

The University of Texas at El Paso
RED 4341 Assessment and Teaching of Literacy (CRN:34326)
SUMMER 2019

Note: Subject to Change

Instructor: Diane Elisa Golding
Email: degolding@utep.edu
Phone: 915-747-8459
Office: EDUC 210K

M-F, 7:00 AM-9:10 AM
Location: EDUC Building, Room 312
June 10 — July 5, 2019
Office Hours: 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-5th 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-2nd 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-5th, 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-5th 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, 1st-5th: 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-5th *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-5th: *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-5th 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-5th *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):

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.

English Language Arts TEKS Side by Side, Lead4ward.

- 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.
- McKenna, M. and Dougherty-Stahl, K. (2009). General concepts of assessment. In *Assessment for Reading Instruction, 2nd Edition* (pp. 24-40). New York, NY: Guilford Press.
- Response to Intervention (RTI) WebQuest: <http://questgarden.com/46/14/0/080901151317/>. Sandra Mettler, Fitch Middle School.
- 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 21st century: Motivating all learners* (pp. 407-437). Boston, MA: Pearson.
- 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.
- Reutzell, R. & Cooter, R. (2011). Running records. In *Strategies for Reading Assessment & Instruction: Helping Every Child Succeed*, (pp. 15-26). New York: Pearson.
- How to Take Running Records (2002) (adapted from Alphakids Assessment Kit Teacher's Guide), Scholastic Canada Ltd.
- 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.
- Texas English Language Proficiency Standards (ELPS).
Texas Education Agency (2014-2015) Making the ELPS-TELPAS Connection, Grades K-12.
- 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.

Assessment of Student Learning Outcomes:

Assignment	Due Date	Point value	Points earned	Assessment of Learning Outcomes
Phonemic Awareness Assessment, Data Analysis, and Research-based Recommendations	6/17/19	10 points		Learning Outcomes #1-4, 9 & 10
Phonics or Structural Analysis Assessment, Data Analysis, and Research-based Recommendations	6/19/19	10 points		Learning Outcomes #1, 2, 4, 5, 9 & 10
Elementary Spelling Inventory (ESI) Assessment, Data Analysis, and Research-based Recommendations	6/24/19	10 points		Learning Outcomes # 1, 2, 4, 5, 9 & 10
Vocabulary Assessment, Data Analysis, and Research-based Recommendations	6/26/19	10 points		Learning Outcome #1, 4, 5, 9 & 10
Fluency Assessment, Data Analysis, and Research-based Recommendations	6/27/19	10 points		Learning Outcomes # 1,4, 6, 9 & 10
Comprehension Assessment, Data Analysis, and Research-based Recommendations	6/28/19	10 points		Learning Outcomes # 1,4, 7, 9 & 10
Writing Assessment, Data Analysis, and Research-based Recommendations	7/1/19	10 points		Learning Outcomes # 1,4, 8, 9 & 10
Case Study	7/3/19	10 points		Learning Outcomes #1-10
Midterm Exam	Midterm-6/21/19	10 points		Learning Outcomes #1-10
Final Exam	Final 7/5/19	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.

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>.

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.

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>

Course Schedule:

