	UNIVERSITY OF TEXAS EL PASO College of Education- Department of Teacher Education	
Title of Course: <i>Teaching, Learning & Assessment of Literacy RED 4341</i> CRN: 10639	Class hours: 3	
Semester: FALL 2023	Instructor Information: Name: <i>Dr. Kathleen Mein</i> Email: kmein@utep.edu . Office hours: Online--email Monday through Friday—3:00-4:00; Email for ZOOM appointments	
Day/Time: Online/BlackBoard Course (BB) Monday 8:30-11:20 AM Monday ZOOM Class Meeting 8:30-10:30 AM		
Credits: 3		

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 Format Information: RED 4341 will be conducted online/Blackboard. This course is organized on BlackBoard (BB) using a “**weekly sessions/calendar**” with each week’s materials, lecture notes, required course readings and academic vocabulary located in weekly folders from 1-15. The week’s class notes with pre-recorded lectures will be located inside each week’s folder; double-click on the weekly folder to **study** the class notes before our weekly class meeting. For this course, you can expect each week to spend **2 hours of Zoom class time + 10 hours of independent study and prep time completing required readings and assignments on your schedule** which equals approximately 12 hours per week. Please read the syllabus and information on BlackBoard (BB).

ZOOM Class Meetings (mandatory attendance): This class requires that you participate in scheduled Zoom class meetings. The purpose of these sessions are for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. Zoom class meetings will be held each **Monday from 8:30 to 10:30 AM**. Your attendance is **mandatory at all** BB Zoom weekly class meetings. To access the ZOOM class meetings, go on BlackBoard (BB) to "Zoom Class Meetings" located on the left tool bar. Students should not record the ZOOM class meetings and post them to any sites outside of Blackboard. If you are unable to attend a Zoom session due to an emergency, please contact me at kmein@utep.edu.

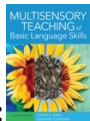
For Technical Assistance: For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you

are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

Course objectives:

At the end of this course, students will be able to:

- Understand basic concepts and principles of assessment and plan differentiated instruction and ongoing assessments (SBEC, Standard 10; PPR I, Competency 1).
- Know the characteristics of students at various literacy stages and design literacy assessments & experiences that are responsive to differences among students (SBEC, Standard 4; PPR I, Competency 2).
- Analyze the types, purpose, and characteristics of varied literacy assessments and use assessment data to design differentiated and effective tiered literacy instruction (PPR I, Competency 3).
- Implement group and individual literacy assessments and select texts to plan and deliver differentiated literacy instruction (PPR I, Competency 4).
- Develop knowledge 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).
- Evaluate decoding and comprehension literacy assessments and understand how to implement timely, high quality, responsive instruction and intervention to address PK-6 grade students' identified need (PPR I, III; Technology Applications I-V, Competency



Required Textbook:

Multisensory Teaching of Basic Skills, 4th Edition. Edited by: Judith R. Birsh, Ed.D & Suzanne Carreker. Paul H. Brooks Publishing Co., copyright 2018. ISBN-13 9781681252261

Readings: Readings are located on BlackBoard (BB) in the week's folder as a pdf file.

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

Texas Prekindergarten Guidelines

https://tea.texas.gov/Academics/Early_Childhood_Education/Texas_Prekindergarten_Guidelines

Week 2

Case Study Elementary Reading Attitude Survey (LCS Student's Case Study Packet on BlackBoard, BB)

Week 3

McKenna, M.C. & Daughtrey-Stahl (2009). *General concepts of Assessment*. In *Assessment for Reading Instruction*. New York: NY: Guilford Press.

Week 5

Case Study Phonemic Awareness Assessment, pp. 12-18.

Week 6

Case Study Phonics Assessment, pp. 117-130.

Case Study Structural Analysis Assessment, pp. 149-165.

Week 7

Case Study Student's Sight Vocabulary Assessments.

Case Study Student's grade level Oral Reading Passages.

Week 8

Kelly, M. & Clausen-Grace, N. (2007) *Introducing the Metacognitive Framework*. In *Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence*. Newark, NJ: International Reading Association (pdf on BlackBoard (BB)).

Case Study Estimate of Reading Comprehension Level Assessment, pp. 256-261.

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 (pdf on BlackBoard, BB).

Response to Intervention (RtI) WebQuest: IRIS Peabody College Vanderbilt University, <https://iris.peabody.vanderbilt.edu/module/rti01/#content>.

Week 10

Duke, N.K. & Watanabe, L.M. Editors. (2013). *Reading & Writing Specific Genres*. In *Handbook of Effective Literacy Instruction: Research-based Practices in K-8*. New York, NY: Guilford Press (pdf on BlackBoard, BB)

Reutzel, R. & Cooter, R. (2016). Strategies for teaching informational texts. In *Strategies for reading assessment & instruction in an era of common core standards: Helping every child succeed* (pp. 370-401). NY: Pearson, (pdf on BlackBoard, BB).

Week 11

Reutzel, R. & Cooter, R. (2016). Strategies for teaching informational texts. In *Strategies for reading assessment & instruction in an era of common core standards: Helping every child succeed* (pp. 370-401). NY: Pearson, (pdf on BlackBoard, BB).

Week 12

Blevins, W. (2017) Meeting the needs of struggling readers. In *Teaching phonics & word study in the intermediate grades*, (pp. 321-346). NY: Scholastic (pdf on BlackBoard, BB).

The Science of Teaching Reading @ <https://www.youtube.com/watch?v=Er3luXjT4dg>

Simple View of Reading Research @ <https://www.youtube.com/watch?v=BhpHr3SC7hk>

Week 13

Helman, Bear, Templeton, Invernizzi, & Johnston, (2012). Getting started: The assessment of orthographic development. In *Words Their Way with English Learners: Word Study for Phonics, Vocabulary, & Spelling* (pp. 23-49). Boston, MA: Pearson (pdf on BlackBoard, BB).

Student Learning Outcomes:

<p>COURSE SPECIFIC LEARNING OUTCOMES Students will be able to:</p>	<p>Measurements (means of assessment for student learning outcomes listed in first column)</p>
<p>1. Know oral language foundational stages, concepts, principles & best practices, speech/language delays (SBEC Language Arts & Reading EC-6, Standard 1; TEKS ELAR, K-5th Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Discussion, & Thinking—Oral Language</i>).</p>	<ul style="list-style-type: none"> • <i>Literacy Data Analysis & Differentiated Lesson Plans</i> • <i>The Science of Teaching Reading Reflection Paper</i> • <i>Literacy Case Study Report</i> • <i>Quizzes, Midterm & Final Exams</i>
<p>2. Analyze phonological & phonemic awareness literacy assessment data & plan differentiated lessons to help young students to develop phonemic awareness skills (SBEC Language Arts & Reading EC-6, Standard 2; TEKS ELAR, K-2nd Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing & Thinking—Phonological Awareness</i>).</p>	<ul style="list-style-type: none"> • <i>Literacy Data Analysis & Differentiated Lesson Plans</i> • <i>The Science of Teaching Reading Reflection Paper</i> • <i>Literacy Case Study Report</i> • <i>Quizzes, Midterm & Final Exams</i>
<p>3. Know the elements of the alphabetic principle & provide explicit instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language (SBEC Language Arts & Reading EC-6, Standard 3; TEKS ELAR K Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing & Thinking—Print Awareness & Spelling Knowledge</i>).</p>	<ul style="list-style-type: none"> • <i>Literacy Data Analysis & Differentiated Lesson Plans</i> • <i>The Science of Teaching Reading Reflection Paper</i> • <i>Literacy Case Study Report</i> • <i>Quizzes, Midterm & Final Exam</i>
<p>4. Compare & contrast how literacy develops over time and the prerequisite literacy strengths and needs required for literacy growth SBEC Language Arts & Reading EC-6, Standard 4; TEKS ELAR, K-5th, Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing & Thinking—Beginning Reading & Writing</i>.</p>	<ul style="list-style-type: none"> • <i>Literacy Data Analysis & Differentiated Lesson Plans</i> • <i>The Science of Teaching Reading Reflection Paper</i> • <i>Literacy Case Study Report</i> • <i>Quizzes, Midterm & Final Exams</i>
<p>5. Know the principles, concepts, and best practices of explicit, systematic phonics & structural analysis assessment and differentiated (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 & Comprehension</i>).</p>	<ul style="list-style-type: none"> • <i>Literacy Assessment Data Analysis & Lesson Plan Response</i> • <i>The Science of Teaching Reading Reflection Paper</i> • <i>Literacy Case Study Report</i> • <i>Quizzes, Midterm & Final Exams</i>
<p>6. Know the continuum of phonics and structural analysis decoding skills & interpret/use data from phonics, morphemic analysis & spelling assessments to plan structured lessons for 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>Literacy Assessment Data Analysis & Lesson Plan Response</i> • <i>The Science of Teaching Reading Reflection Paper</i> • <i>Literacy Case Study Report</i> • <i>Quizzes, Midterm & Final Exams</i>

COURSE SPECIFIC LEARNING OUTCOMES Students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
7. Know fluency concepts & principles & the interrelationship between fluency and reading comprehension & factors that disrupt fluent reading & text comprehension. Analyze oral reading (fluency) assessment data to determine students' reading levels and use the data results to plan differentiated reading lessons. (SBEC Language Arts & Reading EC-6, Standard 6; TEKS ELAR, 1 st -5 th : Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing & Thinking—Fluency, Comprehension Skills, Response Skills</i>).	<ul style="list-style-type: none"> • <i>Literacy Assessment Data Analysis & Lesson Plan Response</i> • <i>The Science of Teaching Reading Reflection Paper</i> • <i>Informational Text Lesson Video Demonstration & Lesson Plan</i> • <i>Literacy Case Study Report</i> • <i>Quizzes, Midterm & Final Exams</i>
8. Analyze comprehension assessment data & interpret the results to plan & deliver differentiated vocabulary & comprehension lessons to improve students' word knowledge, close reading, comprehension strategies, and knowledge of different comprehension levels—literal, inferential, & evaluative comprehension levels (SBEC Language Arts & Reading EC-6, Figure 19 TEKS ELAR, K-5 th <i>Reading/Comprehension Skills, Response Skills</i>).	<ul style="list-style-type: none"> • <i>Literacy Assessment Data Analysis & Lesson Plan Response</i> • <i>Informational Text Lesson Video Demonstration & Lesson Plan</i> • <i>Literacy Case Study Report</i> • <i>Quizzes, Midterm & Final Exams</i>
9. Know concepts and principles related to assessment and critical thinking about literary texts & informational texts & 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 (SBEC Language Arts & Reading EC-6, Standard 7; TEKS ELAR, K-5 th <i>Multiple Genres--Literary Elements; Multiple Genres--Genres & Author's Purpose Craft</i>).	<ul style="list-style-type: none"> • <i>The Science of Teaching Reading Reflection Paper</i> • <i>Informational Text Lesson Video Demonstration & Lesson Plan</i> • <i>Literacy Case Study Report</i> • <i>Quizzes, Midterm & Final Exams</i>
10. Identify the basic concepts, principles and best practices of writing assessment and instruction and demonstrate how to interpret results to teach the writing process, composition of multiple text genres and inquiry and research skills (SBEC Language Arts & Reading EC-6, Standard 10; TEKS ELAR, K-5 th <i>Writing Process, Composition, Inquiry & Research</i>).	<ul style="list-style-type: none"> • <i>The Science of Teaching Reading Reflection Paper</i> • <i>Comprehension Strategy for Informational Text Lesson Video Demonstration & Lesson Plan</i> • <i>Literacy Case Study Report</i> • <i>Quizzes, Midterm & Final Exam</i>
11. Administer & analyze literacy assessments to one child in first through fifth grade and prepare a case study report that synthesizes the results of <i>phonemic awareness/alphabetic principle; phonics/structural analysis decoding; fluency; comprehension and writing</i> assessments and explain effective teaching strategies or interventions to address the student's identified literacy needs.	<ul style="list-style-type: none"> • <i>Literacy Assessment Data Analysis & Lesson Plan Response</i> • <i>Literacy Case Study Report</i>

Evaluation & Coursework Requirements of Students:

Literacy Case Study (LCS) Report (15 points) As part of this course, you will score, analyze & interpret a variety of literacy assessments the LCS Report. Select **one student & keep the same student for the entire LCS Report**--grade one/Lasia, grade two/Camila, grade four/Dulce and grade five/Jordan. Download (on Blackboard) the student's testing packet with the literacy assessments that you will score, analyze & interpret in LCS Report. The case study report is divided into different parts and will be due at different points throughout the semester:

- **LCS Background Information & Elementary Reading Attitude Survey** –Word document (2 points)
 - Identify case study student i.e. *Lasia, Camila, Dulce or Jordan*.
 - **Score, analyze & interpret** *Elementary Reading Attitude Survey*
 - **Scan the scored** *Elementary Reading Attitude Survey* into the Word document.

- **LCS Decoding Assessments & Instructional Recommendations**—Word document- (3 points)
 - **Score, analyze & interpret** *Phonemic Awareness Assessments* (Lasia & Camila)
 - **Score, analyze & interpret** *Phonics* (Lasia, Camila, Dulce, Jordan)
 - **Score, analyze & interpret** *Structural Analysis Assessments* (Dulce & Jordan)
 - **Scan the scored** *Phonemic Awareness, Phonics & Structural Analysis* tests into the Word document.
- **LCS Comprehension Assessments & Instructional Recommendations** (5 points)
 - **Score, analyze & interpret** *Sight Vocabulary Assessment* (Lasia, Camila, Dulce, Jordan)
 - **Score, analyze & interpret** *Grade-level Fluency Oral Reading Passages* (Lasia, Camila, Dulce, Jordan)
 - **Score, analyze & interpret** *Estimate of Reading Comprehension* (Lasia, Camila, Dulce, Jordan)
 - **Scan the scored** *Sight Vocabulary, Grade-level Fluency Oral Reading Passages & Estimate of Reading Comprehension* tests into the Word document.
- **LCS Orthographic (Spelling) & Writing Assessments & Instructional Recommendations** (2 points)
 - **Score, analyze & interpret** *Elementary Spelling Inventory* (Lasia, Camila, Dulce, Jordan)
 - **Score, analyze & interpret** *Literature Quick-Write* (Lasia, Camila, Dulce, Jordan).
 - **Scan the scored** *Elementary Spelling Inventory (ESI) Feature Guide* into the Word document.
- **LCS Reading Levels & Goals Tied to Grade-Level ELAR TEKS** (3 points)
 - Submit a statement of the grade level of the student’s Independent, Instructional & Frustration Reading Levels based on grade-level *Fluency Oral Reading Passages* and compare student’s independent & instructional reading levels to his/her current grade level.
 - Submit 4 goals based on the student’s results on the literacy assessments that are aligned with grade level TEKS standards for
 - Decoding & Spelling
 - Fluency & Wide Reading
 - Comprehension
 - Writing

Points will be deducted for late submission of the assignments. A rubric for the literacy case study report can be found in the appendix.

