

**The University of Texas at El Paso**  
**RED 4341 Assessment and Teaching of Literacy (CRN:28924)**  
**SPRING 2019**

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Thursdays, 9:00 AM-11:50 AM  
Location: EDUC Building, Room 312  
January 22—May 15, 2019  
Office Hours: M & T – 9 a.m. – 12:00 p.m. and by  
appointment

**Course description:**

Assessment in the Teaching of Literacy (3-0-2) Standardized and informal materials and techniques for diagnosing strengths and weaknesses of individuals and groups, techniques and materials for building specific reading abilities, and methods of individualizing instruction and grouping. Identification and reading strategies for dealing with dyslexia and other reading disorders. Restricted to minor: ALTC. Prerequisites: ECED 3335, or BED 3345, or RED 3335, or RED 3340, each with a grade of "C" or better, admission to Teacher Education and department approval. Field experience required.

**Course objectives:**

This course provides an overview of assessment of and for literacy learning, with an emphasis on identifying and correcting reading and writing difficulties at various stages of literacy development. Participants will learn about the ways in which children develop as readers and writers at the emergent, beginning, transitional, intermediate, and advanced stages of literacy development. The course will provide numerous opportunities to connect theories of reading and writing with both the State Board of Education Certification (SBEC) standards and the Texas Essential Knowledge and Skills for English Language Arts & Reading (TEKS ELA & R/Elementary). You will use formal and informal assessments to analyze students' literacy development and plan standards-based (TEKS) reading and writing instruction. This core course incorporates the following State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies:

- Understands basic 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 literacy development and designs literacy assessments & experiences that are responsive to differences among students and that promote all students' learning (SBEC, Standard 4; PPR I, Competency 2).
- Designs effective and coherent instruction and assessment based on appropriate learning goals and objectives (PPR I, Competency 3).
- Plans effective, engaging instruction and appropriate assessments (PPR I, Competency 4).
- Applies principles and strategies for communicating effectively in varied teaching and learning contexts and promotes inquiry skills as tools for learning (SBEC, Standard 11; PPR I, III; Technology Applications I-V, Competency 7).
- Monitors student performance and achievement; provides students with timely, high quality feedback; and responds flexibly to promote learning for all students (PPR I, III; Technology Applications I-V, Competency 10)

**Student learning outcomes:**

Upon completion of this course, students will:

- 1) Know the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills (SBEC Language Arts & Reading EC-6, Standard 1; TEKS ELA & R, K-5<sup>th</sup> Developing

& Sustaining Foundational Language Skills: *Listening, Speaking, Discussion, & Thinking—Oral Language*).

- 2) Analyze phonological and phonemic awareness literacy assessment data & plan differentiated lessons to help young students develop this awareness and its relationship to written language (SBEC Language Arts & Reading EC-6, Standard 2; TEKS ELA & R, K-2<sup>nd</sup> Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Phonological Awareness*).
- 3) Articulate the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways (SBEC Language Arts & Reading EC-6, Standard 3; TEKS ELAR K Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Print Awareness & Spelling Knowledge*).
- 4) Compare and contrast how literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy (SBEC Language Arts & Reading EC-6, Standard 4; TEKS ELA & R, K-5<sup>th</sup>, Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Beginning Reading & Writing*).
- 5) Analyze phonics, vocabulary, & spelling literacy assessment data and plan differentiated literacy lessons for students to improve word analysis, spelling and decoding abilities (SBEC Language Arts & Reading EC-6, Standard 5; TEKS ELA & R, K-5<sup>th</sup> Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Beginning Reading & Writing—Phonetic Knowledge, Spelling Knowledge, & Vocabulary*).
- 6) Analyze oral reading (fluency) assessment data and plan differentiated lessons to improve students' reading fluency (SBEC Language Arts & Reading EC-6, Standard 6; TEKS ELA & R, 1<sup>st</sup>-5<sup>th</sup>: Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Fluency*).
- 7) Analyze comprehension literacy assessment data and plan differentiated vocabulary & comprehension lessons to improve students' reading comprehension (SBEC Language Arts & Reading EC-6, Standard 7; TEKS ELA & R, K-5<sup>th</sup> *Comprehension Skills, Response Skills, Multiple Genres: Literary Elements & Genres, & Author's Purpose & Craft*).
- 8) Understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication and writing conventions (SBEC Language Arts & Reading EC-6, Standards 8 & 9; TEKS ELA & R, K-5<sup>th</sup>: *Composition—Writing Process & Genres*).
- 9) Identify the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students (SBEC Language Arts & Reading EC-6, Standard 10; TEKS ELA & R, K-5<sup>th</sup> Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Reading, Writing & Thinking—Beginning Reading & Writing, Vocabulary, Fluency, Comprehension Skills, Response Skills, & Composition*).
- 10) Value the importance of study & inquiry skills as tools for learning and promote students' development in interpreting, analyzing, and evaluating media literacies (SBEC Language Arts & Reading EC-6, Standards 11 & 12; TEKS ELA & R, K-5<sup>th</sup> *Inquiry & Research*).

**Required textbooks:**

Cockrum, W.A., and Shanker, J.L. (2012). *Locating and correcting reading difficulties, Tenth edition*. Boston, MA: Pearson Education, Inc., ISBN: 10:0-13-292910-4. [This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

*Required readings & websites (in addition to textbook chapters):*

Week 1

Chapter 110. Texas Essential Knowledge & Skills for English Language Arts & Reading, Subchapter A. Elementary (**September 2017 Update**) Available at [www.tea.state.tx.us/teks](http://www.tea.state.tx.us/teks).

Harvey, S. & Goudvis, A. (2007). Tools for active literacy: The nuts & bolts of comprehension Instruction, in *Strategies That Work: Teaching Comprehension for Understanding & Engagement*, (pp. 44-52). Portland, ME: Stenhouse Publishers.

