



Title of Course: <i>Teaching, Learning, & Assessment of Literacy</i> SEC RED 4341 CRN: 17503 Fall 2021 Class hours: 3 Online Class	Instructor Information: Name: <i>Diane Elisa Golding</i> Email: degolding@utep.edu Cellphone: (915)920-8686 Office hours: Mondays @ 6 – 8 p.m. and by appointment
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Course Description:

This course focuses on the knowledge, strategies, and materials for nurturing specific literacy skills in elementary-aged learners. Emphasis is placed on diagnostic, formative, and summative assessments, and the use of assessment to inform literacy instruction. This course also covers the identification of reading difficulties and strategies for supporting students with dyslexia and other reading disorders. Students will analyze data from different sources to individualize instruction and to inform grouping practices.

Pre-reqs: RED 3315 and BED 4340 with a final grade of “B” or better.

Course objectives:

This course provides an overview of assessment of and for literacy teaching and learning, with an emphasis on identifying and correcting reading and writing delays to prevent literacy difficulties. Participants will learn the theory and practice of an integrated and recursive model of literacy and assess, plan & manage literacy tasks for students at *emergent, beginning, transitional, intermediate, and advanced* stages of literacy development. The course will provide numerous opportunities to connect literacy theories with the State Board of Education Certification (SBEC) standards, Texas Prekindergarten Guidelines and the elementary Texas Essential Knowledge and Skills for English Language Arts & Reading (ELAR TEKS). You will demonstrate knowledge and understanding of formal and informal literacy assessments and analyze students’ results on literacy assessments to plan systematic, sequential, explicit, and strategic standards based (TEKS) instruction. This core course incorporates the science of teaching reading as well as the State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies:

- Understands basic concepts and principles of assessment and plans instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs (SBEC, Standard 10; PPR I, Competency 1).
- Understands the characteristics of students at various literacy stages and designs literacy assessments & experiences that are responsive to differences among students learning to read and reading to learn (SBEC, Standard 4; PPR I, Competency 2).
- Demonstrates knowledge of the types, purpose, and characteristics of varied literacy assessments and how to use assessment data to design differentiated and effective tiered literacy instruction (PPR I, Competency 3).
- Manages group and individual literacy assessments to select texts, plan and deliver differentiated literacy instruction and flexible grouping (PPR I, Competency 4).
- Applies principles and strategies of standards-based literacy instruction and make instructional decisions to support students’ literacy development, engagement, and

motivation using varied instructional technologies (SBEC, Standard 11; PPR I, III; Technology Applications I-V, Competency 7).

- Monitors student performance and achievement using decoding and comprehension literacy assessments; provides students with timely, high quality intervention; and responds flexibly to address a student’s identified need (PPR I, III; Technology Applications I-V, Competency 10)

Required Textbook:

Understanding, Assessing, and Teaching Reading, A Diagnostic Approach, 8th Edition, by Erekson, J., Opitz, M., and Schendel, R. [This book can be purchased at the university bookstore, from the publisher (Pearson), or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

Additional course readings are provided on our Bb course site.

Additional Resources: Websites

- National Reading Panel Report--www.nationalreadingpanel.org/publications/summary.htm.
- TEKS ELA/R <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>
- "El Inventario de Lectura en Español de Tejas" (Tejas LEE)-- <http://www.tejaslee.org/>
- STAAR--<http://www.tea.state.tx.us/student.assessment/staar/>
- Response to Intervention (RtI)-- <http://www.rti4success.org>.
- The Science of Teaching Reading Blog (National Council on Teacher Quality) <https://www.nctq.org/blog/The-Science-of-Teaching-Reading>
- Education Week—What Teachers Should Know about the Science of Reading https://blogs.edweek.org/teachers/teaching_now/2019/03/what_te
- Reading Rockets: Shanahan on Literacy <https://www.readingrockets.org/blogs/shanahan-literacy/what-science-reading>
- Florida Center for Reading Resources: <https://www.fcrr.org>

