

The University of Texas at El Paso
RED 4341 Assessment and Teaching of Literacy (CRN:11493)
FALL 2018

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Mondays, 9:00 AM-11:50 AM
Location: EDUC Building, Room 312
August 27—December 10, 2018
Office Hours: M & W 8:00-9:00 AM & 12:00-2:00 PM
T 4:00-5:30 Online & Th 12:00-1:30 PM Online or Mesita
ES or by Appointment

Course description:

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

Course objectives:

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

- Understands basic principles of assessment and plans instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs (SBEC, Standard 10; PPR I, Competency 1).
- Understands literacy development and designs literacy assessments & experiences that are responsive to differences among students and that promote all students' learning (SBEC, Standard 4; PPR I, Competency 2).
- Designs effective and coherent instruction and assessment based on appropriate learning goals and objectives (PPR I, Competency 3).
- Plans effective, engaging instruction and appropriate assessments (PPR I, Competency 4).
- Applies principles and strategies for communicating effectively in varied teaching and learning contexts and promotes inquiry skills as tools for learning (SBEC, Standard 11; PPR I, III; Technology Applications I-V, Competency 7).
- Monitors student performance and achievement; provides students with timely, high quality feedback; and responds flexibly to promote learning for all students (PPR I, III; Technology Applications I-V, Competency 10)

Student learning outcomes:

Upon completion of this course, students will:

- 1) Know the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and

speaking skills (SBEC Language Arts & Reading EC-6, Standard 1; TEKS ELA & R, K-5th Developing & Sustaining Foundational Language Skills: *Listening, Speaking, Discussion, & Thinking—Oral Language*).

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

Course readings:

Required textbooks:

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

Helman, L., Bear, D. R., Templeton, S., Invernizzi, M. & Johnston, F. (2012). *Words their way with English learners: Word study for phonics, vocabulary, and spelling*, Pearson. ISBN: 10 013611902-6 [This book can be purchased at the UTEP bookstore or online through venues such as Amazon.com, half.com, or Barnes and Noble.]

- **Both textbooks are required for successful completion of this course. There will be a textbooks check during the second week of class.**

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

Week 1

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

Week 2

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

Week 5

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

Week 7

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

Week 9

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

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

Week 10

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

Week 12

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

Texas English Language Proficiency Standards (ELPS).

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

Week 13

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

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

Course requirements:

Successful completion of this course will be based on several key elements:

Literacy Data Analysis & Differentiated Lesson Plans (15 points). To understand how to interpret and analyze informal literacy data, you will review and analyze the K-2 (7 points) and 3-5 (8 points) Literacy Data Spreadsheets. For each data spreadsheet:

- interpret literacy data to track students' language & literacy strengths & areas needing intervention;
- analyze the literacy achievement data and identify language & literacy activities to target students' learning needs.

For each differentiated literacy lesson plan:

- use the achievement data to plan two differentiated lesson plans that target specific ELAR TEKS, support student engagement, and include progress monitoring checks;
- clearly describe:
 1. Literacy lesson objectives & ELAR TEKS to re-teach and/or monitor.
 2. Procedures to address students' cultural, linguistic, & prior knowledge.
 3. Sequence of language & collaborative activities to scaffold students' mastery of the targeted ELAR TEKS.
 4. Formative checks of understanding to monitor student engagement.

Points will be deducted for late submission of the assignments. A rubric for the K-2 & 3-5 Literacy Data Analysis & Differentiated Lesson Plans can be found in the appendix.

Literacy Data Analysis Reflection Paper (10 points)

For this assignment, you will reflect on the 3-5 Literacy Data Spreadsheet and evaluate the effectiveness of your data interpretation, analyses, and small group differentiated lesson plans. Explore the following questions to guide you in developing this analysis:

1. *How did I interpret the achievement data & what each assessment measured?*
2. *How did I use assessment data to determine language & literacy strengths and areas needing intervention for each child?*
3. *How did I group students according to their learning needs?*
4. *How did I use students' language & literacy strengths & areas needing intervention to plan for language interaction & collaborative group work?*

5. *How did I plan differentiated small group lesson plans that were relevant for English Learners and included a variety of responsive teaching strategies?*

Your essay will be evaluated according to your depth of reflection, examples, synthesis of ideas, self-evaluation, and mechanics. Write a **4 to 5-page reflective paper** that distinguishes well-supported insights about data analysis & differentiation. Reflect in-depth on where you are in your progress towards mastery and explain where and how you still need to improve. **Submit your 3-5 Data Analysis Reflection Paper on Blackboard; points will be deducted for late submission of the assignment.** A rubric for the 3-5 Literacy Data Analysis Reflection Paper can be found in the appendix.