Week 2

McKenna, M. and Dougherty-Stahl, K. (2009). General concepts of assessment. In *Assessment for Reading Instruction, 2<sup>nd</sup> Edition* (pp. 24-40). New York, NY: Guilford Press.

Week 5

Reutzel, R. & Cooter, R. (2011). Running records. In *Strategies for Reading Assessment & Instruction: Helping Every Child Succeed*, (pp. 15-26). New York: Pearson.

Week 7

Kelly, M. & Clausen-Grace, N. (2007). Introducing the metacognitive teaching framework. In *Comprehension shouldn't be silent: From strategy instruction to student independence*. (pp. 3-20). Newark, DE: International Reading Association.

Week 9

Fuchs, D., Fuchs, L., & Vaughn, S. (2014). What is intensive instruction and why is it important? *Teaching Exceptional Children*, 46(13), pp. 13-18. SAGE Publications: Council for Exceptional Children.

Response to Intervention (RTI) WebQuest: <http://questgarden.com/46/14/0/080901151317/>. Sandra Mettler, Fitch Middle School.

Week 10

Learning A-Z, Balanced Literacy Brochure, *Supporting a Balanced Literacy Framework*.

Week 12

Graves, M, Juel, C., Graves, B., & Dewitz, P. (2010). Learning to read English as a second Language in the United States. In *Teaching reading in the 21<sup>st</sup> century: Motivating all learners* (pp. 407-437). Boston, MA: Pearson.

Texas English Language Proficiency Standards (ELPS).

Texas Education Agency (2014-2015) Making the ELPS-TELPAS Connection, Grades K-12.

Week 13

Gainer, J., Valdez-Gainer, N., & Kinard, T. (2009). The elementary bubble project: Exploring critical media literacy in a fourth-grade classroom. *The Reading Teacher*, 62(8), pp. 674-683. Newark, DE: International Reading Association.

Fountas, I. & Pinnell, G.S. (2001). Exploring the writer's terrain: Writer talks, writer's notebooks and investigations. In *Guiding Readers & Writers Grades 3-6: Teaching Comprehension, Genre, & Content Literacy* (pp.423-439). Portsmouth, NH: Heinemann.

### **Course requirements:**

#### ***Elementary Spelling Inventory (ESI) Data Analysis & Differentiated Lesson Plan (10 points)***

This is a two-part assignment that requires interpretation and analysis of a first-grade class's results on the Elementary Spelling Inventory (ESI). Part one is an ESI whole class profile summary and part two is a differentiated word study lesson plan for one small group based on their ESI results.

For the **ESI whole class profile summary**, use the ESI classroom composite form and analyze the orthographic spelling stages and patterns of phonics feature learning for the whole class. First, group students together according to their spelling stage i.e., students in the *Letter-Name Alphabetic Stage*, *Within-Word Pattern Stage*, and *Syllables & Affixes* spelling stages. Then, analyze patterns of learning phonics/spelling features for each group of students. Use page 29 in the *Words Their Way with English Learners* chapter that will be provided to you on Blackboard to guide your descriptive analysis of each group's instructional spelling level (what students use but confuse) and list the phonics feature substitutions that the students in the group need to learn.

For **differentiated word study lesson plan**, select one homogeneous group (4-5 students) all at the same spelling stage. Review the list of phonics feature substitutions that the students in the group need to learn and write the phonics feature for the word study lesson's objective and the aligned second grade spelling TEKS. For example, a group of students in the *Within-Word Pattern* spelling stage may need to learn long vowel sounds so the lesson objective would be for students to compare and sort words with long /o/ vowel teams such as *o-e, oa, and ow* and the word study lesson's spelling TEKS would be the 2<sup>nd</sup> grade spelling TEKS 2.2C(i) demonstrate and apply spelling knowledge by spelling vowel teams. Use a word sort from the *Words Their Way with English Learners* that are available on our Blackboard course site and clearly describe the lesson's procedures for teacher modeling (demonstrate) and procedures for the words that students will sort, check, and reflect as well as procedures for a formative assessment. For example, use **Word Sort with o-e, oa, ow** in the *Words Their Way with English Learners* textbook on pages 174-175 and describe the procedures to teach and assess the long /o/ vowel phonics feature.

**Points will be deducted for late submission of the assignments.** A rubric for the Elementary Spelling Inventory (ESI) Data Analysis & Differentiated Lesson Plan can be found in the appendix.

#### ***3<sup>rd</sup> Grade Oral Reading Passages Data Analysis & Differentiated Lesson Plan (10 points)***

This is a two-part assignment that requires interpretation and analysis of a third-grade class's results on an expository and a narrative oral reading passage. Part one is a whole class profile summary of students' text level difficulty (independent, instructional, and frustration reading levels) and miscue analysis for each passage and part two is a differentiated comprehension lesson plan for a small group of students at the same instructional reading level.

For the **whole class profile summary**, use the classroom composite spreadsheet and analyze the oral reading accuracy rate levels and miscue analysis for the whole class. First, use student's oral reading accuracy rate to group together students on the same *Instructional* grade level on the expository passage and the narrative passage. Then for each group of students reading texts at the same Instructional text difficulty level, analyze their oral reading miscues and establish patterns of learning for use of the three cuing strategies: *meaning (semantic cues)*; *syntax (structure cues)*; and *visual (graphophonic cues)*. Review Reutzel & Cooter article, *Running Records* to guide your descriptive analysis of each group's oral reading accuracy rate and miscue analysis.