Subject to Change

Date & Assignments Due	Topic	Readings/Guiding Questions
<p>Week 1 Day 1 June 10</p>	<p>Introduction to the course, TEKS for English Language Arts & Reading (ELAR), & Tools for Active Literacy Engagement</p> <p>Literacy Toolkit</p>	<p>Syllabus Reconnaissance</p> <ul style="list-style-type: none"> ➢ English Language Arts TEKS Side by Side, Lead4ward. ➢ Harvey & Goudvis, <i>Tools for Active Literacy</i>, pp. 44-52. <p>Create Literacy Diagnostic Kit in class. Bring the following supplies to class:</p> <ul style="list-style-type: none"> • Single-sided copies of assessments from Cockrum & Shanker textbook— pages 11-19; 27-31; 117-131; 149-165; 256-261 & Appendix A p. 356. • 3-ring binder; 40 Sheet covers (plastic sleeves) or 3-hole punch; transparent tape & scissors; 5X8 index cards, 5 pieces of card stock & 8 dividers.
<p>Day 2 June 11</p>	<p>Overview of Literacy Assessment</p> <p>Phonological Awareness</p>	<p>Readings:</p> <ul style="list-style-type: none"> • McKenna & Dougherty-Stahl, <i>General concepts of assessment</i> • Cockrum & Shanker, Chapter 1 <i>Developing Phonemic Awareness</i> • TEKS ELA & R, K: Beginning Reading & Writing: <i>Print Awareness</i>. • TEKS ELA & R, K-2nd: Beginning Reading & Writing: <i>Phonological Awareness</i>. <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>Compare & contrast characteristics & uses of literacy screening devices and formal & informal assessments.</i> 2. <i>What instructional materials and strategies promote students' understanding of the alphabetic principle?</i> 3. <i>How can teachers use formal & informal assessments of student's literacy development to plan, implement, & monitor instruction?</i> 4. <i>How can teachers communicate students' literacy progress to parents and other professionals?</i>
<p>Day 3 June 12</p>	<p>Phonics & Structural Analysis Assessment</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Cockrum & Shanker, CH 4 <i>Developing Phonics Knowledge</i> • Cockrum & Shanker, CH 5 <i>Developing Structural Analysis</i> • TEKS ELA & R, K-5th: Beginning Reading & Writing: <i>Phonetic Knowledge & Spelling Knowledge</i> <p>Questions</p> <ol style="list-style-type: none"> 1. <i>Compare & contrast phonological awareness development with phonics development.</i> 2. <i>Explain the difference between phonics & structural analysis instruction.</i> 3. <i>What are examples of word study & spelling activities for English Learners?</i> 4. <i>Identify phonological awareness & phonics literacy scaffolds that are beneficial for English Learners.</i>
<p>Day 4 June 13</p> <p>5 points extra credit for all materials & completed toolkit</p>	<p>Literacy Toolkit Preparing to Begin Assessments</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Measuring Attitude Toward Reading: A New Tool for Teachers (1990), McKenna and Kear. <p>Question</p> <ul style="list-style-type: none"> • <i>What information is obtained from an Elementary Reading Attitude Survey?</i> <p>Bring copies and materials listed in Day 1 to put literacy toolkit together - 5 extra credit points</p>
<p>Day 5 June 14</p> <p>Due by 11:30 pm RTI extra credit assignment</p>	<p>Response to Intervention WebQuest</p> <p>Online Class</p>	<p>Readings:</p> <ul style="list-style-type: none"> • <i>Fuchs, Fuchs, & Vaughn, What is intensive instruction and why is it important.</i> • Watch videos at the Response to Intervention (RTI) WebQuest at: Response to Intervention <p>After reading the Fuchs et al. article & watching the videos on the RTI WebQuest, read and submit the RTI Classroom Assessment (end of Part 1) assignment on Blackboard for 5 points extra credit.</p>