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS Students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column):
1. Understand literacy development as a complex process; taking diverse student populations through different paths to common grounds. (SBEC Language Arts & Reading EC-6, Standard 4; TEKS ELAR, K-5, Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing & Thinking- Beginning Reading & Writing</i>).	<ul style="list-style-type: none"> • <i>My Literacy Development Timeline</i> • <i>Literacy Case Study Assessment</i> • <i>Discussion Boards</i> • <i>Chapter Quizzes</i> • <i>Midterm Exam</i> • <i>Final Exam</i>
2. Understand oral language foundational stages, concepts, principles & best practices for reading development, second-language acquisition and speech/language delays (SBEC Language Arts & Reading EC-6, Standard 1; TEKS ELAR, K-5 Developing & Sustaining Foundational Language Skills:	<ul style="list-style-type: none"> • <i>My Literacy Development Timeline</i> • <i>Literacy Case Study Assessment</i> • <i>Discussion Boards</i>

<p><i>Listening, Speaking, Discussion, & Thinking—Oral Language).</i></p>	<ul style="list-style-type: none"> • <i>Chapter Quizzes</i> • <i>Midterm Exam</i> • <i>Final Exam</i>
<p>3. Interpret a variety of oral language assessments and how to use assessment data to investigate and develop instructional opportunities; differentiated instruction and flexible grouping to support students’ literacy (SBEC Language Arts & Reading EC-6, Standard 1 & 4; TEKS ELAR, K-5 Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Discussion, & Thinking—Oral Language; Reading, Writing & Thinking – Beginning Reading & Writing</i>).</p>	<ul style="list-style-type: none"> • <i>Literacy Case Study Assessment</i> • <i>Discussion Boards</i> • <i>Chapter Quizzes</i> • <i>Midterm Exam</i> • <i>Final Exam</i>
<p>4. Select and analyze literacy assessments for each of the literacy components (phonological awareness, phonics & structural analysis, vocabulary, fluency, comprehension, and writing) to assemble research-based recommendations and TEKS based goals for individual student’s literacy development. (SBEC Language Arts & Reading EC-6, Standard 1-4, 7 & 10; Figure 19; TEKS ELAR, K-5 Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing & Thinking—Phonological Awareness, Print Awareness & Spelling Knowledge, Phonetic Knowledge, Spelling Knowledge, Vocabulary & Comprehension, Fluency, Comprehension Skills, Response Skills, and Writing Process, Composition, Inquiry & Research</i>).</p>	<ul style="list-style-type: none"> • <i>Discussion Boards</i> • <i>Literacy Case Study Assessment</i> • <i>Chapter Quizzes</i> • <i>Midterm Exam</i> • <i>Final Exam</i>
<p>5. Understand and apply concepts and principles related to assessment and critical thinking about literary texts & informational texts and demonstrate how to use literary picture fiction and nonfiction books aligned with the TEKS to teach literary elements and genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical and diverse texts (SBEC Language Arts & Reading EC-6, Standard 7; TEKS ELAR, K-5 <i>Multiple Genres--Literary Elements; Multiple Genres-- Genres & Author’s Purpose Craft</i>).</p>	<ul style="list-style-type: none"> • <i>Literacy Case Study Assessment</i> • <i>Comprehension Strategy for Informational Text Lesson Demonstration</i> • <i>Discussion Boards</i> • <i>Quizzes</i> • <i>Final Exam</i>
<p>6. Demonstrate knowledge of the continuum of phonics and structural analysis decoding skills and interpret/use data from phonics, morphemic analysis & spelling assessments to plan and deliver explicit, standards-based (TEKS) phonics, word identification and structural analysis lessons (SBEC Language Arts & Reading EC-6, Standard 5; TEKS ELAR, K-5th Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing & Thinking—Beginning Reading & Writing—Phonetic Knowledge, Spelling Knowledge, & Vocabulary</i>).</p>	<ul style="list-style-type: none"> • <i>Discussion Boards</i> • <i>Literacy Case Study Assessment</i> • <i>Chapter Quizzes</i> • <i>Final Exam</i>

Evaluation & Coursework Requirements:

My Literacy Development Timeline (3 points) For this assignment, you will create a timeline of your literacy development that is substantive, in chronological order and *creative*. Your timeline may be drawn, computer generated, made from materials – your choice. This assignment will require you to think back on your literacy history, interview relatives, revisit your baby album, etc . . . to learn about your literacy development.