Literacy Diagnostic Kit (5 points). In order to organize a variety of informal literacy assessments for use with the literacy case study report, you will create a literacy diagnostic kit. Each student will create their own literacy diagnostic kit. Using copies of assessments from the Cockrum & Shanker and Helman et al. textbooks as well as literacy assessments distributed in class, you will organize literacy assessments according to the following categories: *Phonemic Awareness & Letter Knowledge; Elementary Spelling Inventory; Assessing Decoding Skills—Phonics & Structural Analysis; Assessing Fluency & Comprehension Knowledge—Sight Vocabulary Assessments, Grade-level Oral Reading Passages, & Estimate of Reading Comprehension; Reading Motivation Survey; and Literature Quick Write.* **Please make the one-sided copies of pages from the Cockrum & Shanker and Helman et al. books BEFORE Monday morning 3/26/18.** A rubric for the literacy diagnostic kit can be found in the appendix.

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

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

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

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

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

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

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

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

The case study report should include:

- a) **Background Information:** a description of your diagnostic subject (the student).
- b) **Assessments Administered:** a description of each assessment administered the student's scores.
- c) **Interpretation:** an analysis of the results of each test administered and the scores are interpreted.
- d) **Summary:** a clear summary of the grade level of the student's independent, instructional, & frustration reading levels based on the results of the **oral reading passages** that were administered to your diagnostic subject.
- e) **Recommendations:** a clear description of the child's literacy strengths & weaknesses based on the results of the literacy assessments administered to your diagnostic subject. A clear summary of 7-8 research-based instructional recommendations based on the student's spelling stage, decoding ability, sight word knowledge, fluency, comprehension, attitude, and writing.
- f) **Goals for Future Instruction/Intervention:** a clear description of 5-6 goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.
- g) **Artifacts:** the student's spelling & writing samples and the examiner's copy for each assessment administered as well as the spelling feature analysis sheet are scanned into **one** pdf document.

Your literacy case study report may be a Power Point or Word document. In class, you will work in groups to review administered literacy assessments (artifacts) and revise your literacy case study reports for alignment of 7-8 research-based reading & writing recommendations for future instruction tied to assessment results as well as the 5-6 goals tied to grade-level TEKS for future instruction/intervention. You and your partner will submit your case study report and artifacts as one pdf file to kmein@utep.edu. A rubric for the literacy case study report can be found in the appendix.

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

Quizzes (10 points) All assigned readings must be completed before each class session. The readings will form the basis of quizzes, class discussions, and activities. In a community of learners, participation in class discussions and collaborative group work is key to your success as learners. I encourage you to ask questions and actively engage in class discussions and tasks. For homework readings, you are given a list of questions in the syllabus to guide your comprehension of the required readings; I will not collect the written responses; however, you can refer to your written answers in class during discussions and quizzes at the end of each class. Based on the homework's required readings, there will be a quiz at the end of each class and each completed quiz will count one point each. Quiz questions will be multiple choice and short answer and similar to those found on the TExES/PPR exams; quizzes will be posted on Blackboard (inside the daily folder) after each class and used as study guides for the midterm & final exams.

Assessment of Student Learning Outcomes:

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Literacy Data Analysis & Differentiated Lesson Plans	K-2 nd Analysis & Lesson Plan (7 points) 10/1/18 3 rd -5 th Analysis & Lesson Plan (8 points) 10/22/18	15 points	Learning Outcomes #1-7, 9 & 10
Literacy Diagnostic Kit	10/22/18 (in class)	5 points	Learning Outcomes # 2-10
3-5 Literacy Data Analysis Reflection Paper	11/5/18	10 points	Learning Outcomes # 1-10
Paired Word Study Lesson Demonstrations	11/19/18	10 points	Learning Outcome #2, 3, 4, 5, 8 & 9
Literacy Case Study Report	12/7/18	25 points	Learning Outcomes # 1-10
Midterm and Final Exam	Midterm- 10/29/18 (10 pts.) Final- 12/10/18 (15 pts.)	25 points	Learning Outcomes #1-10
10 Quizzes	Ongoing	10 points	Learning Outcomes #1-10

Grading:

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

Attendance Policy:

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

Disability Policy:

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

Standards of Academic Integrity:

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

Equal Education Opportunity

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu<<mailto:eoaa@utep.edu>>.