Alphabet Principle Assessment Data Analysis & Lesson Plan Response (10 points) A two-part assignment to 1) interpret and analyze a 1st grade class composite of students’ alphabet principle test scores & group students into two groups. **I will provide the 1st grade class composite data for you to analyze for this assignment.** And, 2) is a structured small group alphabet principle lesson plan based on the results of data analysis.

Part 1: Assessment Data Analysis: use the **provided** classroom results 1st grade composite form and analyze students’ results for alphabet principle, phoneme awareness, & phonics skills. Group students into two groups for phonics intervention lessons.

Part 2 Lesson Plan Response: Write a lesson plan for a small group of students with the lesson objective/purpose; first grade *phonics TEKS*; materials; phonics lesson’s focus and procedures; and formative assessment using one lesson plan template provided in class notes (power point).

Points will be deducted for late submission of the assignment. A rubric for the Alphabet Principle Analysis & Lesson Plan can be found in the appendix.

Word Study, Fluency, & Comprehension Assessment Data Analysis & Lesson Plan Response (10 points) This is a two-part assignment that requires you to interpret and analyze a 4th grade class composite of students' oral reading word accuracy, fluency, morphemic analysis proficiency and comprehension test results and group students reading at the **instructional** reading level into two groups. **I will provide the 4th grade class composite data for you to analyze for this assignment.** Part two is a structured small group lesson plan for word study, fluency & comprehension based on the results of the assessment data.

Part 1 Assessment Data Analysis: use the **provided** 4th grade composite chart and analyze students' results oral reading word accuracy, fluency, syllabication and comprehension assessments. Group students reading at the **instructional** reading level into two groups.

Part 2 Lesson Plan Response: Write a small group, structured lesson plan with the lesson objective; phonics/spelling, fluency, & author's purpose & craft ELAR TEKS; a 4th grade narrative chapter book (ch.1), Syllasearch polysyllable activity; fluency & vocabulary activity, comprehension questions; and formative assessment using **one lesson plan template** provided in the class notes (power point)

Points will be deducted for late submission of the assignment. A rubric for the Word Study, Fluency, & Comprehension Assessment Data Analysis & Lesson Plan Response can be found in the appendix.

The Science of Teaching Reading (STR) Reflection Paper (10 points) As part of this course, you will reflect on the Science of Teaching Reading (STR) and write a three-page reflection paper that includes:

- Texas House Bill 3 (HB3) & Science of Teaching Reading (STR teacher certification exams;
- A summary of brain research and how everyone learns to read;
- The *Simple View of Reading* and *Scarborough's Rope* and
- Struggling readers, Response-to-Intervention (RtI) and structured literacy instruction.

Use the Pre-Writing Guide from the class notes (power point) to write your STR Reflection Paper. Write a 3-page, **double-spaced** paper that is concise and free of grammatical errors.

Points will be deducted for late submission of the assignment. A rubric for your science of teaching reading reflection paper can be found in the appendix.

5-Minute iMovie: Comprehension Strategy & Teacher Think Aloud with an Informational Text & Lesson Plan (15 points).

- **5-minute iMovie** Demonstrate a **teacher** "think aloud" using an **informational** book's text organization and text features following the reading comprehension strategy procedures outlined in the power point (class notes). Select an appropriate informational (nonfiction) book and **one** of the following comprehension strategies for teaching informational text from pages 378-399 in Reutzel and Cooter text:
 - ✓ **The Picture Walk** (pp.380-381)
 - ✓ **Graphic Organizer of Informational Text Structure** (pp. 386-387)
 - ✓ **Close Reading of Informational Texts** (pp. 387-390)
 - ✓ **Question-Answer Relationships (QAR)** (pp. 393-394)
 - ✓ **Informational Text Oral Readings** (pp. 397-398)

The 5-minute iMovie is submitted on UTEP's One Drive for Business.

- **Lesson Plan Description of Comprehension Strategy Lesson (Word Document)** Write a comprehension strategy lesson plan using the Lesson Plan template in the class notes (power point). Write a clear description of the comprehension strategy & grade level; title & author of informational text; ELAR TEKS--Multiple Genres: *Genres (D) Recognize characteristics & structures of Informational Texts TEKS standard*; purpose; and a detailed description of **BEFORE Reading** procedures to introduce the book & **think aloud** about the text illustrations & vocabulary based on the comprehension strategy lesson objective. **During Reading** procedures to **think aloud** about the book's text features & text structure; **& After Reading Procedures** (not part of video) procedures for students to continue use of the comprehension strategy. The Lesson Plan is submitted on BlackBoard (BB).

The 5-Minute iMovie is submitted on UTEP's One Drive for Business & the Lesson Plan is submitted on BlackBoard (BB). Points will be deducted for late submission of the assignment.

A rubric for the iMovie Comprehension Strategy Teacher Think Aloud with an Informational Text and Lesson Plan can be found in the appendix.

Midterm & Final Exams (20 points, 10 points each)– 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 Core Subjects, Science of Teaching Reading & 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/STR/PPR exams.

Quizzes/Formative Assessments (20 Points—2 points each for scores of 80% and above). In the course syllabus, each week's course vocabulary and required readings are clearly outlined. Before each class, you are expected to read the required readings and maintain an academic vocabulary notebook with weekly vocabulary words and definitions. The required readings, academic vocabulary, and weekly class notes will form the basis of quizzes/formative assessments. **You must receive a score of 80% or higher on each quiz in order to get the 2 points credit.** The quiz will be on BlackBoard located inside the weekly folder; questions will be multiple choice & short answer and similar to those found on the TExES/STR/PPR exams. These quizzes and exams are open-book; use your academic vocabulary notebooks & weekly class notes (power points) when taking the quizzes, midterm, and final exams. **All quizzes will be online and must be completed by Wednesday at midnight for credit.**

Assignment	Due Date	Point Value
Literacy Case Study Report: <ul style="list-style-type: none"> • Background Information & Elementary Reading Attitude Survey & Recommendations (2 pts) • Decoding & Instructional Recommendations (3 pts) • Comprehension & Recommendations (5 pts) • Orthographic/Spelling, Writing & Recommendations (2 pts) • Reading Levels & Goals Tied to ELAR TEKS (3 pts) 	Case Study: <ol style="list-style-type: none"> 1. Background Information, <i>Elementary Reading Attitude Survey</i> & Instructional Recommendations—9/25/23 2. Decoding & Instructional Recommendations—10/23/23 3. Comprehension & Instructional Recommendations—10/30/23 4. Orthographic/Spelling, Writing & Instructional Recommendations—12/4/23 5. Reading Levels & Goals Tied to ELAR TEKS—12/8/23 	15 points
Alphabet Principle Analysis & Lesson Plan Response	10/16/23	10 points
Word Study, Fluency & Comprehension Analysis & Lesson Plan Response	11/13/23	10 points
5-Minute iMovie Comprehension Strategy Teacher Think Aloud using an Informational (nonfiction) Book & Lesson Plan	11/20/23	15 points
The Science of Teaching Reading Reflection Paper	11/27/23	10 points
Midterm and Final Exam	Midterm--- 10/30/23 Final— 12/11/23	20 points
10 Quizzes/Formative Assessments	Ongoing	20 points
TOTAL		100 points

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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.

