



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: 11255	Class hours: 3
Semester: FALL 2022	Instructor Information: Name: <i>Dr. Kathleen Mein</i> Email: kmein@utep.edu . Office hours: Online--email <i>Monday through Friday—3:00-4:00; Email for ZOOM appointments</i>
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:

The primary goal of RED 4341 is to develop students’ critical thinking skills and knowledge of literacy assessments using a diagnostic mindset in order to plan and teach individualized literacy methods and materials based on the academic needs of students. A diagnostic approach to teaching literacy in PK-6 grade classrooms requires teachers to analyze data from different sources in order to individualize instruction, group students, and support students with dyslexia and other reading disorders. Pre-reqs: RED 3315 and BED 4340 with a final grade of “B” or better.

RED 4341 provides students with numerous opportunities to connect literacy theories with the State Board of Education Certification (SBEC) standards, Texas Prekindergarten Guidelines and the elementary Texas Essential Knowledge and Skills for English Language Arts & Reading (ELAR TEKS). You will demonstrate knowledge and understanding of formal and informal literacy assessments and analyze students’ results on literacy assessments to plan systematic, sequential, explicit and strategic standards-based (TEKS) instruction. This core course incorporates the science of teaching reading as well as the State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies.

Course Format Information: RED 4341 will be conducted online/Blackboard. This course is organized on BlackBoard (BB) using a “**weekly calendar/sessions**” 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 listen-to, read, and study the class notes before our weekly class meeting. For this course, you can expect each week to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information on BlackBoard; you should contact me immediately at kmein@utep.edu.

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, double click and attend the weekly meeting. **Zoom class meetings will be locked at 8:40 AM** and you

will not be allowed access so please make sure you are **on time** for weekly class meetings. 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 let me know 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 10)

Required Textbook:

Erekson, J., Opitz, M., & Schendel, R. (2020). *Understanding, Assessing & Teaching Reading: A Diagnostic Approach, 8th Edition*. Pearson Education, ISBN: 9780135175552. [This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

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

Texas English Language Proficiency Standards (ELPS), (pdf on BlackBoard, BB).

Week 4

McAndrews, S.L. (2020). Language Development. In *Literacy Assessment & Metacognitive Strategies: A Resource to Inform Instruction, PreK-12* (pp. 53-78). New York: The Guilford Press. (pdf on BlackBoard, BB)

Week 5

Beck, I. & Beck, M. (2013). The Alphabetic Principle & Phonics. In *Making Sense of Phonics: The Hows & Whys* (pp. 14-27). New York: The Guilford Press (pdf on BlackBoard, BB).

Texas Reading Initiative (2002). *Guidelines for Examining Phonics & Word Recognition* (pp. 8-12). Austin, TX: Texas Education Agency, (pdf on BlackBoard, BB).

Phonemic Awareness Assessment, pp. 12-18, (pdf on BlackBoard, BB).

Week 6

Texas Reading Initiative (2002). *Guidelines for Examining Phonics & Word Recognition* (pp. 12-15). Austin, TX: Texas Education Agency, (pdf on BlackBoard, BB).

Phonics Assessment, pp. 117-130, (pdf on BlackBoard, BB).

Structural Analysis Assessment, pp. 149-165, (pdf on BlackBoard, BB).

Week 7

Case Study Student's Sight Vocabulary Assessments, (pdf on BlackBoard, BB).

Case Study Student's grade level Oral Reading Passages (pdf on BlackBoard, BB).

Week 8

Estimate of Reading Comprehension Level Assessment, pp. 256-261, (pdf on BlackBoard, BB).

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

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>

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; how to provide & interpret a variety of oral language assessments (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 students to progress from learning to read (PK-3rd) to reading to learn (3rd-6th) 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 and deliver explicit, standards-based (TEKS) phonics, word identification and structural analysis lessons (SBEC Language Arts & Reading EC-6, Standard 5; TEKS ELAR, K-5th Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing & Thinking—Beginning Reading & Writing—Phonetic Knowledge, Spelling Knowledge, & Vocabulary</i>).</p>	<ul style="list-style-type: none"> • <i>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>

Student Learning Outcomes:

<p style="text-align: center;">COURSE SPECIFIC LEARNING OUTCOMES</p> <p>Students will be able to:</p>	<p style="text-align: center;">Measurements (means of assessment for student learning outcomes listed in first column)</p>
<p>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, 1st-5th: Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing & Thinking—Fluency, Comprehension Skills, Response Skills</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>Informational Text Lesson Video Demonstration & Lesson Plan</i> • <i>Literacy Case Study Report</i> • <i>Quizzes, Midterm & Final Exams</i>
<p>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-5th<i>Reading/Comprehension Skills, Response Skills</i>).</p>	<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>
<p>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-5th <i>Multiple Genres--Literary Elements; Multiple Genres--Genres & Author’s Purpose Craft</i>).</p>	<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>
<p>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-5th <i>Writing Process, Composition, Inquiry & Research</i>).</p>	<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>
<p>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.</p>	<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 Report (15 points) As part of this course, you will have the opportunity to interpret, analyze, and summarize a variety of literacy assessments. Four sets of literacy test artifacts for a grade one/Lasia, grade two/Camila, grade four/Dulce and grade five/Jordan have already been compiled. You will select one student and prepare a case study report for that student; **keep the same case study student throughout the semester.** Score, interpret, and analyze the tests for your case study student and plan research-based (class readings) instructional recommendations based on the student’s assessment results. The case study report is divided into parts and will be due at different points throughout the semester:

- **Background Information (2 points)**

- Identify case study student i.e. *Lasia, Camila, Dulce or Jordan*.
- *Elementary Reading Attitude Survey*
- **Decoding Assessments & Instructional Recommendations (3 points)**
 - *Phonemic Awareness Assessments* (Lasia & Camila)
 - *Phonics* (Lasia, Camila, Dulce, Jordan)
 - *Structural Analysis Assessments* (Dulce & Jordan)
- **Comprehension Assessments & Instructional Recommendations (5 points)**
 - *Sight Vocabulary Assessment* (Lasia, Camila, Dulce, Jordan)
 - *Graded Oral Reading Passages* (Lasia, Camila, Dulce, Jordan)
 - *Estimate of Reading Comprehension* (Lasia, Camila, Dulce, Jordan)
- **Orthographic (Spelling) & Writing Assessments & Instructional Recommendations (2 points)**
 - *Elementary Spelling Inventory* (Lasia, Camila, Dulce, Jordan)
 - *Literature Quick-Write* (Lasia, Camila, Dulce, Jordan).
- **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 *Oral Reading Passages* and compare his/her 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) This is a two-part assignment that requires you to interpret and analyze a 1st grade class composite of students' alphabet, phonemic awareness, and phonics test results. **I will provide the 1st grade class composite data for you to analyze for this assignment.** Part two is a differentiated small group alphabet principle lesson plan response based on the results of the assessment data.

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.

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. **I will provide the 4th grade class composite data for you to analyze for this assignment.** Part two is a differentiated 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, differentiated lesson plan with the lesson objective; phonics/spelling, fluency, & author's purpose & craft ELAR TEKS; Syllasearch word study activity; fluency & vocabulary activity, comprehension questions; and formative assessment.

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 have the opportunity to reflect on the pedagogy, foundational skills, comprehension development, and assessment analysis & instructional response related to the science of teaching reading. Write a 2-3-page, double-spaced paper that reviews Texas House Bill 3 (HB3) & STR certification exams; summarizes brain research and reading instruction; describes the *Simple View of Reading*; characteristics of struggling readers; and diagnostic teaching methods. **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.

Comprehension Strategy for Informational Text Lesson Video Demonstrations & Lesson Plan (15 points) **Part 1: 5-minute iMovie** Demonstrate a "think aloud" of an *informational* book's text organization and text features following the reading comprehension strategy procedures. For more information on how to conduct a "think aloud," please go to: https://www.readingrockets.org/strategies/think_alouds. Select an appropriate informational text 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)

Part 2: Lesson Plan Description of Comprehension Strategy Lesson (Word Document) Write a comprehension strategy lesson plan description with 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; During; & After Reading Procedures**.

Points will be deducted for late submission of the assignment. A rubric for the Comprehension Strategy for Informational Text Lesson Video Demonstration 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 and PPR certification exams that you are required to take before student teaching. Both the mid-& final exam will be comprehensive covering all required readings, class notes & assignments. Questions will be multiple choice and short answer and will be similar to those found on the TExES/PPR exams.