Date & Assignments Due	Topic	Readings/Guiding Questions
<p>Week 2 Day 6 June 17</p> <p>Due by 11:30 pm Phonemic Awareness Literacy Assessment, Analysis and Recommendations & Goals Assignment</p>	<p>Orthographic Development Phonics & Spelling Stages: <i>Letter-Name Alphabetic, Within-Word Pattern Syllables & Affixes Derivational Relations</i></p>	<p>Readings:</p> <ul style="list-style-type: none"> • Helman et al., CH 2 <i>Getting Started the Assessment of Orthographic Development</i> provided on Blackboard. • TEKS ELA & R, K-5th: Beginning Reading & Writing: <i>Phonetic Knowledge & Spelling Knowledge</i> • Elementary Spelling Inventory in class practice (Helman, Chapters 5 – 8 in class) <p>Questions</p> <ol style="list-style-type: none"> 1. <i>Describe the orthographic spelling stages and phonics/spelling characteristics of English Learners in each stage.</i> 2. <i>Identify the ELAR phonics & spelling TEKS information that teachers obtain from the diagnostic Elementary Spelling Inventory (ESI).</i> 3. <i>Describe how teachers group students for word study instruction using the results of the ESI.</i> 4. <i>Using the whole class results of the ESI, identify an ELAR spelling TEKS to teach & assess.</i>
<p>Day 7 June 18</p>	<p>Elementary Spelling Inventory</p>	<p>Continued from above.</p>
<p>Day 8 June 19</p> <p>Due by 11:30 pm Phonics Literacy Assessment, Analysis and Recommendations & Goals Assignment</p>	<p>Vocabulary Assessment</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Cockrum & Shanker, CH 3 <i>Developing Sight Vocabulary</i> • Cockrum & Shanker CH 8 <i>Developing Vocabulary Knowledge</i> • TEKS ELAR, K-2nd Demonstrate & Apply Phonics, K-2Biv; 1st-2Bvi; 2nd-2Bvii • TEKS ELAR, K-5th: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: <i>Vocabulary</i>. <p>Questions</p> <ol style="list-style-type: none"> 1. <i>What are high frequency words (sight words) and why are they taught through repeated oral reading beginning level books?</i> 2. <i>How do teachers measure students' mastery of high frequency words with a graded word list?</i> 3. <i>How can teachers explicitly teach academic vocabulary during small group reading lessons?</i> 4. <i>How do teachers support vocabulary learning using picture/word sorts?</i>
<p>Day 9 June 20</p>	<p>Balanced Literacy</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Learning A-Z Brochure, <i>Supporting a Balanced Literacy Framework</i> <p>Questions</p> <ol style="list-style-type: none"> 1. <i>How do teachers conduct read aloud & word study components in the Balanced Literacy Framework?</i> 2. <i>Compare & contrast the balanced literacy components of shared reading & shared writing.</i> 3. <i>Explain the difference between guided reading & independent reading,</i> 4. <i>How do teachers conduct modeled writing lessons?</i>
<p>Day 10 June 21</p>	<p>Midterm Exam Online Class</p>	<p>Online Exam: Opens at 7:00 am and closed at 11:30 pm</p>
<p>Week 3 Day 11 June 24</p> <p>Due by 11:30 pm ESI Literacy Assessment, Analysis and Recommendations & Goals Assignment</p>	<p>Oral Reading Fluency & Differentiated Small Group Reading</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Cockrum & Shanker, CH 10 <i>Developing Reading Fluency</i> • Cockrum & Shanker Appendices: 1 <i>Code for Marking Oral Diagnosis</i>, pp.355-358 • TEKS ELA & R, 1st -5th: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: <i>Fluency</i> <p>In class practice</p>