Students with Disabilities statement: 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 Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with 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 CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with your instructor [kmein@utep.edu] to set up a phone meeting].

Office Hours & Guide to Class Etiquette:

- *You are expected to actively engage in the learning community of this class.*
- *You are expected to exhibit high level time management skills and turn your work in ON TIME.*
- *You work is expected to be your own.*
- *You are expected to contact me for help if needed throughout the semester.* I will have virtual office hours on Monday through Friday from 3:00 to 4:00 PM. You can email me for a quick response or email me at kmein@utep.edu. Outside of my virtual office hours, you can expect a response from me with 24-48 hours (usually sooner) for any email communication you send.

Attendance Policy

Your attendance and active participation are vital to this course. **You are expected to** study the required reading (power points) before Zoom class meetings and prepare questions to ask for clarification of course content & assignments. The pre-recorded class notes (power points) are located inside each week's folder on BlackBoard (BB). Your **attendance is mandatory at all weekly BlackBoard (BB) ZOOM class meetings; the meetings will be locked 10 minutes after the start time so make sure you are on time.** Complete the weekly quiz by **due Wednesday date at midnight.** Students may be dropped from the class for lack of attendance at **weekly BB ZOOM class meetings.**

Grading:

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

Additional Resources: Websites

- Reading Rockets: Reading101 Modules: <https://www.readingrockets.org/reading-101/reading-101-learning-modules/course-modules>
- National Reading Panel Report--
www.nationalreadingpanel.org/publications/summary.htm.
- TEKS ELAR <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>.
- The International Dyslexia Association <http://www.Dyslexiaida.org>.
- Understood—For Learning and Attention Issues <https://www.understood.org/en>
- The Yale Center for Dyslexia & Creativity <http://www.dyslexia.yale.edu>.
- National Center for Learning Disability (NCLD) <http://www.NCLD.org>
- "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

****Syllabus subject to change**

Course Schedule

Date	Topic	Readings & Assignments Due
<p>August 28 Week 1</p>	<p>Introduction to the course: <i>Connecting Research & Practice, the Science of Teaching Reading & ELAR TEKS/CCSS Standards</i></p>	<p>Purchase the required textbook: <i>Multisensory Teaching of Basic Skills, 4th Edition. Edited by:</i> Judith R. Birsh, Ed.D & Suzanne Carreker. Paul H. Brooks Publishing Co., copyright 2018. ISBN-13 9781681252261</p> <p>Read (before class)</p> <ul style="list-style-type: none"> ▪ Read & review the course syllabus ▪ Read & review the course schedule on BlackBoard (BB) ▪ Read CH. 1: Connecting Research & Practice by Judith R. Birsh (required textbook) ▪ Download & read the <i>Texas Elementary English Language Arts & Reading (ELAR) TEKS</i> (Sept. 2017) and <i>Texas Prekindergarten Guidelines</i> <p>BlackBoard (BB) Assignments</p> <ul style="list-style-type: none"> ✓ Attend ZOOM Class Meeting (mandatory) on Monday, 8/28/23 at 8:30-10:30 AM. ✓ Download, study & listen-to week #1 class notes (power point) located inside week # 1 folder on BB.
<p>September 11 Week 2</p>	<p>Dyslexia, Executive Function in Literacy Development & Structured Literacy Instruction</p> <p><i>Literacy Case Study Student</i></p>	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ CH. 2: Structured Literacy Instruction by Mary L. Farrell & Nancy Cushen White (required textbook) ✓ CH. 8 The Role of Executive Function in Literacy Instruction by Monica Gordon-Pershey (required textbook) ✓ Select one Literacy Case Study (LCS) student and download their LCS Packet with testing artifacts. Score, analyze & interpret the <i>Elementary Reading Attitude Survey</i> (testing artifact) in student's LCS Packet. <p>Academic Vocabulary Notebook: <i>Dyslexia, executive function, metacognitive domain, social emotional domain, goal setting, organizing, working memory, attention deficits, cognitive flexibility, inhibition, self-monitoring regulation, specific learning disabilities, language disorders, structured literacy lesson.</i></p> <p>Class Assignment:</p> <ul style="list-style-type: none"> ✓ Identify your Literacy Case Student (LCS) student [keep the whole semester] and download his/her Literacy Case Study (LCS) Packet with Testing Artifacts. Score, interpret the <i>Elementary Reading Attitude Survey</i> & create an instructional recommendation based on the results. <p>BlackBoard (BB) Assignments</p> <ul style="list-style-type: none"> ✓ Attend ZOOM class meeting (mandatory) on Monday, September 11, 2023 at 8:30-10:30 AM. ✓ Study & listen-to videos in Week #2 class notes (power point) located inside week #2 folder on BB.

Date	Topic	Readings & Assignments Due
Sept. 18 Week 3	Assessment of Literacy Skills	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ McKenna & Daughtrey-Stahl. <i>General concepts of Assessment</i> (pdf on BlackBoard (BB)) ✓ CH. 7: Assessment of Reading Skills: A Review of Select Key Ideas & Best Practices by Larry E. Hess & Eileen S. Marzola (required textbook). ✓ <i>Elementary Reading Attitude Survey</i> in LCS student's testing packet. <p>Academic Vocabulary Notebook: <i>Assessment, measurement, evaluation, reliability, validity, face-validity, executive function, Response-to-Intervention, standardized tests, norm-referenced test, criterion-referenced test, screening, criterion-based measures, Informal Reading Inventories, rubrics, formative & summative assessments.</i></p> <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend ZOOM class meeting (mandatory) on Monday, Sept. 18, 2023 at 8:30-10:30 AM. • Study & listen-to videos in Week#3 class notes (power point) located inside week #3 folder on BB. • Complete Quiz #1 on BlackBoard (BB) by Wednesday, 9/20 at midnight. You must score 80% or higher to get 2 points credit for the quiz.
Sept. 25 Week 4	Oral Language Development & Literacy Skills	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ CH. 3: Oral Language Development & Its Relationship to Literacy by Lydia H. Soifer (required textbook) ✓ <i>TEKS ELAR, K -5th: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: Oral Language</i> <p>Academic Vocabulary Notebook: <i>Impaired language functioning, expressive language, receptive language, executive function, phonology, phonological development, syntactic development, semantic development, pragmatic development, articulation, pronunciation, intonation.</i></p> <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend ZOOM class meeting (mandatory) on Monday, 9/25/23 at 8:30-10:30 AM. • Study & listen-to videos Week #4 Class Notes (Power Point) located inside week #4 folder on BB. • Complete Quiz #2 on BB by Wednesday, 9/27 at midnight. You must score 80% or higher to get 2 points credit for the quiz. • LCS Background Information & Instructional Recommendations (2 points) due 9/25/23. Submit (Word document) LCS student's name & background information outlined in the packet (<i>Lasia, Camila, Dulce, or Jordan</i>) and provide scores, analysis & interpretation of the student's <i>Elementary Reading Attitude Survey</i> and reading motivation instructional recommendations. Insert scored Elementary Reading Attitude Survey into the Word document.