Comprehension Strategy for Informational Text (Read Aloud) (7 points). To apply an understanding of how to teach comprehension strategies for informational texts, you will work with a partner or alone to demonstrate a reading comprehension procedure to increase students' use of background knowledge to comprehend an **informational picture book**. *You have a choice in how you would like to present this assignment.*

Select an appropriate informational picture book and one of the following comprehension strategies for teaching informational text from pages 378-399 in Reutzel and Cooter text:

Building Students' Background Knowledge & Engagement

- The Picture Walk (pp.380-381)

Building Students' Ability to Recognize Organizational Patterns or Text Structures

- Graphic Organizers: Visual Representation of Informational Text Structure (pp. 386-387)

Determining An Author's Central Idea & How Important Ideas Fit Together

- Close Reading of Informational Texts (pp. 387-390)

Teaching Types of Questions & Informational Sources Available to Answer the Question

- Question-Answer Relationships (QAR): Answering Questions about Text (pp. 393-394)
- Question Generation (pp.394-396)

Using the Text Structure to Retell the Main Idea & Details.

- Informational Text Oral Readings (pp. 397-398)

As an online course, this will be part of your discussion board activities. Please pre-record your comprehension strategy discussion (the how you would do the strategy) as a 2–4-minute video of your comprehension strategy. You will not have time to read the book; however, please share a YouTube link to the informational text you choose. Once you have described your strategy, upload to the discussion board for the appropriate week and include the following:

- ✓ Introduce the title & author of the informational text.
- ✓ Briefly explain the purpose of the comprehension strategy
- ✓ Model how to complete the comprehension activity with your book.
- ✓ Discuss a formative assessment of the comprehension strategy.

OR Complete a Handout/Preparation (one page) with the following information:

1. Title of comprehension strategy & grade level;
2. Title & author of informational text;
3. Multiple Genres: *Genres (D) Recognize characteristics & structures of Informational Texts TEKS standard*;
4. A short explanation of the purpose of the comprehension strategy lesson.
5. Description of the steps for teaching the comprehension strategy before, during, and after reading;
6. Formative assessment of comprehension strategy.

A rubric for the Comprehension Strategy for Informational Text (Read Aloud) can be found in the appendix.

Literacy Case Study Assessments (5 points each, 30 points total in report form) You will assess a student who is in 2, 3, 4, or 5 grade using the Informal Reading Inventory in our textbook. Each section will be completed over the course of this class. Sections include: Word Recognition Inventory (WRI), Oral Reading Passages (ORP), Comprehension Questions for Assessment of (ORP), Silent Reading Passages (SRP), and Comprehension Questions for SRP.

You will include an Elementary Spelling Inventory for your student as a supplement to your case study. This assignment provides an opportunity to experience a spelling assessment aligned with the phonics continuum and as an instructional tool to design more individualized learning. You will score each assessment, analyze results, and offer research-based recommendations to help your student grow their literacy skills and submit as a report.

