: [mina.khan-lee@columbia.ca](mailto:mina.khan-lee@columbia.ca)

Time: Tuesday 5:30 to 9:30 Sat 8:30 AM – 12:30 PM

Room: Building 4 Room 157

Credit: 3

Prerequisite: None

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Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

**Course Description:**

In this course the student will gain an understanding of the foundations of language acquisition and literacy development. A key focus will be on how to improve language and literacy in speech, reading, and writing and what strategies will help students of all abilities to succeed in these areas. There will also be a discussion on modifications for literacy learning due to various exceptionalities and individual learner needs in an inclusive environment.

**Learning Outcomes:**

As a result of active participation in these sessions, a student can expect to:

- Identify and discuss the main perspectives on children's language acquisition.
- Develop an understanding of how children acquire and develop language.
- Identify how educators can accommodate for the diversity of learners needs and abilities.
- Describe how educational research in the area of literacy can enhance educational practice.
- Understand, compare, and evaluate perspectives on language acquisition.
- Begin to develop an understanding of how to facilitate oral language learning, reading, and writing.
- Identify emergent literacy strategies.
- Develop various methods to facilitate individual and small group literacy strategies.
- Identify the stages of children's language development accordingly.
- Identify strategies to improve learner's language acquisition and literacy skills.
- Develop an understanding of how to support family literacy initiatives.

## Course Format:

This course uses a variety of teaching/learning methods including discussion, personal reflection, experiential exercises, student presentations, role-plays, group activities and especially case studies. Our faculty aims to create a learning environment where the learner is actively engaged in inquiry, critical thinking and problem solving. The classroom provides you with a place where you can learn with and from others in a cooperative and collaborative manner.

You are expected to take a very active part in class discussions and take responsibility for your own learning. Be a positive and co-operative team member. Columbia College uses a facilitation model of instruction where the facilitator's role is to facilitate your learning. The expectation is that you will come to class prepared with pre-class homework completed. Your facilitator will engage you in activities that are based on your completed homework and readings. Your enthusiastic and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success.

How you conduct yourself in our classes will, to a large extent, mirror your conduct in society and your future work site. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same at work. A high level of student involvement and developing professionalism is expected in the classroom as you work towards your goal.

## Required Textbooks and Equipment:

Christie, J. F., Enz, B.J., Vukelich, C., Roskos, K.A. (2014). *Teaching Language and Literacy Preschool through the Elementary Grades (5<sup>th</sup> Edition)*. Boston, MA: Pearson Education Inc.

Haig, J., MacMillan, V., & Raikes, G. (2017). *Cites & Sources; an APA document guide (5th ed.)*. Toronto, ON: Nelson Education Ltd.

## Recommended Readings and Resources:

*Students may access this source from the College and from home.*

GALE InfoTrac Custom Journals

- o <http://infotrac.galegroup.com/itweb/calg145?db=SP00>  
Password: cclibrary09

Students may also consider using Google Scholar.

*Further Recommended Readings and Resources:*

*Making Differences: Meeting diverse learning needs with differentiated instruction.* Government of Alberta Education (2010).

## Homework Assignment Due for the First Class:

1. Read this course outline and be prepared to discuss in class.
2. Read Chapters 1 & 2 (Teaching Language and Literacy).
3. As a result of your reading assignment, write down at least three (3) questions that you would find beneficial to discuss in class.
4. Prepare for a test on the assigned readings.

## Evaluation - Assessment of Student Performance:

The final grade in the course will be based on the following elements. Wherever possible facilitators will use rubrics to assess your performance and offer feedback.

Title of Assignment/Examination	Due Date	Weight
Tests	Classes 1-10	25%
Assignment A	Class 5	20%
Assignment B	Class 9	20%
Final Project	Class 10	35%

Please note that unless otherwise stated, all homework and assignments are due at the beginning of each class.