Date & Assignments Due	Topic	Readings/Guiding Questions
<p>Day 12 June 25</p>	<p>Classroom Management of a Balanced Literacy Block: Shared Reading, Small Group Reading, Word Study & Literacy Centers</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Reutzel & Cooter, <i>Running Records</i>, pp. 15-26 <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>How do teachers use students' running records results to determine reading levels</i> 2. <i>(Independent, Instructional, Frustration) for appropriate instruction?</i> 3. <i>What are the countable errors & not countable errors for running records?</i> 4. <i>Review the chart on page 17 in the Reutzel & Cooter text and describe the reading behavior and notation.</i> 5. <i>Describe how teachers group students for small group reading instruction using results of running records.</i>
<p>Day 13 June 26</p> <p>Due by 11:30 pm Vocabulary Literacy Assessment, Analysis and Recommendations & Goals Assignment</p>	<p>Developing Comprehension Knowledge & Metacognition</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Cockrum & Shanker, CH 6 <i>Developing Ability to Use Context Clues</i> • Cockrum & Shanker, CH 9 <i>Improving Comprehension</i> • Kelly & Clausen-Grace, <i>Introducing the metacognitive teaching framework.</i> • TEKS ELA & R, K-5th <i>Listening, Speaking, Reading, Writing, & Thinking: Comprehension Skills; Response Skills; Multiple Genres—Literary Elements & Genres; & Author's Purpose & Craft.</i> <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>How do teachers interpret & analyze comprehension assessments (running records, retellings, comprehension questions) to assess reading comprehension?</i> 2. <i>What metacognitive comprehension strategies are beneficial for English learners?</i> 3. <i>Explain teaching strategies for comprehension of literary elements in narrative texts.</i>
<p>Day 14 June 27</p> <p>Due by 11:30 pm Fluency Literacy Assessment, Analysis and Recommendations & Goals</p>	<p>Teaching Writing, Inquiry & Research</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Fountas & Pinnell, <i>Exploring the writer's terrain: Writer talks, writer's notebooks and investigations.</i> • TEKS ELA & R, K-5th: <i>Composition: Writing Process, Genres</i> • TEKS ELA & R, K-5th: <i>Inquiry & Research</i> <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>How do teachers conduct a writing workshop?</i> 2. <i>How is writing composition of multiple genres structured to teach the writing process i.e. planning, drafting, revising, editing, & publishing?</i> 3. <i>How do teachers conduct writing conferences with focused feedback to monitor students' writing development?</i> 4. <i>How do teachers assess writing compositions using rubrics?</i>
<p>Day 15 June 28</p> <p>Due by 11:30 pm Comprehension Literacy Assessment, Analysis and Recommendations & Goals</p>	<p>Completion of Assessments</p>	<p>Use this time to complete any required assessments.</p>
<p>Week 4 July 1 Day 16</p>	<p>Media Literacy</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Gainer, J., Valdez-Gainer, N., & Kinard, <i>The elementary bubble project: Exploring critical media literacy in a fourth-grade classroom.</i> • TEKS ELA & R, K-5th: <i>Reading & Writing: Media Literacy</i> <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>How do teachers support students' inquiry & research using multi-media tools?</i>

Date & Assignments Due	Topic	Readings/Guiding Questions
<p>Day 17 July 2</p> <p>Due by 11:30 pm</p> <p>Writing Literacy Assessment, Analysis and Recommendations & Goals Assignment</p>	<p>English Language Proficiency Skills</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Texas English Language Proficiency Standards (ELPS) • Graves, et al., <i>Learning to read English as a second language in the United States</i> • TEKS ELA & R, K-5th: <ul style="list-style-type: none"> (4) Text Comprehension with additional scaffolds, use of first language to enhance vocabulary & strategic use of student's first language. (5) Instruction is linguistically accommodated in accordance with ELPS & the student's English language proficiency-level descriptors. (6) Multiple opportunities to practice & apply the academic language of science, social studies, math, fine arts, language arts & reading, & career & technical education disciplines. <p>Questions</p> <ol style="list-style-type: none"> 1. <i>How can teachers plan, implement & monitor word study instruction focused on English Learners' developmental spelling stage?</i> 2. <i>How can teachers provide opportunities for English Learners to engage in developmental word study activities that require comparing & contrasting phonics features?</i> 3. <i>Select 4 instructional strategies for working with English learners at the intermediate & advanced proficiency levels and explain how/why you would implement them in your classroom</i>
<p>Day 18 July 3</p>	<p>Peer Review</p>	<p>Peer revision (in class) of Literacy Case Study Reports: 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.</p>
<p>Day 19 July 4</p>	<p>4th of July Holiday</p>	<p>Class does not meet</p>
<p>Day 20 July 5</p>	<p>Final Exam</p>	<p>Final exam on Blackboard (class does not meet)</p>

APPENDIX
Grading Rubrics for Course Assignments

Grading Rubric for Each Literacy Assessment, Analysis and Recommendations & Goals (10 points)