For **differentiated comprehension lesson plan**, select one homogeneous group (4-5 students) all at the same *Instructional* reading level for the expository or the narrative passage. Review the text structure difficulty for one group of students and write the comprehension lesson's objective and the aligned third grade *Multiple genres* TEKS. For example, a group of students having difficulty reading expository texts may need to learn informational text features so the lesson objective would be for students use tables, graphs, bold words and captions to comprehend an informational text and the comprehension lesson's *Multiple genres* TEKS would be the 3<sup>rd</sup> grade TEKS 3.9D(ii) recognize characteristics and structures of informational texts, including (ii) features such as sections, tables, graphs, timelines, bullets, numbers,

and bold and italicized font to support understanding. Use an informational text at the students' instructional reading level and clearly describe the lesson's procedures for before, during, after reading activities and clearly describe the formative assessment of student learning for the multiple genres comprehension TEKS. **Points will be deducted for late submission of the assignments.** A rubric for the 3<sup>rd</sup> Grade Oral Reading Passages Data Analysis & Differentiated Lesson Plan can be found in the appendix.

***Literacy Diagnostic Kit (10 points).*** In order to organize a variety of informal literacy assessments for use with the literacy case study report, you will create a literacy diagnostic kit. Each student will create their own literacy diagnostic kit. Using copies of assessments from the Cockrum & Shanker and Helman et al. textbooks as well as literacy assessments distributed in class, you will organize literacy assessments according to the following categories: *Phonemic Awareness & Letter Knowledge; Elementary Spelling Inventory; Assessing Decoding Skills—Phonics & Structural Analysis; Assessing Fluency & Comprehension Knowledge—Sight Vocabulary Assessments, Grade-level Oral Reading Passages, & Estimate of Reading Comprehension; Reading Motivation Survey; and Literature Quick Write.* **Please make the one-sided copies of pages from the Cockrum & Shanker and Helman et al. books BEFORE Wednesday morning 3/27/19.** A rubric for the literacy diagnostic kit can be found in the appendix.

***Paired Word Study Demonstrations (10 points)*** In order to apply an understanding of orthographic development and word study strategies for English learners in the letter name-alphabetic, within-word pattern, syllables & affixes, & derivational relations stages, you will work with a partner or alone (only) to construct **one of the picture/word sorts** (from the Helman et al. textbook) for a letter name-alphabetic, within-word pattern, syllables & affixes, or derivational relations developmental spelling stage. These activities for English learners in each developmental spelling stage are at the end of the chapters in the textbook, *Words Their Way with English Learners: Word Study for Phonics, Vocabulary, and Spelling*; chapter 5 (letter name-alphabetic stage), chapter 6 (within-word pattern stage), chapter 7 (syllables & affixes stage) and chapter 8 (derivational relations stage). Choose a picture/word sort; games are not acceptable. Carefully read the information and procedures for the word study sort from the textbook and make an instructional activity to support English Learners' orthographic development.

On the day of presentations, both students will act as the **teacher** and **share the teaching role**; you will select 4-5 volunteers from the class to act as your students **for a 7-10-minute word study lesson demonstration.** **Points will be deducted for word study lesson demonstrations exceeding 10 minutes.** Begin by clearly stating the title of the word study sort, the literacy development stage/grade level, the aligned TEKS standard, and an explanation of the purpose of the word study activity. Both students will then demonstrate the word sort using the following format:

1. Introduce the sort and **name and clarify** the meaning of the pictures and/or words.
2. Ask students **what they notice** about the pictures/words and get students' ideas about what the categories will be.
3. Present the **key picture/word (headers)** for each **category** and place it at the top for each column.
4. **Model** how to place several pictures/words in each category by using a **think aloud**: *Say aloud the picture/word, compare it to the header picture/word, and then explain why the word/picture fits in the category.* **Sort at least one word/picture for each category** before asking for students' help.

The teacher demonstration is followed by student practice whereby the group of volunteer students will practice sorting the pictures/words into the categories. Use the following format for guided student practice:

1. Student says the picture/word **aloud** & decides which category to place it in.

2. When all the pictures/words have been sorted into categories, the students **read aloud** the pictures/words in each column and **checks for accuracy** and makes changes.
3. Students **tell their conclusions (make generalizations)** about the sounds, patterns, and other features of the pictures/words and tell what they learned about the feature(s) of the word sort (**reflection**).

**Your lesson demonstration should last between 7-10 minutes.** On the day of the lesson demonstration, you should provide **one, one-page** handout that includes the following: (1) title of the word sort, developmental & spelling stages, TEKS standard and a short explanation of the purpose of the word sort—i.e. feature. (2) an explanation of how you would extend the word study activity for repeated practice i.e. buddy sorts, write words in word study notebooks, re-sorts & word hunts, games, etc. (3) an explanation of how you will assess students' knowledge of the spelling feature sound, pattern, meaning. A rubric for the paired activity demonstration can be found in the appendix

**Practicum Field Experience: Literacy Case Study Report (25 points).** As part of this course, you and a partner will have the opportunity to compile a case study report that interprets & summarizes a variety of literacy assessments. Select a struggling learner in grades **one to five** and administer a variety of reading & writing assessments throughout the course. Partners (groups of three are not allowed) will analyze the results of literacy assessments, plan instruction, and develop literacy goals to improve the student's reading and writing competence. Upon completing the literacy diagnostic kit, begin administering the literacy tests, and then describe & interpret the results of each assessment. You will administer the following literacy assessments:

- Phonemic Awareness Assessments (if PA problems)
- Decoding Tests: Phonics and/or Structural Analysis Assessments
- Elementary Spelling Inventory
- Sight Vocabulary Assessment
- Fluency Assessment of Oral Reading (Grade Level Passages)—video or tape record.
- Estimate of Reading Comprehension Level
- Reading Motivation Survey
- Literature Quick-Write