Quizzes/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 and short answer and similar to those found on the TExES/PPR exams. Use your glossary of terms, comprehension of weekly readings, and weekly class notes when taking the quizzes, midterm, and final exams (open book). **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 (2 pts) • Decoding & Recommendations (3 pts) • Comprehension & Recommendations (5 pts) • 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—9/19/22 2. Decoding & Recommendations—10/17/22 3. Comprehension & Recommendations—10/24/22 4. Spelling, Writing & Recommendations—11/28/22 5. Reading Levels & Goals Tied to ELAR TEKS—12/2/22 	15 points
Alphabet Principle Analysis & Lesson Plan Response	10/10/22	10 points
Word Study, Fluency & Comprehension Analysis & Lesson Plan Response	11/7/22	10 points
Comprehension Strategy (Informational Text) Lesson Video Demonstration (Think Aloud) & Lesson Plan	11/14/22	15 points
The Science of Teaching Reading Reflection Paper	11/25/22	10 points
Midterm and Final Exam	Midterm--- 10/24/22 Final— 12/5/22	20 points
10 Quizzes/Formative Assessments	Ongoing	20 points
TOTAL		100 points

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Our online course site is copyrighted and is the property of UTEP and Literacy faculty. Content from the course site, in part or whole, may *not* be shared or distributed without direct written permission. For questions or issues related to this, please contact the Teacher Education Department at tedgrad@utep.edu.

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].

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.

- *If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE!!! I am here for you and I strongly encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!*

Attendance Policy

Your attendance and active participation are vital to this course. **You are expected to** read and review the required reading (before class), read and review the week's class notes (Power Point) and actively participate in weekly Zoom class meetings. The pre-recorded class notes (power points) are located inside the 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.** To actively participate, formulate questions that you have about the course content and assignments before the week's ZOOM class meeting and complete the weekly quiz by **due 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

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

****Syllabus subject to change**

Course Schedule

Date	Topic	Readings & Assignments Due
<p>August 22 Week 1</p>	<p>Introduction to the course</p> <p><i>The Science of Teaching Reading & Elementary ELAR TEKS</i></p>	<p>Purchase the required textbook:</p> <ul style="list-style-type: none"> Erekson, J., Opitz, M., & Schendel, R. (2020). <i>Understanding, Assessing & Teaching Reading: A Diagnostic Approach, 8th Edition</i>. Pearson Education, ISBN: 9780135175552. [<p>Read (before class)</p> <ul style="list-style-type: none"> Read & review the course syllabus Read & review the course schedule on BlackBoard (BB) 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, 8/22/22 at 8:30-10:00 AM. ✓ Download, read & listen-to week #1 class notes (power point)
<p>August 29 Week 2</p>	<p>A Diagnostic Approach to Literacy Assessment & Teaching</p> <p><i>Literacy Case Study Student</i></p>	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ CH. 1, <i>Understanding a Diagnostic Approach to Assessing & Teaching Reading</i> (Erekson, Opitz, Schendel) ✓ CH 2, <i>Factors that Affect Reading Performance</i> (Erekson, Opitz, Schendel) ✓ <i>Elementary Reading Attitude Survey</i> ✓ Texas English Language Proficiency Standards (ELPS) <p>Academic Vocabulary for Glossary of RED 4341 Terms: <i>Diagnostic approach, Dyslexia, Response to Intervention(Rtl), progress monitoring, affective, global & local reading aspects, proficient readers, English Language Learners (ELL).</i> Reading Models: <i>top-down model, bottom-up & interactive models.</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 on instructional recommendation based on the results. <p>BlackBoard (BB) Assignments</p> <ul style="list-style-type: none"> Attend ZOOM class meeting (mandatory) on Monday, August 29, 2022 at 8:30-10:00 AM. Read & listen-to videos in Week #2 class notes (power point)