Date	Topic	Readings & Assignments Due
<p>October 2 Week 5</p>	<p>Early Literacy, Alphabet Knowledge & Phonemic Awareness</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ CH. 5: Alphabet Knowledge: Letter Recognition, Letter Naming & Letter Sequencing by Kay A. Allen & Graham F. Neuhaus (required textbook) ✓ CH. 6: Teaching Phonemic Awareness by Lucy Hart Paulson (required textbook) ✓ <i>Case Study Phonemic Awareness Assessment</i>, pp. 12-18 (pdf on BB) ✓ TEKS ELAR, K-2nd: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: Print Awareness & Phonological Awareness <p>Academic Vocabulary Notebook: <i>Emergent literacy, alphabetic principle, print awareness, alphabet knowledge, letter naming, graphemes, guided discovery learning, alphabet activities, phonological developmental sequence, phonemes, syllables, CVC words, CVVC/CVCE words, onset & rime, phoneme blending, phoneme isolation, phoneme isolation, phoneme substitution, Elkonin boxes.</i></p> <p>Class Assignment:</p> <ul style="list-style-type: none"> ✓ Score, analyze & interpret <i>Phonemic Awareness Assessments</i> & Instructional Recommendations for Lasia or Camila <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend ZOOM class meeting (mandatory) on Monday, 10/2/23 at 8:30-10:30 AM. • Study & listen-to videos Week#5 Class Notes (Power Point) located inside week #5 folder on BB. • Complete Quiz #3 on BB by Wednesday, 10/4 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
<p>Oct. 9 Week 6</p>	<p>Accurate Decoding: Phonics, Structural/Morphological Analysis & Teaching Spelling</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ Ch. 9: Teaching Reading: Accurate Decoding by Suzanne Carreker (required textbook) ✓ Ch. 10: Teaching Spelling by Suzanne Carreker. (textbook) ✓ <i>Case Study Phonics Assessment</i>, pp. 117-130 (pdf on BB) ✓ <i>Case Study Structural Analysis Assessment</i>, pp. 149-165 (pdf on BB) ✓ <i>ELAR TEKS, K-5th. Developing & sustaining language skills— Demonstrate & apply phonetic knowledge</i> <p>Academic Vocabulary Notebook: <i>Phonics, decoding, encoding, consonants, short vowels, long vowels, consonant blends, vowel blends, consonant digraphs, vowel digraphs, r-controlled vowels, diphthongs, schwa, partially blocked sounds, irregular words, high frequency words, morphology/structural analysis, morpheme, affix, prefix, suffix, base word, root word, open & closed syllables, derivational suffixes, polysyllabic words, syllabication, orthography, spelling patterns, homophones</i></p> <p>Class Assignment:</p> <ul style="list-style-type: none"> ✓ Score, analyze & interpret <i>Phonics Assessments & Instructional Recommendations for Lasia, Camila, Dulce or Jordan</i> ✓ Score, analyze & interpret <i>Structural Analysis Assessments & Instructional Recommendations for Dulce or Jordan</i> <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend ZOOM class meeting (mandatory) on Monday, 10/9/23 at 8:30-10:30 AM. • Study & listen-to videos Week #6 Class Notes (Power Point) located inside week #6 folder on BB. • Complete Quiz #4 on BB by Wednesday, 10/11/23 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
<p>Oct. 16 Week 7</p>	<p>Fluency & Vocabulary Learning & Instruction</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ CH. 12: <i>Fluency in Learning to Read: Conceptions, Misconceptions, Learning Disabilities & Instructional Moves</i> by Katherine Garnett (required textbook) ✓ CH. 15: <i>Working with Word Meaning: Vocabulary Instruction</i> by Nancy E. Hennessy (required textbook) ✓ <i>Case Study Student's Sight Vocabulary Assessments</i>, (pdf on BlackBoard, BB). ✓ <i>Case Study Student's grade level Oral Reading Passages</i> (pdf on BlackBoard, BB). ✓ TEKS ELAR, 1st -5th: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: <i>Fluency</i> ✓ TEKS ELAR, 1st -5th: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: <i>Vocabulary</i> <p>Academic Vocabulary Notebook: <i>Fluency, accuracy, rate, repeated reading, grade-level oral reading passages, automaticity, prosody; Reading Levels: independent, instructional & frustration, listening capacity level, direct vocabulary instruction, indirect vocabulary instruction, sight words/high frequency words, academic vocabulary; tiered vocabulary, semantic maps, independent word learning.</i></p> <p>Class Assignment:</p> <ul style="list-style-type: none"> • Score, analyze & interpret <i>Sight Vocabulary Assessments</i> & create High Frequency Words Instructional Recommendations. • Score, analyze & interpret <i>Fluency Oral Reading Passages</i> (multiple passages) & create Instructional Recommendations for Lasia, Camila, Dulce or Jordan <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend ZOOM class meeting (mandatory) on Monday, 10/16/23 at 8:30-10:30 AM. • Study & listen-to videos Week#7 Class Notes (Power Point) located inside week #7 folder on BB. • Complete Quiz #5 on BB by Wednesday, 10/18/23 at midnight. You must score 80% or higher to get 2 points credit for the quiz. • Alphabetic Principle Data Analysis & Lesson Plan Response (10 points) due on BlackBoard on 10/16/23 by midnight.

Date	Topic	Readings & Assignments Due
<p>Oct 23 Week 8</p>	<p>Listening & Reading Comprehension</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> • Kelly, M. & Clausen-Grace, N. (2007) <i>Introducing the Metacognitive Framework</i> (pdf on BlackBoard (BB)). • CH. 16: <i>Strategies to Improve Reading Comprehension in the Multisensory Classroom</i> by Eileen S. Marzola (required textbook) • <i>Case Study Estimate of Reading Comprehension Level Assessment</i> (pdf on BB) • TEKS ELAR, K-5th Listening, Speaking, Reading, Writing, & Thinking: <i>Comprehension Skills; Response Skills.</i> <p>Academic Vocabulary Notebook: <i>Comprehension, listening comprehension, reading comprehension, schema theory, prior/background knowledge, metacognition, comprehension strategies: predicting, inferences, asking questions, visualizing, making connections, summarizing. Reading comprehension taxonomies: literal, inferential, evaluative & analytical comprehension questions, interpretation, word reading skills, critical reading.</i></p> <p>Class Assignment:</p> <ul style="list-style-type: none"> • Score, analyze & interpret <i>Estimate of Comprehension</i> & Instructional Recommendations for Lasia, Camila, Dulce or Jordan <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend ZOOM class meeting (mandatory) on Monday, 10/23/23 at 8:30-10:30 AM. • Study & listen-to videos Week#8 Class Notes (Power Point) located inside week #8 folder on BB. • Complete Quiz #6 on BB by Wednesday, 10/25/23 at midnight. You must score 80% or higher to get 2 points credit for the quiz. • LCS Decoding Assessments & Instructional Recommendations due on BlackBoard (BB) on 10/23/23--Word document (3 points) with scores, analysis & interpretation of <i>Phonemic Awareness</i> (Lasia & Camila); scores, analysis & interpretation of <i>Phonics Assessments</i> (Lasia, Camila, Dulce, Jordan) & scores, analysis & interpretation of <i>Structural Analysis Assessments</i> (Dulce, Jordan) & Instructional Recommendations for phonemic awareness, phonics & structural analysis. Insert scored Phonemic Awareness, Phonics & Structural Analysis tests into the Word document.