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 the student's scores.
- c) **Interpretation:** an analysis of the results of each test administered and the scores are interpreted.
- d) **Summary:** a clear summary of the grade level of the student's 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 description of the child's literacy strengths & weaknesses based on the results of the literacy assessments administered to your diagnostic subject. A clear summary of 7-8 research-based instructional recommendations based on the student's spelling stage, decoding ability, sight word knowledge, fluency, comprehension, attitude, and writing.
- f) **Goals for Future Instruction/Intervention:** a clear description of 5-6 goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.
- g) **Artifacts:** the student's spelling & writing samples and 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 Power Point or Word document. In class, you will work in groups to review administered literacy assessments (artifacts) and revise your literacy case study reports for alignment of 7-8 research-based reading & writing recommendations for future instruction tied to

assessment results as well as the 5-6 goals tied to grade-level TEKS for future instruction/intervention. You and your partner will submit your case study report and artifacts as one pdf file to our Blackboard course site. A rubric for the literacy case study report can be found in the appendix.

**Midterm & final exam (10 points midterm; 15 points final exam)** – There will be two exams in this course, one mid-term and one final. One key purpose of these exams is to help prepare you for the TExES and PPR certification exams that you are required to take before student teaching. Both the mid- & final exam will be comprehensive covering all required readings, class notes & assignments. Questions will be multiple choice and short answer and will be similar to those found on the TExES/PPR exams.

**Quizzes (10 points)** All assigned readings must be completed before each class session. The readings will form the basis of quizzes, class discussions, and activities. For homework readings, you are given a list of questions in the syllabus to guide your comprehension of the required readings; I will not collect the written responses; however, you can refer to your written answers in class during discussions and quizzes at the end of each class. Based on the homework’s required readings, there will be a quiz at the end of each class and each completed quiz will count one point each. Quiz questions will be multiple choice and short answer and similar to those found on the TExES/PPR exams; quizzes will be posted on Blackboard course site after each class and used as study guides for the midterm & final exams.

**Assessment of Student Learning Outcomes:**

Assignment	Due Date	Point value	Points earned	Assessment of Learning Outcomes
ESI Data Analysis & Differentiated Lesson Plan	2/28/19	10 points		Learning Outcomes #1-7, 9 & 10
3 <sup>rd</sup> Grade Oral Reading Passages Data Analysis & Differentiated Lesson Plan	4/7/19	10 points		Learning Outcomes #1-7, 9 & 10
Literacy Diagnostic Kit	3/28/19 (in class)	10 points		Learning Outcomes # 2-10
Paired Word Study Lesson Demonstrations	4/18/19	10 points		Learning Outcome #2, 3, 4, 5, 8 & 9
Literacy Case Study Report	5/10/19	25 points		Learning Outcomes # 1-10
Midterm and Final Exam	Midterm- 4/4/19 (10 pts.) Final-5/16/19 (15 pts.)	25 points		Learning Outcomes #1-10
10 Quizzes	Ongoing	10 points		Learning Outcomes #1-10

**Grading:**

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

**Attendance Policy:**

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing more than **one day** of class as excessive. **Two times late for class (tardy) will count as one unexcused absence. After two absences, the student may be dropped for lack of attendance.** If you miss one day of class, contact me immediately via email at [degolding@utep.edu](mailto:degolding@utep.edu).

**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**

In order 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 on the basis of race, color, national origin, religion, sex, age, veteran status, disability, 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)<<mailto:eoaa@utep.edu>>.

**Additional Resources: Websites**

National Reading Panel Report--[www.nationalreadingpanel.org/publications/summary.htm](http://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>

**\*\*Syllabus subject to change**

**Course Schedule:**

Date	Topic	Readings/Assignments Due
<b>Jan 24 Week 1</b>	Introduction to the course, TEKS for English Language Arts & Reading (ELAR), & Tools for Active Literacy Engagement	Syllabus Reconnaissance <ul style="list-style-type: none"> <li>➤ A Balanced Literacy Framework</li> <li>➤ TEKS English Language Arts &amp; Reading (Sept. 2017/Update)</li> <li>➤ Harvey &amp; Goudvis, <i>Tools for Active Literacy</i>, pp. 44-52.</li> </ul>
<b>Jan 31 Week 2</b>	Overview of Literacy Assessment	<b>Readings:</b> <ul style="list-style-type: none"> <li>• McKenna &amp; Dougherty-Stahl, <i>General concepts of assessment</i></li> </ul> <b>Questions:</b> <ol style="list-style-type: none"> <li>1. <i>Compare &amp; contrast characteristics &amp; uses of literacy screening devices and formal &amp; informal assessments.</i></li> <li>2. <i>Explain how teachers use students' reading &amp; writing errors as a basis for future instruction.</i></li> <li>3. <i>How can teachers use formal &amp; informal assessments of student's literacy development to plan, implement, &amp; monitor instruction?</i></li> <li>4. <i>How can teachers communicate students' literacy progress to parents and other professionals?</i></li> </ol>
<b>Feb 7 Week 3</b>	Phonological Awareness & Phonics	<b>Readings:</b> <ol style="list-style-type: none"> <li>1. Cockrum &amp; Shanker, Chapters 1 <i>Developing Phonemic Awareness</i></li> <li>2. Cockrum &amp; Shanker, CH 4 <i>Developing Phonics Knowledge</i></li> <li>3. TEKS ELA &amp; R, K: Beginning Reading &amp; Writing: <i>Print Awareness</i>.</li> <li>4. TEKS ELA &amp; R, K-2<sup>nd</sup>: Beginning Reading &amp; Writing: <i>Phonological Awareness</i>.</li> <li>5. TEKS ELA &amp; R, K-1<sup>st</sup>: Beginning Reading &amp; Writing: <i>Spelling Knowledge</i>.</li> </ol> <b>Questions:</b> <ol style="list-style-type: none"> <li>1. <i>Compare &amp; contrast phonological awareness development with phonics development.</i></li> <li>2. <i>What formal &amp; informal phonics assessments can teachers use to analyze decoding skills and plan &amp; monitor instruction?</i></li> <li>3. <i>Identify language interaction &amp; discussion teaching strategies to target specific phonological awareness &amp; phonics TEKS.</i></li> <li>4. <i>Identify phonological awareness &amp; phonics literacy scaffolds that are beneficial for English Learners.</i></li> <li>5. <i>What instructional materials and strategies promote students' understanding of the alphabetic principle?</i></li> <li>6. <i>How can teachers communicate with parents about a child's phonological development and provide ways to promote phonological growth at home?</i></li> </ol>