Course Schedule

Date	Topic	Readings & Assignments Due
Sept. 12 Week 3	Classroom Assessments & Commercial Tests	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ CH. 3, <i>Classroom Assessments</i> (Erekson, Opitz, Schendel) ✓ CH 5, <i>Commercial Tests</i> (Erekson, Opitz, Schendel) <p>Academic Vocabulary for Glossary of RED 4341 Terms: <i>Assessment, measurement, evaluation, performance assessments, anecdotal records, authentic assessment, checklists, rating scales, rubrics, standardized tests, norm-referenced test; criterion-referenced test; formative & summative assessments.</i></p> <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend ZOOM class meeting (mandatory) on Monday, Sept. 12, 2022 at 8:30-10:00 AM. • Read & listen-to videos in Week#3 class notes (power point) • Complete Quiz #1 on BlackBoard (BB) by Wednesday, 9/14, at midnight. You must score 80% or higher to get 2 points credit for the quiz.
Sept. 19 Week 4	Language Development & Oral Reading Assessments	<p>Read (before class)</p> <ul style="list-style-type: none"> • McAndrews, <i>Language Development</i>, pp. 53-78 (pdf on BB) • CH. 4, <i>Oral Reading Assessments</i>, pp. 61-68 (Erekson, Opitz, Schendel) • TEKS ELAR, K -5th: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: Oral Language <p>Academic Vocabulary for Glossary of RED 4341 Terms: <i>Expressive Language, receptive language, phonology, phonemic awareness, articulation, pronunciation, intonation, morphology, base word, morpheme, syntax, semantics, pragmatics, Informal Reading Inventory (IRI), miscue, Running Record.</i></p> <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend ZOOM class meeting (mandatory) on Monday, 9/19/22 at 8:30-10:00 AM. • Read & listen-to videos Week #4 Class Notes (Power Point). • Complete Quiz #2 on BB by Wednesday, 9/21 at midnight. You must score 80% or higher to get 2 points credit for the quiz. • LCS Background Information (2 points) due 9/19/22. Provide background information on identified LCS student (<i>Lasia, Camila, Dulce, or Jordan</i>) and provide scores, interpretation, testing artifact and interpretation for the student's <i>Elementary Reading Attitude Survey.</i>

Date	Topic	Readings & Assignments Due
Sept. 26 Week 5	Early Literacy & the Alphabetic Principle	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ Beck & Beck, CH. 2, <i>The Alphabetic Principle & Phonics</i> (pdf on BB) ✓ TEA, <i>Guidelines for Examining Phonics & Word Recognition</i>, pp.8-12 (pdf on BB) ✓ CH. 8, <i>Early Literacy</i> (Erekson, Opitz, Schendel) ✓ <i>Phonemic Awareness Assessment</i>, pp. 12-18 (pdf on BB) ✓ TEKS ELAR, K-5th: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: Print Awareness & Phonological Awareness <p>Academic Vocabulary for Glossary of RED 4341 Terms: <i>Print awareness, phonological awareness, rhyming, onset & rime, syllable identification, sentence segmentation, letter-sound identification; phoneme segmentation, phoneme blending, graphic cues, phonograms; Elkonin boxes; high frequency words; pattern/predictable text.</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, 9/26 at 8:30-10:00 AM. • Read & listen-to videos Week#5 Class Notes (Power Point). • Complete Quiz #3 on BB by Wednesday, 9/28 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
<p>Oct. 3 Week 6</p>	<p>Decoding Skills: Phonics & Structural/ Morphological Analysis</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> ✓ CH. 11, <i>Phonics</i> (Erekson, Opitz, Schendel) ✓ TEA: <i>Guidelines for Examining Phonics & Word Recognition</i>, pp. 12-15 (pdf on BB) ✓ <i>Phonics Assessment</i>, pp. 117-130 (pdf on BB) ✓ <i>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 for Glossary of RED 4341 Terms: <i>Phonics, decoding, encoding, consonants, short vowels, long vowels, consonant blends, vowel blends, consonant digraphs, vowel digraphs, R-controlled vowels, diphthongs, morphology/structural analysis, morpheme, affix, prefix, suffix, base/root Word, open & closed syllables, derivational suffixes, multisyllabic words, syllabication.</i></p> <p>Class Assignment:</p> <ul style="list-style-type: none"> ✓ Score, analyze & interpret <i>Phonics Assessments & Instructional Recommendations</i> for Lasia, Camila, Dulce or Jordan ✓ Score, analyze & interpret <i>Structural Analysis Assessments & Instructional Recommendations</i> for Dulce or Jordan <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend ZOOM class meeting (mandatory) on Monday, 10/3 at 8:30-10:00 AM. • Read & listen-to videos Week #6 Class Notes (Power Point). • Complete Quiz #4 on BB by Wednesday, 10/5 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
<p>Oct. 10 Week 7</p>	<p>Fluency & Vocabulary Development</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> • CH. 10, <i>Vocabulary</i> (Erekson, Opitz, Schendel) • CH. 12, <i>Fluency</i> (Erekson, Opitz, Schendel) • CH. 4, <i>Oral Reading Assessments</i>, pp. 65--80 (Erekson, Opitz, Schendel) • 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 for Glossary of RED 4341 Terms: <i>Fluency, repeated reading, grade-level oral reading passages, three cueing systems: graphophonic, semantic, syntactic cues. Automaticity, prosody; Reading Levels: independent, instructional & frustration, listening capacity level. Word study, vocabulary, sight words/high frequency words, academic vocabulary; tiered vocabulary, homophone, homonym.</i></p> <p>Class Assignment:</p> <ul style="list-style-type: none"> • Score, analyze & interpret <i>Sight Vocabulary Assessments & 4-5 Oral Reading Passages</i> (miscues & fluency rate) & 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, 10/10 at 8:30-10:00 AM. • Read & listen-to videos Week#7 Class Notes (Power Point). • Complete Quiz #5 on BB by Wednesday, 10/12 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 10/10/22 by midnight.