Date	Topic	Readings & Assignments Due
<p>Oct. 30 Week 9</p>	<p>MIDTERM Exam</p> <p>Response to Intervention (Rtl) WebQuest</p>	<p>Class does not meet</p> <p>BlackBoard</p> <ul style="list-style-type: none"> • Midterm exam inside week #9 folder on BlackBoard. Midterm exam opens at 8:00 am on 10/30/23 and closes at 11:30 pm on 10/30/23. <p>Response to Intervention (Rtl) Readings & WebQuest</p> <ul style="list-style-type: none"> • <i>Fuchs, Fuchs, & Vaughn, What is intensive instruction and why is it important.</i> (pdf on BB) • Read & review the Response to Intervention (Rtl) WebQuest at: https://iris.peabody.vanderbilt.edu/module/rti01/#content <p>Academic Vocabulary Notebook: <i>Academic Intervention; Response-to-Intervention (Rtl); Tier 1 Instruction; Tier 2 Intervention; Tier 3 Intensive/Targeted Intervention; Progress Monitoring Assessments.</i></p> <p>BlackBoard Assignment Due 10/30/23</p> <ul style="list-style-type: none"> • LCS Comprehension Assessments & Instructional Recommendations due 10/30/23 on BlackBoard (5 points) Word document with scores, analysis, interpretation of <i>Sight Vocabulary</i> Assessment (Lasia, Camila, Dulce, Jordan); scores, analysis, interpretation of <i>Grade-Level Fluency Oral Reading Passages</i> for word accuracy & fluency (Lasia, Camila, Dulce, Jordan); scores, analysis, interpretation of <i>Estimate of Reading Comprehension</i> (Lasia, Camila, Dulce, Jordan) and Instructional Recommendations for Sight Vocabulary, Fluency & Comprehension. Include scored <i>Sight Vocabulary, Fluency Oral Reading Passages & Estimate of Reading Comprehension</i> into the Word document. • Extra Credit Assignment: After reading the Fuchs et al. article & watching the videos on the RTI WebQuest, read and submit the Response to Intervention (Rtl) assignment on Blackboard for 5 points extra credit. Do not email me your answers to the Rtl questions due 11/3/23.

Date	Topic	Readings & Assignments Due
<p>Nov 6 Week 10</p>	<p>Assessing & Teaching Literary & Informational Texts</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> • Duke & Watanabe, <i>Reading & Writing Specific Genres</i> (pdf on BB) • Reutzel & Cooter, <i>Strategies for Teaching Informational Texts</i> (pdf on BB). • TEKS ELAR, K-5th Listening, Speaking, Reading, Writing, & Thinking: <i>Literary Elements, Genres; & Author’s Purpose & Craft.</i> <p>Academic Vocabulary Notebook: Commercial Books: <i>little books, basal readers, predictable books, informational (nonfiction) books, multilevel books, chapter books, multicultural books.</i> Other Texts: <i>magazines, newspapers, real-life texts, electronic texts.</i> Literary Genres: <i>folktales; fables; fairy tales; legends; myths; tall tales; nursery rhymes; poetry & drama.</i> Informational Text Structures: <i>descriptive; comparison/contrast; cause/effect; sequential; chronological.</i> Informational Text Features: <i>subtitles, bold/italicized word, graphic features.</i></p> <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend ZOOM class meeting (mandatory) on Monday, 11/6/23 at 8:30-10:30 AM. • Study & listen-to videos Week#10 Class Notes (Power Point) located inside week #10 folder on BB. • Complete Quiz #7 on BB by Wednesday, 11/8/23 at midnight. You must score 80% or higher to get 2 points credit for the quiz.
<p>Nov. 13 Week 11</p>	<p>Comprehension Strategy iMovie <i>Teacher Think Aloud</i> using an Informational Text & Lesson Plan</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ Reutzel & Cooter, <i>Strategies for Teaching Informational Texts—pp. 380-381; 386-387; 387-390; 397-398</i> (pdf on BB) ✓ TEKS ELAR, K-5th Listening, Speaking, Reading, Writing, & Thinking: <i>Literary Elements, Genres; & Author’s Purpose & Craft.</i> <p>Academic Vocabulary Notebook: <i>Teacher think aloud; informational digital text; engagement.</i> Comprehension Teaching Strategies: <i>picture walk, text structure graphic organizers, close reading, question-answer-relationships (QAR), oral retelling</i></p> <p>Class Assignment:</p> <ul style="list-style-type: none"> ✓ Select an informational print text/digital text. ✓ Practice procedures for a <i>teacher think aloud</i> of one comprehension strategy (<i>picture walk, text structure graphic organizer, close reading, question-answer-relationships (QAR) or oral retelling</i>) using the informational text & following the procedures outlined in the class notes (power point). <p>BlackBoard (BB) Assignments</p> <ul style="list-style-type: none"> ✓ Attend ZOOM class meeting (mandatory) on Monday, 11/13 at 8:30-10:30 AM. ✓ Study & listen-to videos Week#11 Class Notes (Power Point) located inside week #13 folder on BB. ✓ Complete Quiz #8 on BB by Wednesday, 11/15 at midnight. You must score 80% or higher to get 2 points credit for the quiz. ✓ Word Study, Fluency, & Comprehension Data Analysis & Lesson Plan Response (10 points) due on BB on 11/13/23 by midnight.

Date	Topic	Readings & Assignments Due
Nov. 20 Week 12	Science of Teaching Reading & Academic Intervention	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ CH 11 <i>Multi-Modal Handwriting Instruction for Pencil & Technology Tools</i> by Beverly J. Wolf & Virginia Wise Berninger. (required textbook) ✓ CH. 15 (Re-read) pp. <i>Vocabulary & Reading Proficiency: A Review of Theoretical Models—The Simple View of Reading, Reading Rope Model of Reading Development (pp.559-561)</i> (required textbook) ✓ CH. 20: <i>Instruction for Older Students with a Word-Level Reading Disability</i> by Barbara A. Wilson (required textbook) • Blevins, <i>Meeting the Needs of Struggling Readers</i> (pdf on BB) • Texas English Language Proficiency Standards (ELPS) (pdf on BB) <p>Watch & Take Notes (before class)</p> <ul style="list-style-type: none"> • <i>The Science of Teaching Reading:</i> https://www.youtube.com/watch?v=Er3luXjT4dg • <i>Simple View of Reading Research:</i> https://www.youtube.com/watch?v=BhpHr3SC7hk <p>Academic Vocabulary Notebook: <i>handwriting, manuscript writing, cursive writing, Simple View of Reading, Scarborough Rope, language comprehension components, word recognition components, House Bill 3 (HB-3), letter-box brain region, asset-based approach, Texas English Language Proficiency Standards (ELPS), instructional decision-making. Types of Struggling Readers: non-alphabetic, compensatory, non-automatic; delayed.</i></p> <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend ZOOM class meeting (mandatory) on Monday, 11/20 at 8:30-10:30 AM. • Comprehension Strategy Lesson iMovie: Teacher Think Aloud Using an Informational Book & Lesson Plan (15 points) due on BlackBoard and/or UTEP One Drive for Business on 11/20/23 by midnight. • Study & listen-to videos in week #12 class notes (power point) located inside week #12 folder on BB. • Complete Quiz #9 on BB by Wednesday, 11/22/23 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
Nov. 27 Week 13	Teaching Writing and Inquiry & Research And Orthography & the Elementary Spelling Inventory	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ CH. 14: <i>The History & Structure of Written English</i> by Marcia K. Henry (required textbook) ✓ CH. 17: <i>Composition: Evidence-Based Instruction</i> by Judith C. Hochman & Betsy MacDermott-Duffy. (require textbook) ✓ Helman, Bear, Templeton, Invernizzi, & Johnston, Getting started: The assessment of orthographic development, pp. 23-49. (pdf on BB) • ELAR TEKS, K-5th, <i>Developing & sustaining language skills—Demonstrate & apply spelling knowledge</i> • ELAR TEKS, K-5th: <i>Composition: Writing Process, Genres; Reading & Writing: Media Literacy; Inquiry & Research</i> • ELAR TEKS: <i>K-5th Spelling</i> <p>Academic Vocabulary Notebook: <i>Latin root words, Greek root words, syllable patterns, Writing conventions, grammar, sentence types—statements, questions, exclamations & commands, conjunctives, appositives, topic sentence, media literacy, inquiry approach, research. Writing Process: prewriting; drafting; revising; editing; publishing. Writing Genres: narrative writing, descriptive writing, persuasive or pro/con writing.</i></p> <p>Class Assignment:</p> <ul style="list-style-type: none"> • Score, analyze & interpret <i>Writing Samples</i> & Instructional Recommendations for Lasia, Camila, Dulce or Jordan • Score, analyze & interpret <i>Elementary Spelling Inventory</i> (ESI) & Instructional Recommendations for Lasia, Camila, Dulce or Jordan <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend ZOOM class meeting (mandatory) on Monday, 11/27/23 at 8:30-10:30 AM. • Study & listen-to videos Week#13 Class Notes (Power Point located inside week #13 folder on BB. • Complete Quiz #10 on BB by Wednesday, 11/29 at midnight. You must score 80% or higher to get 2 points credit for the quiz. • The Science of Teaching Reading (STR) Paper due on BB on 11/27 by midnight.