**Course Schedule:**

Date	Topic	Readings/Assignments Due
<b>Feb 14</b> <b>Week</b> <b>4</b>	Orthographic Development Phonics & Spelling ( <i>Letter Name Alphabetic</i> ) Stage	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Helman et al., CH 2 <i>Getting Started the Assessment of Orthographic Development</i> provided on Blackboard.</li> <li>2. TEKS ELA &amp; R, K-5<sup>th</sup>: Beginning Reading &amp; Writing: <i>Phonetic Knowledge &amp; Spelling Knowledge</i></li> </ol> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. <i>Describe the orthographic spelling stages and phonics/spelling characteristics of English Learners in each stage.</i></li> <li>2. <i>Identify the ELAR phonics &amp; spelling TEKS information that teachers obtain from the diagnostic Elementary Spelling Inventory (ESI).</i></li> <li>3. <i>Describe how teachers group students for word study instruction using the results of the ESI.</i></li> <li>4. <i>Using the whole class results of the ESI, identify an ELAR spelling TEKS to teach &amp; assess.</i></li> <li>5. <i>Plan a differentiated word study lesson. Describe the TEKS spelling standard, word study tasks, and formative assessment for the small group word study lesson.</i></li> </ol>
<b>Feb 21</b> <b>Week</b> <b>5</b>	Oral Reading Fluency & Differentiated Small Group Reading Lessons Developing	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Reutzel &amp; Cooter, <i>Running Records</i>, pp. 15-26</li> <li>2. Cockrum &amp; Shanker, CH 10 <i>Developing Reading Fluency</i></li> <li>3. Cockrum &amp; Shanker Appendices: 1 <i>Code for Marking Oral Diagnosis</i>, pp.355-358</li> <li>4. TEKS ELA &amp; R, 1<sup>st</sup> -5<sup>th</sup>: Foundational Language Skills: Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Fluency</i></li> </ol> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. <i>How do teachers use students' running records results to determine reading levels (Independent, Instructional, Frustration) for appropriate instruction?</i></li> <li>2. <i>What are the countable errors &amp; not countable errors for running records?</i></li> <li>3. <i>Review the chart on page 17 in the Reutzel &amp; Cooter text and describe the reading behavior and notation.</i></li> <li>4. <i>Describe how teachers group students for small group reading instruction using the results of running records.</i></li> <li>5. <i>Using the whole class results of the Oral Reading Passages, identify an ELAR comprehension multiple genres TEKS to teach &amp; assess.</i></li> <li>6. <i>Plan a differentiated small group reading lesson. Describe the TEKS comprehension standard, title/author of text, before-during-after reading instruction, and formative assessment for the small group reading comprehension lesson.</i></li> </ol> <p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li>• Elementary Spelling Inventory (ESI) Data Analysis and Differentiated Lesson Plan due on Blackboard by 11:30 pm.</li> </ul>

**Course Schedule:**

Date	Topic	Readings/Assignments Due
<p><b>Feb 28</b> <b>Week 6</b></p>	<p>Classroom Management of a Balanced Literacy Block: Shared Reading, Small Group Reading, Word Study &amp; Literacy Centers</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Cockrum &amp; Shanker, CH 3 <i>Developing Sight Vocabulary</i></li> <li>• Cockrum &amp; Shanker CH 8 <i>Developing Vocabulary Knowledge</i></li> <li>• TEKS ELAR, K-2<sup>nd</sup> Demonstrate &amp; Apply Phonics, K-2Biv;1<sup>st</sup>-2Bvi; 2<sup>nd</sup>-2Bvii</li> <li>• TEKS ELAR, K-5<sup>th</sup>: Foundational Language Skills: Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Vocabulary</i>.</li> </ul> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. <b>What are high frequency words (sight words) and why are they taught through repeated oral reading beginning level books?</b></li> <li>2. <b>How do teachers measure students' mastery of high frequency words with a graded word list?</b></li> <li>3. <b>How can teachers explicitly teach academic vocabulary during small group reading lessons?</b></li> <li>4. <b>How do teachers support vocabulary learning using picture/word sorts?</b></li> <li>5. <b>Describe how teachers support English Learners during word study using: explicit &amp; systematic instruction; engaging learning community; highlighting connections; active construction of knowledge.</b></li> </ol>
<p><b>March 7</b> <b>Week 7</b></p>	<p>Developing Comprehension Knowledge &amp; Metacognition</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Cockrum &amp; Shanker, CH 6 <i>Developing Ability to Use Context Clues</i></li> <li>• Cockrum &amp; Shanker, CH 9 <i>Improving Comprehension</i></li> <li>• Kelly &amp; Clausen-Grace, <i>Introducing the metacognitive teaching framework.</i></li> <li>• TEKS ELA &amp; R, K-5<sup>th</sup> Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Comprehension Skills; Response Skills; Multiple Genres—Literary Elements &amp; Genres; &amp; Author's Purpose &amp; Craft.</i></li> </ul> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>How do teachers interpret &amp; analyze comprehension assessments (running records, retellings, comprehension questions) to assess reading comprehension?</b></li> <li>2. <b>What metacognitive comprehension strategies are beneficial for English learners?</b></li> <li>3. <b>Explain teaching strategies for comprehension of literary elements in narrative texts.</b></li> <li>4. <b>How do teachers use Instructional level texts to teach &amp; assess comprehension during guided reading?</b></li> <li>5. <b>How do teachers teach literary elements &amp; author's purpose &amp; craft using multiple genre?</b></li> </ol>