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>

****Syllabus subject to change**

Course Schedule:

Date	Topic	Readings/Assignments Due
Aug 27 Week 1	Introduction to the course & TEKS for English Language Arts & Reading	Read Syllabus <ul style="list-style-type: none"> ➤ Syllabus Review ➤ Course Requirements ➤ Textbook Review Read <ul style="list-style-type: none"> ➤ TEKS English Language Arts & Reading (Sept. 2017/Update) ➤ Stages of Literacy Development (class notes)
Sept 10 Week 2	Overview of Literacy Assessment	Read <ul style="list-style-type: none"> • McKenna & Dougherty-Stahl, <i>General concepts of assessment</i> Questions: <ol style="list-style-type: none"> 1. <i>Compare & contrast characteristics & uses of literacy screening devices and formal & informal assessments.</i> 2. <i>Explain how teachers use students' reading & writing errors as a basis for future instruction.</i> 3. <i>How can teachers use formal & informal assessments of student's literacy development to plan, implement, & monitor instruction?</i> 4. <i>How can teachers communicate students' literacy progress to parents and other professionals?</i> Textbooks check in class
Sept 17 Week 3	Emergent Literacy: Print & Phonological Awareness	Read <ol style="list-style-type: none"> 1. Helman et al., Chapter 1 <i>Word Study with English Learners & the Development of Orthographic Knowledge</i> 2. Cockrum & Shanker, Chapters 1 <i>Developing Phonemic Awareness</i> 3. TEKS ELA & R, K: Beginning Reading & Writing: <i>Print Awareness</i>. 4. TEKS ELA & R, K-2nd: Beginning Reading & Writing: <i>Phonological Awareness</i>. 5. TEKS ELA & R, K-1st: Beginning Reading & Writing: <i>Spelling Knowledge</i>. Questions: <ol style="list-style-type: none"> 1. <i>Describe informal literacy assessments to test students' knowledge of rhyming words, the alphabet, initial sounds, phonemic blending & segmentation.</i> 2. <i>Describe the orthographic spelling stages and phonics/spelling characteristics of English Learners in each stage.</i> 3. <i>Identify language interaction & discussion teaching strategies to target specific phonological awareness TEKS.</i> 4. <i>Identify phonological awareness literacy scaffolds that are beneficial for English Learners.</i> 6. <i>How can teachers communicate with parents about a child's phonological development and provide ways to promote phonological growth at home?</i>

Course Schedule:

Date	Topic	Readings/Assignments Due
<p>Sept 24 Week 4</p>	<p>Phonics & Spelling (<i>Letter Name Alphabetic</i>) Stage</p>	<p>Read</p> <ol style="list-style-type: none"> Cockrum & Shanker, CH 4 <i>Developing Phonics Knowledge</i> Helman et al., CH 2 <i>Getting Started the Assessment of Orthographic Development</i> Helman et al. CH 5 <i>Word Study with English Learners in the Letter-Name Alphabetic Stage</i> TEKS ELA & R, K-5th: Beginning Reading & Writing: <i>Phonetic Knowledge & Spelling Knowledge</i> <p>Questions</p> <ol style="list-style-type: none"> <i>Compare & contrast weekly spelling tests with the diagnostic Elementary Spelling Inventory.</i> <i>What instructional materials and strategies promote students' understanding of the alphabetic principle?</i> <i>What formal & informal phonics assessments can teachers use to analyze decoding skills and plan & monitor instruction?</i> <i>Describe how teachers analyze literacy data to determine each child's literacy strengths & weaknesses.</i> <i>What are examples of letter name-alphabetic word study & spelling activities for English Learners in the beginning literacy stage?</i>
<p>Oct 1 Week 5</p>	<p>Developing Reading Fluency & Improving Poor Pronunciation</p>	<p>Read</p> <ul style="list-style-type: none"> Reutzel & Cooter, <i>Running Records</i>, pp. 15-26 Cockrum & Shanker, CH 10 <i>Developing Reading Fluency</i> Cockrum & Shanker Appendices: 1 <i>Code for Marking Oral Diagnosis</i>, pp.355-358 TEKS ELA & R, 1st -5th: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: <i>Fluency</i> <p>Questions</p> <ol style="list-style-type: none"> <i>How do teachers determine reading levels (Independent, Instructional, Frustration) for appropriate instruction?</i> <i>What are the countable errors & not countable errors for running records?</i> <i>Review the chart on page 17 in the Reutzel & Cooter text and describe the reading behavior and notation.</i> <i>How do teachers use cuing strategies to interpret miscues on running records?</i> <i>What fluency instructional strategies are beneficial for English Learners?</i> <p>Assignment Due:</p> <ul style="list-style-type: none"> K-2 Literacy Data Analysis and 2 Differentiated Lesson Plans due to kmein@utep.edu by midnight.