Date	Topic	Readings & Assignments Due
<p>December 4 Week 14</p>	<p>Designing the Learning Environment & Planning Multisensory Structured Literacy Lessons</p> <p>Review for Final Exam</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ CH. 18: <i>Designing the Learning Environment & Planning Multisensory Structured Literacy</i> by Judith R. Birsh, Jean Schedler & Robin Anderson Singer (required textbook) <p>Academic Vocabulary Notebook: <i>content, process, context, diagnostic & prescriptive instruction, Universal Design for Learning (UDL), direct-explicit-sequenced instruction.</i></p> <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> ✓ Attend ZOOM class meeting (mandatory) on Monday, 12/4/23 at 8:30-10:30 AM. ✓ Orthographic (Spelling) & Writing Assessments & Instructional Recommendations due 12/4/23 (2 points). Word document with scores, analysis & interpretation of <i>Elementary Spelling Inventory (ESI)</i> & scores, analysis & interpretation of Literature Quick-Write using Writing Rubric and Spelling & Writing Instructional Recommendations for Lasia, Camila, Dulce, Jordan. Include scored scanned Elementary Spelling Feature Analysis Guide in the Word document. ✓ Reading Levels & Goals Tied to Grade-Level ELAR TEKS (3 points) due 12/8/23. Grade level of student's Independent, Instructional & Frustration Reading Level based on <i>Oral Reading Passages</i> and <u>compare</u> their Independent & Instructional Reading Levels to his/her current grade level. ✓ 4 Goals aligned with the student's grade level TEKS standards for Lasia, Camila, Dulce or Jordan <ul style="list-style-type: none"> ▪ Decoding & Spelling ▪ Fluency & Wide Reading ▪ Comprehension ▪ Writing
<p>December 11 Week 15</p>	<p>Final Exam</p>	<p>BlackBoard</p> <ul style="list-style-type: none"> • Final exam inside week #15 folder on BlackBoard. Final exam opens at 8:00 am on 12/11/23 and closes at 11:30 pm on 12/11/23.

APPENDIX

Grading Rubric: Literacy Case Study Report (15 points)

Criteria	Possible Points	Points Earned
<p>Background Information:</p> <ul style="list-style-type: none"> Clearly identifies & describes case study student i.e. <i>Lasia, Camila, Dulce or Jordan</i>. Accurately analyzes & interprets student’s total reading score/rate as well as recreational & academic reading scores/rates on the <i>Reading Motivation Survey</i> (Garfield) and provides one research-based instructional recommendation based on student’s test results. Submits the scored <i>Reading Motivation Survey</i> testing artifact, interpretation & recommendation on BlackBoard (BB) on due date. 	2	
<p>Decoding Assessments & Instructional Recommendations</p> <ul style="list-style-type: none"> Accurately analyzes & interprets student’s results on <i>Phonemic Awareness Assessments</i> (Lasia & Camila) and provide 1-2 (if applicable) research-based instructional recommendation based on student’s test results. Accurately analyzes & interprets student’s results on <i>Phonics Assessments</i> (Lasia, Camila, Dulce, Jordan) and provides 1-2 research-based instructional recommendation based on student’s test results. Accurately analyzes & interprets student’s results on <i>Structural Analysis Assessments</i> (Dulce & Jordan) and provides 1-2 research-based instructional recommendation based on student’s test results. Submit all scored Decoding: Phonemic Awareness, Phonics, Structural Analysis testing artifacts, interpretations & recommendations on BlackBoard on due date. 	3	
<p>Comprehension Assessments & Instructional Recommendations</p> <ul style="list-style-type: none"> Accurately analyzes & interprets student’s results on the <i>Sight Vocabulary Assessment</i> (Lasia, Camila, Dulce, Jordan) and provide research-based instructional recommendation based on student’s test results. Accurately analyzes & interprets student’s miscues, oral reading level, and fluency rate (WPM) on 4-5 <i>Graded Oral Language Passages</i> (Lasia, Camila, Dulce, Jordan) and provides research-based instructional recommendations for independent & instructional reading and fluency based on student’s test results. Accurately analyzes & interprets student’s results on <i>Estimate of Comprehension</i> (Lasia, Camila, Dulce, Jordan) and provides comprehension research-based instructional recommendations based on student’s test results. Submit all scored Comprehension: Sight Vocabulary, 4-5 Graded Oral Reading Passages, Estimate of Comprehension testing artifacts, interpretations & recommendations on BlackBoard on due date. 	5	
<p>Orthographic (Spelling) & Writing Assessments & Instructional Recommendations</p> <ul style="list-style-type: none"> Accurately analyzes & interprets student’s results on the <i>Elementary Spelling Inventory</i> (ESI) Assessment (Lasia, Camila, Dulce, Jordan) and provide research-based instructional spelling/word study recommendations based on student’s test results. Accurately analyzes & interprets student’s results on the <i>Sight Vocabulary Assessment</i> (Lasia, Camila, Dulce, Jordan) and provide research-based instructional recommendation based on student’s test results. Accurately analyzes & interprets student’s results on the <i>Literature Quick Write Assessment</i> (Lasia, Camila, Dulce, Jordan) and provide writing research-based instructional recommendation based on student’s test results. Submit all scored Spelling & Writing: Elementary Spelling Inventory, Writing Grading Rubric testing artifacts, interpretations & recommendations on BlackBoard on due date. 	2	
<p>Reading Levels & Goals Tied to Grade-Level ELAR TEKS</p> <ul style="list-style-type: none"> Clearly state the grade level for student’s Independent, Instructional & Frustration Reading Levels based on <i>Oral Reading Passages</i> & <u>compares</u> his/her reading levels to their current grade level. Clearly describes 4 goals aligned with the student’s grade level TEKS standards for: Decoding & Spelling; Fluency; Comprehension; and Writing. 	3	
Total	15 points	