Course Schedule:

Date	Topic	Readings/Assignments Due
<p><b>March 14</b> <b>Week 8</b></p>	<p>Reading Motivation &amp; Diagnostic Literacy Kit</p> <p>Construct <i>Diagnostic Literacy Kit</i> in class on <b>3/25/19</b></p> <p><b>Review for Midterm Exam</b></p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Elementary Reading Attitude Survey</li> </ul> <p><b>Question</b></p> <ul style="list-style-type: none"> <li><i>What information is obtained from an Elementary Reading Attitude Survey?</i></li> </ul> <p><b>** Make ALL one-sided copies of literacy assessments before class</b></p> <p><b>Create Literacy Diagnostic Kit in class. Bring the following supplies to class on 3/13/19:</b></p> <ul style="list-style-type: none"> <li><b>Single-sided</b> copies of assessments from Cockrum &amp; Shanker textbook—pages 11-19; 27-31; 117-131; 149-165; 256-261 &amp; Appendix A p. 356.</li> <li>Copies of spelling assessment directions &amp; feature guide from Helman et al. textbook—Elementary Spelling Inventory, pp. 251-253.</li> <li>3-ring binder; 40 Sheet covers (plastic sleeves); transparent tape &amp; scissors; 5X8 index cards, 5 pieces of card stock &amp; 7 dividers.</li> </ul> <p><b>* Make <u>one-sided copies</u> of pages from the Cockrum &amp; Shanker &amp; Helman et al. books</b></p>
<p><b>March 20</b> <b>Week 9</b></p>	<p>Spring Break</p>	
<p><b>March 28</b> <b>Week 10</b></p>	<p>Midterm Exam on Blackboard (class does not meet)</p> <p>Response to Intervention WebQuest</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li><i>Fuchs, Fuchs, &amp; Vaughn, What is intensive instruction and why is it important.</i></li> <li>Watch videos at the Response to Intervention (RTI) WebQuest at: <a href="http://questgarden.com/46/14/0/080901151317/">http://questgarden.com/46/14/0/080901151317/</a>.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li><i>Describe the purpose &amp; advantages of the Response to Intervention (RTI) model.</i></li> <li><i>Describe the characteristics of high-quality Tier 1 literacy instruction.</i></li> <li><i>Describe the two intensive intervention models cited in the Fuchs, Fuchs, &amp; Vaughn article.</i></li> <li><i>Describe effective tier 2 progress monitoring &amp; literacy intervention (time, duration, group size)</i></li> <li><i>Describe effective tier 3 progress monitoring &amp; literacy intervention (time, duration, group size).</i></li> </ul> <p><b>Assignments due:</b></p> <ul style="list-style-type: none"> <li>3<sup>rd</sup> Data analysis of whole class results and a Differentiated Lesson Plan due on our Blackboard course site.</li> <li>After reading the Fuchs et al. article &amp; watching the videos on the RTI WebQuest, read and submit the RTI assignment on Blackboard for 5 points extra credit.</li> </ul>