Criteria	Possible Points	Meets Standards	Approaching Standards	Does Not Meet Standards
Description of Literacy Assessment	1	Includes all raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.	Includes some raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.	Does not include raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.
Literacy Assessment Artifact	1	Includes complete examiner's copy & student results/sample of administered literacy assessment.	Includes some examiner's copy & student results/sample of the administered literacy assessment.	Assignment does not include examiner's copy and/or student results/sample for administered literacy assessment.
Analysis of assessment results	2	Accurate and appropriate analyses of results for assessment & includes complete explanation of how the scores were interpreted.	Accurate and appropriate analyses of results for assessment & includes some explanations of how the scores were interpreted.	Inaccurate analyses of results for assessment & does not include explanations of how the scores were interpreted.
5 – 6 research-based recommendations	2	Based on the results of literacy assessment, includes an accurate and appropriate summary of 5-6 research-based instructional recommendations tailored to literacy intervention or enrichment.	Based on the results of literacy assessment, includes an accurate and appropriate summary of 2-4 research-based instructional recommendations tailored to literacy intervention or enrichment.	Does not include a summary of a few research-based instructional recommendations. No evidence of literacy intervention or enrichment instructional recommendations.
3-5 Goals that are linked to appropriate TEKS	2	3-5 accurate and appropriate goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.	Less than 3 accurate and appropriate goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.	No goals are included for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.
Writing is professional, understandable, APA format, and free of significant errors.	1	Writing is clear, well organized & free of significant errors.	Writing is clear, organized & mostly free of significant errors.	Writing is unclear, disorganized & there are significant errors.
Participation in class: Grouping and lesson plan	1	Active participation of in class activity to design lesson plan based on one group's results.	Somewhat active participation in class activity to design lesson plan based on one group's results.	No participate in class activity to design lesson plan based on one group's results.
TOTAL	10			

Grading Rubric: Literacy Case Study Report (10 points)

Criteria	Possible Points	Meets Standards	Approaching Standards	Does Not Meet Standards
Introduction of Student	1	Clear description of diagnostic subject with information about grade, family, literacy interests & academic progress.	Clear description of diagnostic subject with some information about grade, family, literacy interests & academic progress.	Unclear description of diagnostic subject & no information about grade, family, literacy interests & academic progress.
Description of Literacy Assessments	1	Includes all raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.	Includes some raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.	Does not include raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.
Literacy Assessment Analysis	1	Accurate and appropriate analyses of results for assessment & includes complete explanation of how the scores were interpreted.	Accurate and appropriate analyses of results for assessment & includes some explanations of how the scores were interpreted.	Inaccurate analyses of results for assessment & does not include explanations of how the scores were interpreted.
Grade level of the student's independent, instructional, & frustration reading levels	2	Accurate and complete summary of the grade level of the student's independent, instructional, & frustration reading levels, based on analysis of miscues on the oral reading passages administered.	Accurate but incomplete summary of the grade level of the student's independent, instructional, & frustration reading levels based on analysis of miscues on the oral reading passages administered.	Inaccurate and incomplete summary of the grade level of the student's independent, instructional, & frustration reading levels based on analysis of miscues on the oral reading passages administered.
5-6 research-based recommendations	1	Based on the results of literacy assessment, includes an accurate and appropriate summary of 5-6 research-based instructional recommendations tailored to literacy intervention or enrichment.	Based on the results of literacy assessment, includes an accurate and appropriate summary of 2-4 research-based instructional recommendations tailored to literacy intervention or enrichment.	Does not include a summary of a few research-based instructional recommendations. No evidence of literacy intervention or enrichment instructional recommendations.
3-5 Goals that are linked to appropriate TEKS	1	3-5 accurate and appropriate goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.	Less than 3 accurate and appropriate goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.	No goals are included for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.
Literacy Assessment Artifact	1	Includes complete examiner's copy & student results/sample of administered literacy assessment.	Includes some examiner's copy & student results/sample of the administered literacy assessment.	Assignment does not include examiner's copy and/or student results/sample for administered literacy assessment.
Writing is professional, understandable, APA format, and free of significant errors.	1	Writing is clear, well organized & free of significant errors.	Writing is clear, organized & mostly free of significant errors.	Writing is unclear, disorganized & there are significant errors.
Peer revision (in class): partners will present their results on administered literacy assessments (artifacts) and review/revise the 4-5 research-based instructional recommendations based on the literacy assessment results as well as the 3-5 goals tied to grade-level TEKS for future instruction/intervention.	1	Active participation of in class peer review of case study demonstrated through constructive questioning & feedback.	Somewhat active participation in peer review of case study demonstrate through superficial questioning and some feedback.	No participate in peer review of case study demonstrated through a lack of questioning and no feedback.
Total	10 points			