Course Schedule:

Date	Topic	Readings/Assignments Due
<p>Oct 8 Week 6</p> <p>Online Class</p>	<p>Word Study & Vocabulary Development</p>	<p>Class does not meet face-to-face. Go to Blackboard for class notes & quiz</p> <p>Read</p> <ul style="list-style-type: none"> • Helman et al., Ch. 3 <i>Organizing for Word Study in Multilingual Classrooms</i> • Cockrum & Shanker, CH 3 <i>Developing Sight Vocabulary</i> • Cockrum & Shanker CH 8 <i>Developing Vocabulary Knowledge</i> • TEKS ELAR, K-2nd Demonstrate & Apply Phonics, K-2Biv; 1st-2Bvi; 2nd-2Bvii • TEKS ELAR, K-5th: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: <i>Vocabulary</i>. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. What are high frequency words (sight words) and why are they taught through repeated oral reading beginning level books? 2. How do teachers measure students' mastery of high frequency words with a graded word list? 3. How can teachers explicitly teach vocabulary during small group guided reading lessons? 4. How do teachers support vocabulary learning during picture/word sorts? 5. Describe how teachers support English Learners during word study using: explicit & systematic instruction; engaging learning community; highlighting connections; active construction of knowledge.
<p>Oct 15 Week 7</p>	<p>Developing Comprehension Knowledge & Metacognition</p>	<p>Read</p> <ul style="list-style-type: none"> • Cockrum & Shanker, CH 6 <i>Developing Ability to Use Context Clues</i> • Cockrum & Shanker, CH 9 <i>Improving Comprehension</i> • Kelly & Clausen-Grace, <i>Introducing the metacognitive teaching framework.</i> • TEKS ELA & R, K-5th Listening, Speaking, Reading, Writing, & Thinking: <i>Comprehension Skills; Response Skills; Multiple Genres—Literary Elements & Genres; & Author's Purpose & Craft.</i> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. How do teachers interpret & analyze comprehension assessments (running records, retellings, comprehension questions) to assess reading comprehension? 2. What metacognitive comprehension strategies are beneficial for English learners? 3. Explain teaching strategies for comprehension of literary elements in narrative texts. 4. How do teachers use Instructional level texts to teach & assess comprehension during guided reading? 5. How do teachers teach literary elements & author's purpose & craft using multiple genre?

Course Schedule:

Date	Topic	Readings/Assignments Due
<p>Oct 22 19 Week 8</p>	<p>Reading Motivation & Diagnostic Literacy Kit</p> <p>Construct <i>Diagnostic Literacy Kit</i> in class on 10/22/18</p> <p>Review for Midterm Exam</p>	<p>Read</p> <ul style="list-style-type: none"> Elementary Reading Attitude Survey <p>Question</p> <ol style="list-style-type: none"> What information is obtained from an Elementary Reading Attitude Survey? <p>** Make ALL one-sided copies of literacy assessments before class on Monday--10/22/18 **</p> <p>Create Literacy Diagnostic Kit in class. Bring the following supplies to class on 10/22/18:</p> <ul style="list-style-type: none"> Single-sided copies of assessments from Cockrum & Shanker textbook—pages 11-19; 27-31; 117-131; 149-165; 256-261 & Appendix A p. 356. Copies of spelling assessment directions & feature guide from Helman et al. textbook—Elementary Spelling Inventory, pp. 251-253. 3-ring binder; 40 Sheet covers (plastic sleeves); transparent tape & scissors; 5X8 index cards, 5 pieces of card stock & 7 dividers. <p>* Make <u>one-sided copies</u> of pages from the Cockrum & Shanker & Helman et al. books</p> <p>Assignment Due:</p> <ul style="list-style-type: none"> 3-5 Literacy Data Analysis and 2 Differentiated Lesson Plans due to kmein@utep.edu by midnight.
<p>Oct 29 Week 9</p>	<p>Midterm Exam on Blackboard (class does not meet)</p> <p>Response to Intervention WebQuest</p>	<p>Read</p> <ul style="list-style-type: none"> <i>Fuchs, Fuchs, & Vaughn, What is intensive instruction and why is it important.</i> Watch videos at the Response to Intervention (RTI) WebQuest at: http://questgarden.com/46/14/0/080901151317/. <p>Questions:</p> <ol style="list-style-type: none"> Describe the purpose & advantages of the Response to Intervention (RTI) model. Describe the characteristics of high-quality Tier 1 literacy instruction. Describe the two intensive intervention models cited in the Fuchs, Fuchs, & Vaughn article. Describe effective tier 2 progress monitoring & literacy intervention (time, duration, group size) Describe effective tier 3 progress monitoring & literacy intervention (time, duration, group size). <p>Assignment due: After reading the Fuchs et al. article & watching the videos on the RTI WebQuest, read and submit the RTI assignment on Blackboard for 5 points extra credit. Do not email me your answers to the RTI questions.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due
<p>Nov 5 Week 10</p>	<p>Balanced Literacy & Word Study for English Learners in the <i>Within-Word Pattern</i> Spelling Stage.</p>	<p>Read:</p> <ul style="list-style-type: none"> • Learning A-Z Brochure, <i>Supporting a Balanced Literacy Framework</i> • Helman et al., CH. 6, <i>Word Study with English Learners in the Within-Word Pattern Stage</i> <p>Questions</p> <ol style="list-style-type: none"> 1. What are examples of Within-Word Pattern word study activities for English Learners in the transitional literacy stage? 2. How do teachers conduct read aloud & word study components in the Balanced Literacy Framework? 3. Compare & contrast the balanced literacy components of shared reading & shared writing. 4. Explain the difference between guided reading & independent reading, 5. How do teachers conduct modeled writing lessons? <p>Partners select word/picture sort from the Helman et al. textbook and sign-up for Word Study Lesson Demonstrations.</p> <p>Assignment Due:</p> <ul style="list-style-type: none"> • 3-5 Literacy Data Analysis Reflection Paper due on Blackboard on 11/5/18 by midnight.
<p>Nov 12 Week 11</p>	<p>Structural Analysis Word Study in the <i>Syllables & Affixes & Derivational Relations</i> Spelling Stage.</p>	<p>Read</p> <ul style="list-style-type: none"> • Cockrum & Shanker, CH 5 <i>Developing Structural Analysis</i> • Helman et al., CH 7 <i>Word Study with English Learners in the Syllables & Affixes Stage</i> • Helman et al. CH 8 <i>Word Study with English Learners in the Derivational Relations Stage</i> • TEKS ELA & R, K-5th: <i>Beginning Reading & Writing: Phonetic Knowledge & Spelling Knowledge</i> <p>Questions</p> <ol style="list-style-type: none"> 1. Explain the difference between phonics & structural analysis instruction. 2. What are examples of word study & spelling activities for English Learners in the Syllables & Affixes stage? 3. What are examples of word study & spelling activities for English Learners in the Derivational Relations stage? <p>Group work: Prepare & work on word study lesson demonstrations.</p>

Course Schedule:

Date	Topic	Readings/Assignments Due
<p>Nov 19 Week 12</p>	<p>English proficiency in Texas</p> <p>Paired Word Study Lesson Demonstrations</p>	<p>Read:</p> <ul style="list-style-type: none"> • Texas English Language Proficiency Standards (ELPS) • Graves, et al., <i>Learning to read English as a second language in the United States</i> • TEKS ELA & R, K-5th: <p>(4) Text Comprehension with additional scaffolds, use of first language to enhance vocabulary & strategic use of student’s first language.</p> <p>(5) Instruction is linguistically accommodated in accordance with ELPS & the student’s English language proficiency-level descriptors.</p> <p>(6) Multiple opportunities to practice & apply the academic language of science, social studies, math, fine arts, language arts & reading, & career & technical education disciplines.</p> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>How can teachers plan, implement & monitor word study instruction focused on English Learners’ developmental spelling stage?</i> 2. <i>How can teachers provide opportunities for English Learners to engage in developmental word study activities that require comparing & contrasting phonics features?</i> 3. <i>Select 4 instructional strategies for working with English learners at the intermediate & advanced proficiency levels and explain how/why you would implement them in your classroom</i> <p>In class paired (7-10 minutes) word study lesson demonstrations for the following orthographic stages:</p> <ul style="list-style-type: none"> • Letter Name-Alphabetic Stage • Within-Word Pattern Stage • Syllables & Affixes Stage • Derivational Relations Stage

Course Schedule:

Date	Topic	Readings/Assignments Due
<p>Nov 26 Week 13</p>	<p>Teaching Writing and Inquiry & Research</p>	<p>Read</p> <ol style="list-style-type: none"> 1. Gainer, J., Valdez-Gainer, N., & Kinard, The elementary bubble project: Exploring critical media literacy in a fourth-grade classroom. 2. Fountas & Pinnell, Exploring the writer’s terrain: Writer talks, writer’s notebooks and investigations. 3. TEKS ELA & R, K-5th: Composition: <i>Writing Process, Genres</i> 4. TEKS ELA & R, K-5th: Reading & Writing: <i>Media Literacy</i> 5. TEKS ELA & R, K-5th: <i>Inquiry & Research</i> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How do teachers conduct a writing workshop?</i> 2. <i>How is writing composition of multiple genres structured to teach the writing process i.e. planning, drafting, revising, editing, & publishing?</i> 3. <i>How do teachers conduct writing conferences with focused feedback to monitor students' writing development?</i> 4. <i>How do teachers assess writing compositions using rubrics?</i> 5. <i>How do teachers support students' inquiry & research using multi-media tools?</i>
<p>Dec 3 Week 14</p>	<p>Review for final exam</p> <p>Revision of Literacy Case Studies</p>	<p>Review for Final Exam/PPR</p> <p>Peer revision (in class) of Literacy Case Study Reports: Partners will present their results on administered literacy assessments (artifacts) and review/revise the 7-8 research-based instructional recommendations based on the literacy assessment results as well as the 5-6 goals tied to grade-level TEKS for future instruction/intervention.</p> <p>Literacy Case Study Reports due on 12/7/18 by midnight. Submit your Literacy Case Study Report <u>as one</u> Word or PDF document along with <u>one</u> pdf file of test examiner/student responses (artifacts) to kmein@utep.edu on 12/7/18 at midnight</p>
<p>Dec 10 Week 16</p>	<p>FINAL EXAM</p>	<p>Final exam on Blackboard (class does not meet)</p>

APPENDIX
Grading Rubrics for Course Assignments

Grading Rubric: K-2 (7 points) & 3-5 (8 points) Literacy Data Analysis & Differentiated Lesson Plans