**Course Schedule:**

Date	Topic	Readings/Assignments Due
<p><b>April 4 Week 11</b></p>	<p>Balanced Literacy &amp; Word Study for English Learners in the Spelling Stages: <i>Letter-Name Alphabetic, Within-Word Pattern Syllables &amp; Affixes Derivational Relations</i></p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Learning A-Z Brochure, <i>Supporting a Balanced Literacy Framework</i></li> </ul> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. <i>How do teachers conduct read aloud &amp; word study components in the Balanced Literacy Framework?</i></li> <li>2. <i>Compare &amp; contrast the balanced literacy components of shared reading &amp; shared writing.</i></li> <li>3. <i>Explain the difference between guided reading &amp; independent reading,</i></li> <li>4. <i>How do teachers conduct modeled writing lessons?</i></li> </ol> <p>Partners select word/picture sort from the Helman et al. textbook and sign-up for Word Study Lesson Demonstrations.</p>
<p><b>April 11 Week 12</b></p>	<p>Structural Analysis Word Study in the <i>Syllables &amp; Affixes &amp; Derivational Relations</i> Spelling Stage.</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Cockrum &amp; Shanker, CH 5 <i>Developing Structural Analysis</i></li> <li>• TEKS ELA &amp; R, K-5<sup>th</sup>: <i>Beginning Reading &amp; Writing: Phonetic Knowledge &amp; Spelling Knowledge</i></li> </ul> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. <i>Explain the difference between phonics &amp; structural analysis instruction.</i></li> <li>2. <i>What are examples of word study &amp; spelling activities for English Learners in the Syllables &amp; Affixes stage?</i></li> <li>3. <i>What are examples of word study &amp; spelling activities for English Learners in the Derivational Relations stage?</i></li> </ol> <p>Group work: Prepare &amp; work on word study lesson demonstrations.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due
<p><b>April 18 Week 13</b></p>	<p>English proficiency in Texas</p> <p>Paired Word Study Lesson Demonstrations</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Texas English Language Proficiency Standards (ELPS)</li> <li>• Graves, et al., <i>Learning to read English as a second language in the United States</i></li> <li>• TEKS ELA &amp; R, K-5th:               <ol style="list-style-type: none"> <li>(4) <b>Text Comprehension</b> with additional <b>scaffolds</b>, use of first language to enhance <b>vocabulary &amp; strategic use</b> of student’s first language.</li> <li>(5) <b>Instruction</b> is <b>linguistically accommodated</b> in accordance with <b>ELPS</b> &amp; the student’s English language proficiency-level descriptors.</li> <li>(6) <b>Multiple opportunities to practice &amp; apply the academic language</b> of science, social studies, math, fine arts, language arts &amp; reading, &amp; career &amp; technical education disciplines.</li> </ol> </li> </ul> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. <i>How can teachers plan, implement &amp; monitor word study instruction focused on English Learners’ developmental spelling stage?</i></li> <li>2. <i>How can teachers provide opportunities for English Learners to engage in developmental word study activities that require comparing &amp; contrasting phonics features?</i></li> <li>3. <i>Select 4 instructional strategies for working with English learners at the intermediate &amp; advanced proficiency levels and explain how/why you would implement them in your classroom</i></li> </ol> <p><b>In class paired (7-10 minutes) word study lesson demonstrations for the following orthographic stages:</b></p> <ul style="list-style-type: none"> <li>• Letter Name-Alphabetic Stage</li> <li>• Within-Word Pattern Stage</li> <li>• Syllables &amp; Affixes Stage</li> <li>• Derivational Relations Stage</li> </ul>
<p><b>April 25 Week 14</b></p>	<p>Teaching Writing and Inquiry &amp; Research</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Gainer, J., Valdez-Gainer, N., &amp; Kinard, <i>The elementary bubble project: Exploring critical media literacy in a fourth-grade classroom.</i></li> <li>• Fountas &amp; Pinnell, <i>Exploring the writer’s terrain: Writer talks, writer’s notebooks and investigations.</i></li> <li>• TEKS ELA &amp; R, K-5th: <b>Composition: Writing Process, Genres</b></li> <li>• TEKS ELA &amp; R, K-5th: <b>Reading &amp; Writing: Media Literacy</b></li> <li>• TEKS ELA &amp; R, K-5th: <b>Inquiry &amp; Research</b></li> </ul> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>How do teachers conduct a writing workshop?</b></li> <li>2. <b>How is writing composition of multiple genres structured to teach the writing process i.e. planning, drafting, revising, editing, &amp; publishing?</b></li> <li>3. <b>How do teachers conduct writing conferences with focused feedback to monitor students' writing development?</b></li> <li>4. <b>How do teachers assess writing compositions using rubrics?</b></li> <li>5. <b>How do teachers support students' inquiry &amp; research using multi-media tools?</b></li> </ol>

**Course Schedule:**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
<b>May 2 Week 15</b>	Review for final exam  Revision of Literacy Case Studies	Review for Final Exam/PPR  <b>Peer revision (in class) of Literacy Case Study Reports:</b> Partners will present their results on administered literacy assessments (artifacts) and review/revise the 7-8 research-based instructional recommendations based on the literacy assessment results as well as the 5-6 goals tied to grade-level TEKS for future instruction/intervention.
<b>May 9 Week 16</b>	Literacy Case Study Reports	<b>Literacy Case Study Reports due on 5/10/19 by midnight. Submit your Literacy Case Study Report <u>as one</u> Word or PDF document along with <u>one</u> pdf file of test examiner/student responses (artifacts) to our Blackboard course site by 11:30 pm.</b>
<b>May 16</b>	FINAL EXAM	<b>Final exam on Blackboard</b> (class does not meet)

**APPENDIX**  
**Grading Rubrics for Course Assignments**

**Grading Rubric: Elementary Spelling Inventory (ESI) Data Analysis & Differentiated Lesson Plan (10 points)**

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
<b>ESI Whole Class Summary:</b> Clearly analyzes, describes, groups students according to the same the orthographic spelling stage: <i>Letter-Name Alphabetic Stage, Within-Word Pattern Stage, and Syllables &amp; Affixes</i> spelling stages.	<b>1</b>	
<b>ESI Whole Class Summary:</b> Clear description patterns of phonics feature learning for each spelling group by listing the the phonics feature substitutions that the students in the group need to learn.	<b>2</b>	
<b>Differentiated Word Study Lesson Plan:</b> Clear description of the students (4-5) in the same spelling stage and the phonics feature that students in the group need to learn.	<b>1</b>	
<b>Differentiated Word Study Lesson Plan:</b> Clear description of the word study lesson's objective and aligned 1 <sup>st</sup> grade spelling TEKS for the word sort. Clear description of the word sort title and page number from the <i>Words Their Way with English Learners</i> textbook.	<b>2</b>	
<b>Differentiated Word Study Lesson Plan:</b> Clear list of words to be used in the word sort, and a clear description of procedures for teacher modeling to demonstrate the word sort.	<b>2</b>	
<b>Differentiated Word Study Lesson Plan:</b> A clear description of procedures for students to sort, check, and reflect on the characteristics of the words. A clear description of the formative assessment to assess students' learning of the spelling TEKS.	<b>2</b>	
<b>TOTAL</b>	<b>10 points</b>	

**Grading Rubric: 3<sup>rd</sup> Grade Oral Reading Passage Data Analysis & Differentiated Lesson Plan (10 points)**

Criteria	Possible Points	Points Earned
<b>Whole Class Summary:</b> Clearly analyzes & describes students' instructional reading level oral reading accuracy rates on the expository and narrative oral reading passage.	1	
<b>Whole Class Summary:</b> Clear miscue analysis and description of patterns of learning for use of the three cuing strategies: <i>meaning (semantic cues)</i> ; <i>syntax (structure cues)</i> ; and <i>visual (graphophonic cues)</i> .	2	
<b>Differentiated Comprehension Lesson Plan:</b> Clear description of the 4-5 students at the same <i>Instructional</i> reading level for the expository or the narrative passage.	1	
<b>Differentiated Comprehension Lesson Plan:</b> Clear description of the text structure difficulty for one group of students and the comprehension lesson's objective and the aligned third grade <i>Multiple genres</i> TEKS. Clear description of the narrative or expository book's title and author.	2	
<b>Differentiated Comprehension Lesson Plan:</b> clear description of questions to relate the book's theme to students' prior knowledge about the topic. A clear description of teacher modeling using a <i>think aloud</i> to demonstrate how to comprehend the text structure.	2	
<b>Differentiated Comprehension Lesson Plan:</b> A clear description of procedures for for before, during, after reading activities. A clear description of the formative assessment of student learning for the multiple genres comprehension TEKS.	2	
<b>TOTAL</b>	<b>10 points</b>	