## Grading:

Grades for each component will be added together at the end of the semester. The final total will be translated to the Columbia College's 4.0 grading scale as follows:

### Marking and Grading Conversion:

Description	Letter Grade	Grade Points	Percentage Scale	
Excellent	A+	4.0	100	95
	A	4.0	94	90
	A-	3.7	89	85
Good	B+	3.3	84	80
	B	3.0	79	75
	B-	2.7	74	70
Satisfactory	C+	2.3	69	65
	C	2.0	64	60
	C-	1.7	59	55
Poor	D	1.0	54	50
Failure	F	0.0	49	0

Please note that to pass this course you must earn at least a "D" (a minimal pass).

## Submission and Completion of Assignments:

You are expected to submit assignments by the due date. Any late assignments may be assessed a marking penalty of 5% per day. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Department Chair for approval. This form is available on Columbia's website, Bldg. 802 – Main Office and from Department Chairs.

### **Attendance Requirements:**

Columbia College believes that students are committed to their program and learning experiences. However, it is understood that there are times when students may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the course facilitator in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements.

### **Academic Integrity:**

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any student caught plagiarizing is subject to serious sanctions as outlined in the *Student Code of Conduct Policy (ADM-P229)*. Students are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

### **Student Conduct:**

It is the responsibility of each student to uphold the expectations and responsibilities outlined in the *Student Code of Conduct Policy (ADM-P229)*, *Columbia's Commitment to Human Rights and Diversity Policy (ADM-P204)*, and any additional requirements established by your program.

Generally, each student will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other students in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day classroom and course expectations.

**Important Dates:**

**Description**

**Date**

Last to add/drop courses

5 school operating days from the start of the semester  
OR before the third scheduled class, whichever is  
greater

Last day to withdraw without academic  
penalty

50% or less of the semester has been completed

**Appeals:**

Please refer to the *Student Appeal Policy (ADM-P177)*.

**Students with Temporary or Permanent Disabilities or Medical Condition:**

Students with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a student must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing [accessibilityservices@columbia.ab.ca](mailto:accessibilityservices@columbia.ab.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Student Accommodation Policy (ADM-P188)* and *Student Guide to Accessibility Services (SSCM-001)*.

**Student Support:**

Students should be aware that Life Coaching, Career and Accessibility Services, and Student Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the student's responsibility to discuss their specific learning needs with the appropriate service provider.

## Class Schedule/Overview:

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Department Chair/designate, facilitator or College Administration. It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

Class Session	Topics	Pre-Class Readings
<b>Class 1</b>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Introduce Course Outline and Text</li> <li>• Discuss Class Assignments</li> <li>• The Foundation of Language and Literacy</li> <li>• Oral Language Development</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching Language and Literacy</i>: Chapters 1 &amp; 2</li> </ul>
<b>Class 2</b>	<ul style="list-style-type: none"> <li>• Family Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching Language and Literacy</i>: Chapter 3</li> </ul>
<b>Class 3</b>	<ul style="list-style-type: none"> <li>• Facilitating Oral Language Learning</li> <li>• Emergent Literary Strategies</li> <li>• Early Language and Literary Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching Language and Literacy</i>: Chapters 4 &amp; 5</li> </ul>
<b>Class 4</b>	<ul style="list-style-type: none"> <li>• Teaching Early Reading and Writing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching Language and Literacy</i>: Chapter 6</li> </ul>
<b>Class 5</b>	<ul style="list-style-type: none"> <li>• Assessing Early Literacy: Finding Out What Young Children Know and Can do</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching Language and Literacy</i>: Chapter 7</li> <li>• <b>Assignment A Due</b></li> </ul>
<b>Class 6</b>	<ul style="list-style-type: none"> <li>• Elementary Grade Literacy Instruction</li> <li>• Beginning Reading Instruction: Helping Children to Learn to Read</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching Language and Literacy</i>: Chapter 8</li> </ul>
<b>Class 7</b>	<ul style="list-style-type: none"> <li>• Continuing Reading Instruction in Grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching Language and Literacy</i>: Chapter 9</li> </ul>
<b>Class 8</b>	<ul style="list-style-type: none"> <li>• Creating Writers: Teaching Children to Write Well</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching Language and Literacy</i> Chapter 10</li> <li>• <b>Assignment B Due</b></li> </ul>
<b>Class 9</b>	<ul style="list-style-type: none"> <li>• Teaching the Mechanical Skills of Writing</li> <li>• Final Project Part A Presenters</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching Language and Literacy</i>: Chapter 11</li> </ul>
<b>Class 10</b>	<ul style="list-style-type: none"> <li>• Assessment: Determining What Older Students Know and Can Do</li> <li>• Final Project Part B Presenters</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teaching Language and Literacy</i>: Chapter 12</li> <li>• <b>Final Project Due</b></li> </ul>