Category	Possible Points	Exceeds Standards	Meets Standards	Does Not Meet Standard
Interpreting Data & Assessment	1	Effectively interprets literacy achievement data to track students' language & literacy strengths & areas needing intervention.	Interprets literacy achievement data to track students' language & literacy strengths & areas needing intervention.	Unsuccessfully interprets literacy achievement data to track students' language & literacy strengths & areas needing intervention.
Analysis of Data & Assessment	1	Expertly analyzes literacy achievement data and diagnoses literacy difficulties.	Analyzes literacy achievement data and diagnoses some literacy difficulties.	An unclear analysis of literacy achievement data and fails to diagnose literacy difficulties.
Grouping to Adjust Learning	1	Expertly uses literacy achievement data to plan differentiated literacy groups & clearly identifies language & literacy topics to re-teach/monitor.	Proficiently uses literacy achievement data to plan differentiated literacy groups & clearly identifies some language & literacy topics to re-teach/monitor.	Fails to use literacy achievement data to plan differentiated literacy groups & does not identify language & literacy topics to re-teach/monitor.
Differentiated Tasks & Materials	1	Plans 2 different ELAR TEKS to target for each lesson and clearly outlines cultural & linguistically-relevant materials aligned to the TEKS learning expectation.	Plans 2 different ELAR TEKS to target for each lesson and somewhat clearly outlines cultural & linguistically-relevant materials aligned to the TEKS learning expectation.	Plans different ELAR TEKS to target for each lesson but does not clearly outline cultural & linguistically-relevant materials aligned to the TEKS learning expectation.
Knowledge of Students	1	Expertly states procedures to address students' cultural, linguistic, & prior knowledge.	States procedures to address students' cultural, linguistic, & prior knowledge.	Does not state procedures to address students' cultural, linguistic, & prior knowledge.
Sequence of Activities	K-2:1pt 3-5:2pts	Expertly outlines the sequence of language interaction & collaborative activities to scaffold students' mastery of the targeted TEKS.	Outlines the sequence of language interaction & collaborative activities to scaffold students' mastery of the targeted TEKS.	Fails to outline the sequence of language interaction & collaborative activities to scaffold students' mastery of the targeted TEKS.
Formative Monitoring Checks	1	Clearly describes the formative checks to monitor student engagement & TEKS proficiency.	Describes the formative checks to monitor student engagement & TEKS proficiency.	Fails to describe the formative checks to monitor student engagement & TEKS proficiency.

Rubric: Literacy Diagnostic Kit

Criteria	Possible Points	Meets Standard	Does Not Meet Standard
Phonemic Awareness & Letter Knowledge Assessments.	1	Kit includes 5 phonemic awareness assessments & 5 letter knowledge tasks.	Kit is missing some phonemic awareness assessments & some letter knowledge tasks.
Elementary Spelling Inventory (ESI)	1	Kit includes Elementary Spelling Inventory (ESI) directions & feature scoring guide.	Kit is missing Elementary Spelling Inventory (ESI) directions & feature scoring guide
Decoding: Phonics & Structural Analysis Assessments	1	Kit includes all phonics & structural analysis decoding in oral context assessments & subtests.	Kit is missing some phonics & some structural analysis decoding in oral context assessments & subtests.
Oral Reading & Comprehension Assessments	1	Kit includes graded word lists and 1 st -5 th grades oral reading passages & estimate of reading comprehension assessments.	Kit is missing graded word lists and/or 1 st -5 th grades oral reading passages and/or estimate of reading comprehension assessments.
Reading Motivation Survey & Literature Quick Write Assessments.	1	Kit includes reading motivation survey and literature quick write assessments.	Kit is missing reading motivation survey and/or literature quick write assessments.

Rubric: 3-5 Literacy Data Analysis Reflection Paper

Criteria	Possible Points	Exceeds Standards	Meets Standards	Does Not Meet Standards
Depth of Reflection	2	Clearly demonstrates an in-depth reflection on interpretation & analysis of literacy achievement data.	Demonstrates a general reflection on interpretation & analysis of literacy achievement data.	Demonstrates a lack of reflection on interpretation & analysis of literacy achievement data.
Viewpoints	2	Insightful & well-supported opinions about literacy data analysis & differentiated instruction.	Supported opinions about literacy data analysis & differentiated instruction.	Inappropriate of missing opinions about literacy data analysis & differentiated instruction.
Evidence & Practice	2	Strong synthesis of ideas & insights gained from the assignment with detailed suggestions for future teaching practice.	Some synthesis of ideas & insights gained from the assignment with a few suggestions for future teaching practice.	No evidence of synthesis of ideas & insights gained from the assignment and suggestions for future teaching practice are not evident.
Self-Evaluation	2	Self-evaluation shows personal development related to the goals for the assignment.	Self-evaluation shows personal development related to the goals for the assignment.	Self-evaluation shows personal development related to the goals for the assignment.
Mechanics	2	Clear, concise & well-organized writing with thoughts expressed in a logical manner. There are no significant grammar/spelling errors.	Mostly clear & well-organized writing with thoughts expressed in a logical manner. There are no more than four significant grammar/spelling errors.	Writing is unclear & disorganized with incoherent thoughts expressed in an illogical manner. There are numerous significant grammar/spelling errors.