Course Schedule

Date	Topic	Readings & Assignments Due
<p>Oct. 17 Week 8</p>	<p>Listening & Reading Comprehension</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> • CH. 9, <i>Comprehension</i> (Erekson, Opitz, Schendel) • Texas English Language Proficiency Standards (ELPS). Texas Education Agency (2014-2015) Making the ELPS-TELPAS Connection, Grades K-12. • <i>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 for Glossary of RED 4341 Terms: <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. interpretation, critical reading, cloze procedure.</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, 10/17 at 8:30-10:00 AM. • Read & listen-to videos Week#8 Class Notes (Power Point). • Complete Quiz #6 on BB by Wednesday, 10/20 at midnight. You must score 80% or higher to get 2 points credit for the quiz. • Decoding Assessments (scored artifacts) & Instructional Recommendations (3 points) for <i>Phonemic Awareness</i>(Lasia & Camila); <i>Phonics Assessments</i>(Lasia, Camila, Dulce, Jordan) & <i>Structural Analysis Assessments</i> (Dulce, Jordan) scored testing artifacts, interpretation of assessments & Instructional Recommendations for each assessment due on BlackBoard (BB) on 10/17/21.

Date	Topic	Readings & Assignments Due
<p>Oct. 24 Week 9</p>	<p>MIDTERM Exam</p> <p>Response to Intervention (RtI) 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 10/24/22 and closes at 11:30 pm on 10/24/22. <p>Response to Intervention (RtI) Readings & WebQuest</p> <ul style="list-style-type: none"> • <i>Fuchs, Fuchs, & Vaughn, What is intensive instruction and why is it important.</i> • Read & review the Response to Intervention (RtI) WebQuest at: https://iris.peabody.vanderbilt.edu/module/rti01/#content <p>Academic Vocabulary for Glossary of RED 4341 Terms: <i>Academic Intervention; Response-to-Intervention (RtI); Tier 1 Instruction; Tier 2 Intervention; Tier 3 Intensive/Targeted Intervention; Progress Monitoring Assessments.</i></p> <p>BlackBoard Assignment Due 10/24/22:</p> <ul style="list-style-type: none"> • LCS Comprehension Assessments (scored artifacts) & Instructional Recommendations due 10/24/22 (5 points) for Sight Vocabulary Assessment (Lasia, Camila, Dulce, Jordan); Graded Oral Language Passages to determine Miscues for Reading Level (Independent, Instructional, or Frustration) and Fluency –Correct Words Per Minute Read (Lasia, Camila, Dulce, Jordan); Estimate of Reading Comprehension (Lasia, Camila, Dulce, Jordan). Include scored testing artifacts and Word document with test scores, interpretations, and instructional recommendations for each test. • Extra Credit Assignment: After reading the Fuchs et al. article & watching the videos on the RTI WebQuest, read and submit the Response to Intervention (RtI) assignment on Blackboard for 5 points extra credit. Do not email me your answers to the RtI questions due 10/28/22.