## **Appendix 1 Assignment Outlines**

**Tests: Each class from classes 1 through 10.**

**Weight: 25%**

Students will be expected to read the assigned chapters in the text and other assigned readings and be prepared to write a graded quiz based on these reading assignments.

### **Assignment 1: Literacy Development**

**Due Date: Class 5**

**Weight: 20%**

Students are required to focus on early emergent or emergent readers. They should select age appropriate literature that may be used for shared reading (big books), reading aloud and independent reading. Once they have chosen two books, students must provide a rationale for selecting those particular books.

Literacy Development (Choose **one**):

- a. Create a classroom alphabet connected to your book. Make it meaningful for the student.
- b. Design an interactive age appropriate, attractive and clearly written literacy chart from a song or a book extension with patterns that highlights phonics or spelling for instruction.
- c. Design an age appropriate math game (that supports literacy development) from a song or book extension.
- d. Create an age appropriate bingo game related to your topic that supports literacy development

This assignment will be assessed using the Literacy Development Rubric.

### **Assignment 2: Critical Writing Response- Language, Literacy and Differences in Learning**

**Due Date: Class 8**

**Weight: 20%**

This assignment is intended to help you think about and apply what you have learned about language and literacy.

Students should consider the following questions during their analysis:

1. How do differences such as exceptionalities and learning styles in a child's development affect how they acquire language? Discuss various exceptionalities.
2. What is the long term effect of these differences without a literacy rich environment?
3. How can intervention strategies and a language rich classroom environment affect these differences? Give examples of intervention strategies. Describe what a language rich classroom environment would look like.
4. Describe the literacy development of a child who is learning more than one language at a time.
5. In conclusion, give your opinion about the connection between school and family in achieving literacy learning outcomes

### **Final Project**

**Due Date: Class 10 Presentations: Classes 9 & 10**

**Weight: 30%**

Students will be required to complete a final project covering the content of classroom learning and assigned text and other readings Note: Students must complete and receive a minimum of 50% on the final project to be awarded a passing grade for the course.

### **Writing Assignment Expectations:**

- **Objective:** The objective of this writing assignment is to critically apply concepts, ideas, and procedures to facilitate higher level learning. The assignments are designed so students can demonstrate the depth of knowledge related to the course content.
- **Focus:** This assignment is designed to apply knowledge from the chapters and class discussions.
- **Format:** This assignment should be typed and double-spaced. Do not include title pages. Include your name at the top of each page. A minimum of one inch margins on each side. 12 point Times New Roman font is preferred. Each assignment should have a minimum length of 750 words but is not to exceed 1000 words. This assignment will be assessed using the Critical Writing Response Rubric.

### **How to avoid plagiarism?**

The simplest way to avoid plagiarism is to reference any source properly (using both in-text, parenthetical citations in the body of your assignment and a "References" page at the end. While it is commonplace to build upon the knowledge of others, it is necessary to clearly state the sources and foundations of that knowledge. Referencing must conform to the APA referencing formats outlined in the "Citations" resource book.