**Rubric: Literacy Diagnostic Kit (10 points)**

Criteria	Possible Points	Points Earned
Kit includes all phonemic awareness tasks & letter knowledge assessments.	2	
Kit includes Elementary Spelling Inventory (ESI) directions & feature scoring guide.	2	
Kit includes all phonics & structural analysis decoding in oral context assessments & subtests.	2	
Kit includes sight vocabulary assessments, 1 <sup>st</sup> -5 <sup>th</sup> grades oral reading passages, & estimate of reading comprehension assessments.	2	
Kit includes reading motivation survey and literature quick write assessments.	2	
<b>Total</b>	<b>10 points</b>	

**Rubric: Paired word study demonstrations (10 points)**

Criteria	Possible Points	Points Earned
<p><b>7-8 minute word study lesson demonstration</b></p> <p>Clear statement of the <u>title</u> of the word study activity and developmental &amp; spelling stages:</p> <ul style="list-style-type: none"> <li>• <b>Beginner</b>—1<sup>st</sup> grade: Letter Name Alphabetic Stage.</li> <li>• <b>Transitional</b>—2<sup>nd</sup> grade: Within-Word Pattern Stage</li> <li>• <b>Intermediate</b>—3<sup>rd</sup> grade: Syllables &amp; Affixes Stage</li> <li>• <b>Advanced</b>—4<sup>th</sup> &amp; 5<sup>th</sup> grades: Derivational Relations Stage.</li> </ul> <p>Clear explanation of aligned TEKS standard and the specific purpose of the word study activity.</p>	<b>2</b>	
<p>Teacher demonstration of the word study activity by both students:</p> <ol style="list-style-type: none"> <li>1. Introduce the sort and <b>name &amp; clarify</b> the meaning of all of the pictures/words used in the sort.</li> <li>2. Ask students <b>what they notice</b> about the pictures/words and get their ideas about what the categories will be.</li> <li>3. Present the <b>key picture/word (header)</b> for each <b>category</b> and place it in the header for each column.</li> <li>4. <b>Model</b> how to place several pictures/words in each category by using a <b>think aloud</b>: <i>Say aloud the picture/word, compare it to the key picture/word, and then explain why it fits in the category.</i> <b>Sort at least one word for each category</b> before asking for students' help.</li> </ol>	<b>3</b>	
<p>Student practice: students sort the remaining pictures/words into the categories using the following format:</p> <ol style="list-style-type: none"> <li>1. The student says the picture/word <b>aloud</b> &amp; decides which category to place it in.</li> <li>2. When finished sorting all of the pictures/words, the students <b>read aloud</b> the pictures/words in each column and <b>checks</b> for accuracy &amp; makes changes.</li> <li>3. Students <b>explain their generalizations</b> about the sounds, patterns, &amp; other features of the pictures/words and tell what they learned about the feature(s) of the word sort (<b>reflection</b>).</li> </ol>	<b>3</b>	
<p>1 Handout/Preparation (one page) with the following information:</p> <ul style="list-style-type: none"> <li>• Title, developmental &amp; spelling stages, grade level, TEKS, &amp; purpose of the word sort activity.</li> <li>• Explanation of how you would <b>extend the word sort activity</b> for repeated practice i.e. <i>repeated independent practice &amp; write words in word study notebooks, resort words &amp; word hunt, buddy sort, games, etc.</i></li> <li>• Explanation of how you will <b>assess</b> students' knowledge of the spelling feature sound, pattern, and/or meaning of the focused pictures/words.</li> </ul>	<b>2</b>	
<p><b>Total</b></p>	<b>10 points</b>	

**Grading Rubric: Literacy Case Study Report (25 points)**

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
Diagnostic subject is adequately described.	<b>2</b>	
All assessments administered are described with spelling feature analysis, raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.	<b>2</b>	
Clear analyses of results of each assessment are provided along with explanations of how the scores are interpreted.	<b>2</b>	
Clear summary of the grade level of the student's <b>independent, instructional, &amp; frustration</b> reading levels based on <i>analysis of miscues on the oral reading passages</i> administered.	<b>3</b>	
Clear description of the child's literacy strengths & weaknesses based on the results of literacy assessments. A clear summary of <b>7-8 research-based instructional recommendations</b> based on the student's spelling stage, decoding ability, sight word knowledge, fluency, comprehension, attitude, and writing.	<b>5</b>	
A clear description of 5-6 goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.	<b>3</b>	
Appropriate artifacts are included (e.g. <i>accurate</i> record sheets, student writing/spelling samples, spelling feature analysis, examiner's copy of each test, reading attitude survey, & literature quick write).	<b>5</b>	
Writing is professional, understandable, APA format, and free of significant errors.	<b>1</b>	
Peer revision (in class): partners will present their results on administered literacy assessments (artifacts) and review/revise the 7-8 research-based instructional recommendations based on the literacy assessment results as well as the 5-6 goals tied to grade-level TEKS for future instruction/intervention.	<b>2</b>	
<b>Total</b>	<b>25 points</b>	