Course Schedule

Date	Topic	Readings & Assignments Due
<p>Oct. 31 Week 10</p>	<p>Assessing & Teaching Literary & Informational Texts</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> • CH. 7, <i>Teaching with Texts</i> (Erekson, Opitz, Schendel) • 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 for Glossary of RED 4341 Terms: <i>Commercial Books: little books, basal readers, predictable books, informational (nonfiction) books, multilevel books, chapter books, multicultural books. Other Texts: magazines, newspapers, real-life texts, electronic texts. Literary Genres: folktales; fables; fairy tales; legends; myths; tall tales; nursery rhymes; poetry & drama. Informational Text Structures: descriptive; comparison/contrast; cause/effect; sequential; chronological. Informational Text Features: 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, 10/31 at 8:30-10:00 AM. • Read & listen-to videos Week#10 Class Notes (Power Point). • Complete Quiz #7 on BB by Wednesday, 11/2 at midnight. You must score 80% or higher to get 2 points credit for the quiz.
<p>Nov. 7 Week 11</p>	<p>Comprehension Strategy Lesson Video (<i>Teacher Think Aloud</i>) Demonstration 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</i>—pp. 380-381; 386-387; 387-390; 397-398 (pdf on BB) ▪ TEKS ELAR, K-5th Listening, Speaking, Reading, Writing, & Thinking: <i>Literary Elements, Genres; & Author’s Purpose & Craft.</i> <p>Academic Vocabulary for Glossary of RED 4341 Terms: <i>Teacher think aloud; informational digital text; engagement</i></p> <p>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 demonstrating 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. <p>BlackBoard (BB) Assignments</p> <ul style="list-style-type: none"> ▪ Attend ZOOM class meeting (mandatory) on Monday, 11/7 at 8:30-10:00 AM. ▪ Read & listen-to videos Week#11 Class Notes (Power Point). ▪ Complete Quiz #8 on BB by Wednesday, 11/9 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 11/7/22 by midnight.

Course Schedule

Date	Topic	Readings & Assignments Due
Nov. 14 Week 12	Science of Teaching Reading & Academic Intervention	<p>Read (before class)</p> <ul style="list-style-type: none"> • CH. 6, <i>Becoming the Teacher with a Diagnostic Mind Set</i> (Erekson, Opitz, Schendel) • Blevins, <i>Meeting the Needs of Struggling Readers</i> (pdf on BB) <p>Watch (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 for Glossary of RED 4341 Terms: <i>Reading Models:</i> top-down model, bottom-up & interactive models. <i>Texas English Language Proficiency Standards (ELPS), instructional decision-making, Simple View of Reading, House Bill 3 (HB-3), letter-box brain region, asset-based approach, commercial intervention programs. 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, 11/14 at 8:30-10:00 AM. • Comprehension Strategy Lesson Video (Teacher Think Aloud) Demonstration Using an Informational Text & Lesson Plan (15 points) due on BlackBoard and/or UTEP One Drive for Business on 11/14/22 by midnight. • Read & listen-to videos Week #12 Class Notes (Power Point). • Complete Quiz #9 on BB by Wednesday, 11/16 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Course Schedule

Date	Topic	Readings & Assignments Due
<p>Nov. 21 Week 13</p>	<p>Teaching Writing and Inquiry & Research And Orthography & the Elementary Spelling Inventory</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> • CH. 13, <i>Teaching Writing</i> (Erekson, Opitz, Schendel) • Helman, Bear, Templeton, Invernizzi, & Johnston, Getting started: The assessment of orthographic development, pp. 23-49. (pdf on BB) • <i>ELAR TEKS, K-5th, Developing & sustaining language skills—Demonstrate & apply spelling knowledge</i> • ELAR TEKS, K-5th: Composition: <i>Writing Process, Genres</i>; Reading & Writing: <i>Media Literacy; Inquiry & Research</i> • ELAR TEKS: <i>K-5th Spelling</i> <p>Academic Vocabulary for Glossary of RED 4341 Terms: <i>Writing conventions, grammar, sentence, handwriting, media literacy, inquiry approach, research. Writing Process: prewriting; drafting; revising; editing; publishing. Writing Genres: literary texts; personal narratives; poetry; informational texts; argumentative texts/opinion essays; written correspondences.</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, 11/22 at 8:30-10:00 AM. • Read & listen-to videos Week#13 Class Notes (Power Point). • Complete Quiz #10 on BB by Wednesday, 11/23 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 11/25 by midnight.

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 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	

APPENDIX

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 (4-5) 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 (4-5) 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 multisyllabic words from the literary text (chapter book) & Syllasearch using the 8 multisyllabic 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 multisyllabic 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: Comprehension Strategy (Teacher Think Aloud) of Informational Text Lesson Demonstration (15 points)

Criteria	Possible Points	Points Earned
<p>A clear demonstration of 5-minute <i>iMovie</i> 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 <i>Reutzel & Cooter</i> 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 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: 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 video 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 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	
https://www.youtube.com/watch?v=Er3luXjT4dg Based on <i>The Science of Teaching Reading</i> Video, clearly review & summarize brain research & how everyone learns to read.	3	
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.	3	
A clear description of the 4 types of struggling readers. Clearly explains how teachers use a diagnostic mindset to analyze & plan literacy instruction.	2	
Clearly written 2-3 page paper, double-spaced, and free of significant errors.	1	
Total	<i>10 points</i>	