**Appendix 2  
Assignment Rubrics**

**Columbia College Literacy Development Rubric**

Last Revised: February 22, 2018

<b>Student's Name</b>	<b>Course Code</b>	<b>Date</b>	<b>Facilitator/Evaluator's Name</b>		
<b>Area</b>	<b>A (85% - 100%) 10.0 – 7.0</b>	<b>B - C- (55% - 84%) 6.9 – 5.5</b>	<b>D (50% - 54%) 5.4 - 5.0</b>	<b>F (0 - 49%) 4.9 - 0</b>	<b>Score</b>
<b>Selection and Materials Design</b>	<ul style="list-style-type: none"> <li>Valid rationale given for choice of books.</li> <li>Attractive, developmentally age appropriate phonemic activity that supports literacy development.</li> </ul>	<ul style="list-style-type: none"> <li>Decent rationale given for choice of books.</li> <li>Attractive but not quite developmentally age appropriate activity.</li> <li>Does support literacy development.</li> </ul>	<ul style="list-style-type: none"> <li>Weak rationale given for choice of books.</li> <li>Book is not developmentally age appropriate. Activity out of context, not related to literacy.</li> <li>For math game, not related to literacy.</li> </ul>	<ul style="list-style-type: none"> <li>No rationale given for choice of books.</li> <li>Book is not developmentally age appropriate.</li> <li>Activity is unrelated to literacy.</li> <li>Inappropriate Math Game.</li> </ul>	•
<b>Deep Understanding</b>	<ul style="list-style-type: none"> <li>Contains prior knowledge activation.</li> <li>Demonstrates a strong understanding of concepts</li> </ul>	<ul style="list-style-type: none"> <li>Contains prior knowledge activation.</li> <li>Demonstrates a good understanding of concepts</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide major emphasis to prior knowledge activation.</li> <li>Developed an activity that demonstrates a weak understanding of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Does not provide prior knowledge activation.</li> <li>Does not demonstrate an understanding of concepts.</li> </ul>	•
<b>Presentation</b>	<b>5</b>	<b>4</b>	<b>2-3</b>	<b>0-1</b>	•
<b>Professional Presentation</b>	<ul style="list-style-type: none"> <li>Professionally presented, meeting all requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly professionally presented, meeting most requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks adequate professional presentation.</li> </ul>	•

**Total Score out of 30:**

**Facilitator/Evaluator's Comments:**

**Columbia College**  
**Critical Writing Response Marking Rubric**  
 Revised Jan. 2018

Student's Name	Course Code	Date	Facilitator/Evaluator's Name		
	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	10-9	8-7	6-5	4-0	
<b>Quality of Response Content/Ideas</b>	<ul style="list-style-type: none"> <li>• Demonstrates reflection, insight, and accurate interpretation of assignment.</li> <li>• States main idea/opinion clearly.</li> <li>• Provides support for the main idea through numerous, relevant sources and/or references to the course readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates reflection and accurate interpretation of assignment.</li> <li>• States main idea /opinion clearly.</li> <li>• Provides support for the main idea through number of relevant sources and/or references to the course readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited response to assignment.</li> <li>• Partly identifies main idea/opinion.</li> <li>• Attempts some support for the main idea, but it is limited in applicability.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates limited response that is hard to follow.</li> <li>• Main idea/opinion not identified.</li> <li>• Uses little to no references to support opinion.</li> </ul>	
<b>Analysis</b>	<ul style="list-style-type: none"> <li>• Explores issue thoroughly and with insight, developing a clear, original position with persuasive examples.</li> <li>• Demonstrates sound logic.</li> <li>• Demonstrates excellent critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores issue well, developing an original position with and good examples.</li> <li>• Demonstrates good logic.</li> <li>• Demonstrates very good critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines the issue, but explores it inadequately.</li> <li>• Uses examples inconsistently and/or examples are lacking.</li> <li>• Demonstrates weakness in logic.</li> <li>• Demonstrates weak critical thinking and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Defines issue inadequately, demonstrating a simplistic view.</li> <li>• Lacks logic.</li> <li>• Demonstrates poor critical thinking and problem solving skills.</li> </ul>	