Grading Rubric: Alphabet Principle Assessment Data Analysis & Lesson Plan Response (10 points)

Criteria	Possible Points	Points Earned
<p>Assessment Data Analysis: Clearly analyzes class composite of students' alphabet knowledge, phoneme awareness, & phonics skills, including</p> <ul style="list-style-type: none"> ▪ identify initial & ending phonemes & alphabet letters in CVC & CVVC/CVCE spoken words (phonological awareness); ▪ identify middle vowel phoneme & alphabet letter in CVC & CVVC/CVCE spoken words. ▪ blend phonemes in CVC & CVVC/CVCE spoken words to form pronounceable words (phonological awareness); ▪ segment & count phonemes in CVC & CVVC/CVCE spoken words to form pronounceable words (phonological awareness); ▪ ability to rapidly identify high frequency sight words. ▪ decode the short vowel sound in written CVC words. ▪ decode the long vowel sound in written CVVC & CVCE words. <p>Clearly divides students into 2 intervention groups based on learning needs.</p>	4	
<p>Lesson Plan Response: A clear description of students' names (5) for the small group alphabetic principle lesson. A clear description a whole-to-part phonics lesson for either a CVC <i>short vowel</i> [e, i, o, u] sound-letter or a CVVC <i>long vowel team</i> [ay/a-e; oa/oe], the lesson objective, phonics TEKS, materials including list of words.</p>	3	
<p>Lesson Plan Response: A clear description of each focus of CVC or CVVC lesson sequence and the corresponding procedure to teach the alphabetic principle for each step. A clear description of a formative assessment using a decodable book or writing activity.</p>	3	
TOTAL	10 points	

APPENDIX

Grading Rubric: Word Study, Fluency, & Comprehension Assessment Data Analysis & Lesson Plan Response (10 points)

Criteria	Possible Points	Points Earned
<p>Assessment Data Analysis: Clearly analyzes class composite of students’ results on an IRI to determine words read per minute (WPM), syllabication & morphemic analysis skills & comprehension, including</p> <ul style="list-style-type: none"> ▪ Automaticity & reading rate (WPM) in comparison to oral reading fluency grade level norms or benchmarks; ▪ Oral reading accuracy rate (independent, instructional, frustration) the grade level IRI narrative passage; ▪ Knowledge of common syllable types in English—closed, silent e, open syllables & how to pronounce the individual syllables; ▪ Knowledge of common syllable division patterns—VC/CV, V/CV and where to divide multisyllabic words into syllables; ▪ Knowledge of literal, inferential & evaluative comprehension skills. <p>Clearly divides students into 2 intervention groups based on learning needs.</p>	4	
<p>Lesson Plan Response: A clear description of students’ names (4) for the small group lesson. A clear description of the lesson objective, fluency, phonetic, author’s purpose & craft TEKS; title & author of literary text; materials including list of polysyllabic words from the literary text (chapter book) & Syllasearch using the 8 polysyllabic words from the first chapter of the book.</p>	3	
<p>Lesson Plan Response: A clear description of procedures to teach word study, fluency, & comprehension with the following:</p> <ul style="list-style-type: none"> • <u>Word study activity</u> (5-8 minutes) procedures to teach the Syllasearch activity using 8-10 polysyllabic words from the literary chapter book; • <u>Fluency activity</u> (10-12 minutes) procedures describing how students in the group will practice repeated oral reading of the literary text using choral reading, phased-cued reading, or echo reading; • <u>Comprehension activity</u> (12-15 minutes) clear description of one literal, three inferential & 2 evaluative comprehension questions about the literary text that requires students to use their background knowledge & understanding of text structure, vocabulary & literary devices to comprehend the author’s purpose & craft. <p>Formative Assessment: Students’ ability to use text evidence to answer literal, inferential & evaluative comprehension questions.</p>	3	
TOTAL	10 points	

APPENDIX

Grading Rubric: iMovie Comprehension Strategy (Teacher Think Aloud) of Informational Text Lesson Demonstration (15 points)

Criteria	Possible Points	Points Earned
<p>A clear demonstration of 5-minute iMovie of a <u>think-aloud</u> of one comprehension teaching strategy:</p> <ul style="list-style-type: none"> ▪ Introduce the title & author of the informational text. Think aloud about the text structure and text features. (<i>Make your thinking about the book visible to students</i>). ▪ Follows procedures from Reutzel & Cooter article for how to demonstrate a think aloud for <u>ONE</u> comprehension strategy: <i>Picture Walk; Graphic Organizer of Informational Text Structure; Close Reading of Informational Texts; Question-Answer Relationships (QAR); Informational Text Oral Readings</i> 	5	
<p>The <i>informational</i> text is clearly evident during your think-aloud of the comprehension strategy lesson. The “think-aloud” video demonstrates your knowledge of the informational text structure and shows a clear progression of think-aloud procedures.</p>	2	
<p>You demonstrate poise & confidence and speak using an adequate voice volume.</p>	2	
<p>Lesson Plan (Word document) outlines:</p> <ul style="list-style-type: none"> ▪ Title of comprehension strategy & grade level; ▪ Title & author of informational text; ▪ ELAR TEKS--Multiple Genres: <i>Genres (D) Recognize characteristics & structures of Informational Texts TEKS standard</i>; ▪ Detailed description of the lesson’s objective with: <ul style="list-style-type: none"> ○ BEFORE Reading Procedures: Describe how you will introduce the book & think aloud about the text illustrations & vocabulary based on the comprehension strategy lesson objective. ○ DURING Reading Procedures: Describe how you will think aloud about the book following the comprehension strategy procedures. ○ AFTER Reading Procedures: (not part of iMovie) Describe what students will do to practice the comprehension strategy using the informational text. Follow the comprehension strategy procedures for your strategy listed in the Reutzel & Cooter article. 	5	
<p>The 5 minute iMovie lesson demonstration is submitted on UTEP One-Drive and the lesson plan is submitted BlackBoard (BB) on or before the assignment’s due date.</p>	1	
TOTAL	15 points	

APPENDIX

Grading Rubric: The Science of Teaching Reading (STR) Reflection Paper (10 points)

Criteria	Possible points	Earned points
Introduction clearly outlines the state of struggling readings in Texas and House Bill-HB3 teacher certification requirements for STR	1	
Brain Research Summary & How Everyone Learns to Read https://www.youtube.com/watch?v=Er3luXjT4dg Based on <i>The Science of Teaching Reading</i> Video clearly reviews brain patterns & the <i>Letter-Box</i> region of brain, letter sound correspondences, handwriting, practice, struggling readers vs. advanced readers, explicit teaching of grapheme—phoneme correspondence and how teaching impacts the way everyone learns to read.	3	
The Simple View of Reading & Scarborough’s Rope https://www.youtube.com/watch?v=BhpHr3SC7hk Based on the <i>Simple View of Reading Research</i> , clearly explain how the 2 components--decoding & language comprehension impact reading comprehension. Clearly describe how teachers determine if a struggling reader has a decoding issue or a language comprehension issue. Based on <i>Scarborough’s Rope</i> , clearly describe the language comprehension component & word recognition components.	3	
Struggling Readers & Structured Literacy A clear description of the 4 types of struggling readers and structured literacy for struggling readers. A clear description of diagnostic assessment and how teachers implement Response to Intervention (RtI). A clear description of structured, multisensory literacy planning and teaching.	2	
Clearly written 3-page paper, concise, double-spaced paper, and free of significant errors.	1	
Total	<i>10 points</i>	