The case study report should include:

- a) **Background Information:** a description of your diagnostic subject (the student).
- b) **Assessments Administered:** a description of each assessment administered with the student's scores.
- c) **Interpretation:** an analysis of the results of each test administered and interpretation of the scores.
- d) **Summary:** a clear summary of the grade level of the student's oral reading accuracy rates i.e. independent, instructional, & frustration reading levels based on the results of the **oral reading passages** that were administered to your diagnostic subject.
- e) **Recommendations:** a clear summary of **3-4 research-based instructional recommendations** for *word recognition, reading fluency; reading comprehension and spelling* based on the student's results on literacy assessments.
- f) **Goals for Future Instruction/Intervention:** a clear description of 3 goals aligned with grade level TEKS standards for *word recognition; reading fluency, reading comprehension; & spelling* future instruction/intervention.
- g) **Artifacts:** the student's spelling & the examiner's copy for each assessment administered as well as the spelling feature analysis sheet are scanned into **one** pdf document.

Your literacy case study report may be a PDF or Word document. You and your partner will submit your case study report and artifacts as one pdf file on Blackboard. A rubric for the literacy case study report can be found in the appendix.

Discussion Boards (5 posts x 3 points each, 15 points total, including responses to two of your classmates). The premise for our discussion boards is that we learn from one another. Please share your ideas on the prompts provided and respectfully and substantively respond to at least two of your colleagues' posts. Examples of a substantive response are "I agree with what you present here, Ana, and I wonder if this idea can be expanded to include . . ." or "Thanks for sharing your perspective, Marco; however, my experience has been very different and includes . . ." In other words, please do not simply agree or disagree but include why or add something to the discourse that will push our thinking.

Mid-term and Final Exam (10 points and 10 points respectively, 20 points total) There will be a mid-term and final exam in this course and one key purpose of this exam is to help prepare

you for the TExES Core Subjects and PPR certification exams that you are required to take before student teaching. The exam will be comprehensive covering all required readings, class notes & assignments. Questions will be multiple choice and short answer and will be like those found on the TExES/PPR exams.

Quizzes/Formative Assessments (10 quizzes, 2 points each, 20 points total). Before each class, you are expected to read the required readings and maintain a digital Glossary of RED 4341 Terms. After reading the material, write the vocabulary word and definition which you will find in the course readings. Throughout the course, you are expected to maintain the glossary of RED 4341 terms; the required readings and glossary of RED 4341 terms will form the basis of quizzes/formative assessments. Quiz questions will be multiple choice and short answer, True/False, and some will be like those found on the TExES/PPR exams; you can use your glossary of terms when taking the quizzes and final exam. **All quizzes will be online and must be completed by Sunday at midnight.**

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

***Assignment Rubrics in Appendix**

Assignment	Due Date	Point value
My Literacy Development Timeline	August 29, 2021	5 points
Informational Text Read Aloud Lesson Demonstrations	October 10, 2020	8 points
Literacy Case Study Assessments and Report	Ongoing Final report due December 5, 2021	5 points each 35 points total
Discussion Boards	Ongoing	15 points
Midterm and Final Exam	October 17, 2021 December 12, 2021	10 points 12 points
10 Quizzes/Formative Assessments	Ongoing	20 points
TOTAL		100 points

DIVERSITY AND INCLUSION

Every student in this class, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability or any identity category, is a valued and equal member of the group. We all bring different experiences to our class, and no one experience has more value or import than another. In fact, it is our different experiences that will enrich the course content. I encourage every student to share their own experiences as they are relevant to the course, but I also stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view. Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to

be pronounced correctly. You have the right to be referred to by whatever pronoun you identify. You have the right to adjust those things at any point. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from the course content, please contact me privately without fear of reprisal. If you feel uncomfortable contacting me, please contact the Dean of Students Office at <https://www.utep.edu/student-affairs/dean-of-students-office/index.html> or via email: DOS@utep.edu or by calling 915-747-5648.