	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	10-9	8-7	6-5	4-0	
<b>Style Expression of Ideas</b>	<ul style="list-style-type: none"> <li>• Uses highly effective, clearly focused, varied sentences, addressing audience and purpose.</li> <li>• Incorporates knowledge of stylistic techniques.</li> <li>• Conveys all ideas with originality and clarity.</li> <li>• Uses rich, accurate and effective word choice.</li> <li>• Consistently demonstrates original, sincere and compelling personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly uses effective, well structured, focused, varied sentences, addressing audience and purpose.</li> <li>• Demonstrates use of particular stylistic techniques.</li> <li>• Conveys most ideas with originality and clarity.</li> <li>• Uses accurate and effective word choice.</li> <li>• Mostly demonstrates original, sincere personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited attempts at creating varied sentences to address audience and purpose.</li> <li>• Often sentences are somewhat awkward.</li> <li>• Little attempt at using stylistic techniques.</li> <li>• Conveys some ideas clearly.</li> <li>• Uses vague, ineffective word choice.</li> <li>• Demonstrates little to no development of a personal voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simplistic sentence structures that are awkward and do not address audience and purpose.</li> <li>• No stylistic devices attempted.</li> <li>• Most ideas are not conveyed clearly.</li> <li>• Inadequate word choice.</li> <li>• No evidence of a personal voice.</li> </ul>	
<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>• Creates a sophisticated, well developed beginning, middle and conclusion.</li> <li>• Connects all ideas logically.</li> <li>• Uses a variety of carefully crafted sentence structures.</li> <li>• Consistently establishes appropriate paragraphing and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a well-developed beginning, middle, and conclusion.</li> <li>• Connects most ideas logically.</li> <li>• Uses a variety of well-structured sentence</li> <li>• Most of the time establishes appropriate paragraphing and transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an unfocused beginning, middle and a simple conclusion.</li> <li>• Creates answer that is poorly structured.</li> <li>• Uses some sentence variety with errors that begin to interfere with meaning.</li> <li>• Shows faulty paragraphing and lack of transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a limited response with no clear beginning, middle, and conclusion.</li> <li>• Creates confusion in structure.</li> <li>• Uses little to no sentence structure variety.</li> <li>• Many structural errors</li> <li>• Weak to no paragraphing or transition.</li> </ul>	

	<b>A</b>	<b>B</b>	<b>C-D</b>	<b>F</b>	<b>Score</b>
	10-9	8-7	6-5	4-0	
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>Mainly error free.</li> <li>Uses APA citation correctly where applicable for referencing sources.</li> <li>Meets and exceeds all requirements for an excellent academic response.</li> <li>Meets and exceeds all requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>A few minor errors in usage, grammar, or mechanics.</li> <li>Generally uses APA citation correctly where applicable for referencing sources.</li> <li>Meets most requirements for a well written academic response.</li> <li>Meets most requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.</li> <li>Uses APA citation inconsistently and with errors when sources are used.</li> <li>Meets a few requirements for an acceptable academic response.</li> <li>Meets a few requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.</li> <li>Many errors in APA citation, demonstrating lack of citation knowledge when sources are used.</li> <li>Meets few requirements for an acceptable academic response.</li> <li>Meets little to no requirements of the assignment.</li> </ul>	

**Plagiarism: A "0" grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.**

**Total Score out of 50:**

**Facilitator/Evaluator's Comments:**

Area	A (85% - 100%) 10.0 – 7.0	B - C- (55% - 84%) 6.9 – 5.5	D (50% - 54%) 5.4 - 5.0	F (0 - 49%) 4.9 - 0	Score
<b>Lesson Delivery/ Presentation</b>	<ul style="list-style-type: none"> <li>• Conveys passionate interest for the topic.</li> <li>• Appropriate book for shared reading or guided reading at the emergent level.</li> <li>• Uses resources and children’s books to activate audience’s prior knowledge.</li> <li>• Engages the audience in the reading process using shared reading or guided reading strategies.</li> <li>• Uses the assigned time to deliver the lesson incorporating the use of multiple intelligences</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate book for shared reading or guided reading at the emergent level.</li> <li>• Activates audience prior knowledge with an activity but doesn’t use resources and children’s books to activate prior knowledge</li> <li>• Superficially engages the audience in the reading process using shared reading or guided reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate book for shared reading or guided reading at the emergent level.</li> <li>• Superficially activate audience prior knowledge with an activity but doesn’t use resources and children’s books to activate prior knowledge</li> <li>• Does not engage the audience in the reading process using shared reading or guided reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Wrong selection of book for shared reading or guided reading at the emergent level.</li> <li>• Does not activate audience prior knowledge.</li> <li>• Delivers a lesson that is not compatible with a correct shared/ guided reading lesson.</li> </ul>	

**Total Score out of 50:**

**Facilitator/Evaluator’s Comments:**