STANDARDS OF ACADEMIC INTEGRITY

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

TECHNOLOGY REQUIREMENTS

Course content is delivered through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be always provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

DISABILITY POLICY

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (CASS) on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS)—<http://sa.utep.edu/cass/>. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

STANDARDS OF ACADEMIC INTEGRITY

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

EQUAL EDUCATION OPPORTUNITY

To create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso based on race, color, national origin, religion, sex, age, veteran status, disability, gender identity, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies

should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor,
915.747.5662 or eoaa@utep.edu<<mailto:eoaa@utep.edu>>

APPENDIX

My Literacy Development Timeline Project and Discussion (5 points)

Criteria	Possible points	Earned points
Detailed and clear presentation of your literacy development	2	
Assignment is focused, well-ordered, and uses graphics effectively.	1	
Response to at least 2 classmates' timelines in a substantive manner	2	
Total	5 points	

Literacy Case Study Assessment Scoring, Analysis and Recommendations Rubric (6 x 5 points each, 30 points total)

Criteria	Possible Points	Points Earned
Correct and complete scoring sheet	1	
Clear, appropriate, and detailed analysis of student assessment results including student strengths and areas of need.	2	
Research-Based Recommendation(s) aligned to correct TEKS addressing how to meet case study student need(s). Think of this section as the "what's next" in instruction for your student	2	
<p>Final report includes all information listed in the syllabus and as follows:</p> <ul style="list-style-type: none"> • Background Information: a description of your diagnostic subject (the student). • Assessments Administered: a description of each assessment administered with the student's scores. • Interpretation: an analysis of the results of each test administered and interpretation of the scores. • Summary: a clear summary of the grade level of the student's oral reading accuracy rates i.e. independent, instructional, & frustration reading levels based on the results of the oral reading passages that were administered to your diagnostic subject. • Recommendations: a clear summary of 3-4 research-based instructional recommendations for <i>word recognition, reading fluency; reading comprehension and spelling</i> based on the student's results on literacy assessments. • Goals for Future Instruction/Intervention: a clear description of 3 goals aligned with grade level TEKS standards for <i>word recognition; reading fluency, reading comprehension; & spelling</i> future instruction/intervention. • Artifacts: the student's spelling & the examiner's copy for each assessment administered as well as the spelling feature analysis sheet are scanned into one pdf document. 		
TOTAL	5 points	

Comprehension Strategy for Informational Text (Read Aloud) Lesson Demonstrations (8 points)

Criteria	Possible Points	Points Earned
12-15-minute comprehension strategy lesson demonstration for an informational text.		
Teacher demonstration of the comprehension teaching strategy by both students (4-6 minutes): Introduce the title & author of the informational text. <ul style="list-style-type: none"> ▪ BEFORE Teacher Read Aloud: Preview the text illustrations & vocabulary. Ask students what they notice about the pictures/words and set a purpose for reading the informational book. ▪ DURING Teacher Read Aloud: Read the text aloud to the students and stop intermittently to conduct a “think aloud” about the text structure and key vocabulary. Each presenter will conduct a think aloud. ▪ AFTER Reading: Presenters model how to complete the comprehension activity as students watch the demonstration. 	4	
AFTER Reading Student Practice (5-6 minutes): students re-read the informational text to complete the comprehension strategy. Follow the comprehension strategy procedures (Reutzel & Cooter) to build students’ background knowledge; foster social interactions; build vocabulary; understand text structure; generate questions & answer; or use of multiple comprehension strategies.	4	
Handout/Preparation (one page) with the following information: <ol style="list-style-type: none"> 7. Title of comprehension strategy & grade level; 8. Title & author of informational text; 9. Multiple Genres: Genres (D) Recognize characteristics & structures of Informational Texts TEKS standard; 10. A short explanation of the purpose of the comprehension strategy lesson. 11. Description of the steps for teaching the comprehension strategy before, during, and after reading; 12. Formative assessment of comprehension strategy 	2	
Total		8 points

BlackBoard Discussion Forums (5 posts x 3 points for each post & peer response; 15 points total)

Criteria	Possible points	Earned points
Clear, coherent, and well-organized posting (at least 200 words) that responds to prompt and shows evidence of having read the materials.	2	
Makes thoughtful posting in response to at least 2 peers’ postings with connections across readings and adheres to a minimum of 100 words in length. Maintains a respectful and kind tone in all postings.	3	
Total		5 points