Rubric: Paired word study demonstrations

Criteria	Possible Points	Exceeds Standards	Meets Standards	Does Not Meet Standards
Purpose of Word Study Activity	2	Clearly states the <u>title</u> of the word study activity, TEKS & spelling stage.	States the <u>title</u> of the word study activity, TEKS & spelling stage.	Fails to state the <u>title</u> of the word study activity, TEKS and/or spelling stage.
Teacher Modeling (Think Aloud)	3	Clear introduction of pictures/words by naming & clarifying their meaning. Teacher clearly asks students what they notice . Teacher identifies the header for each column & explicitly models how to sort the picture/word using a think aloud .	Somewhat clear introduction of pictures/words by naming & clarifying their meaning. Teacher clearly asks students what they notice . Teacher identifies the header for each column & models how to sort the picture/word using a think aloud .	An unclear introduction of pictures/words by naming & clarifying their meaning. Teacher does not ask students what they notice . Teacher identifies the header for each column but does not model how to sort the picture/word using a think aloud .
Student Practice	3	Each student says a picture/word aloud & decides which category to place it in. After sorting, all the students read aloud the pictures/words in each column to check for accuracy & make changes. Students tell their generalizations about the sort & reflect on what they learned.	Some students (not all) orally tell a picture/word aloud & decide which category to place it in. After sorting, some of the students read aloud the pictures/words in each column to check for accuracy & make changes. Students tell their generalizations about the sort & reflect on what they learned.	Students do not say a picture/word aloud & teacher tells which category to place it in. After sorting, the teacher reads aloud the pictures/words in each column to check for accuracy & make changes. The teacher tells the generalizations about the sort. Students do not reflect on what they learned.
Pacing & Handout	2	Word sort demonstration is 7-8 minutes. One, 1-page handout includes the title of the word sort, spelling stage, TEKS addressed, and extension & assessment activities.	Word sort demonstration is 9-10 minutes. One, 1-page handout includes the title of the word sort, spelling stage, TEKS addressed, and extension & assessment activities.	Word sort demonstration is over 10 minutes. One, 1-page handout is missing the title of the word sort, spelling stage, TEKS addressed, or the extension & assessment activities.

Rubric: Literacy Case Study Report

Criteria	Possible Points	Exceeds Standards	Meets Standards	Does Not Meet Standards
Introduction	2	Clear description of diagnostic subject with information about grade, family, literacy interests & academic progress.	Clear description of diagnostic subject with some information about grade, family, literacy interests & academic progress.	Unclear description of diagnostic subject & missing information about grade, family, literacy interests & academic progress.
Description of Literacy Administered Literacy Assessment	2	Clear description of assessed skills with raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.	Clear description of assessed skills with some raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.	Unclear description of assessed skills; missing raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.
Analysis of Test Results	2	Clear analyses of results for each assessment & includes explanations of how the scores were interpreted.	Clear analyses of results for each assessment & includes some explanations of how the scores were interpreted.	Unclear analyses of results for each assessment & does not include explanations of how the scores were interpreted.
Reading Levels for Independent, Instructional, & Frustration Level Texts	3	Clear summary of the grade level of the student's independent, instructional, & frustration reading levels based on <i>analysis of miscues on the oral reading passages</i> administered.	Somewhat clear summary of the grade level of the student's independent, instructional, & frustration reading levels based on <i>analysis of miscues on the oral reading passages</i> administered.	Unclear summary of the grade level of the student's independent, instructional, & frustration reading levels based on <i>analysis of miscues on the oral reading passages</i> administered.
Assessment Instruction Process	5	Based on the results of literacy assessments, a clear summary of 7-8 research-based instructional recommendations tailored to literacy intervention or enrichment .	Based on the results of literacy assessments, a somewhat clear summary of 7-8 research-based instructional recommendations tailored to literacy intervention or enrichment .	Based on the results of literacy assessments, an unclear summary of a few research-based instructional recommendations . No evidence of literacy intervention or enrichment instructional recommendations.
Goals for Future Instruction	3	A clear description of 5-6 goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.	A somewhat clear description of 5-6 goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.	An unclear description of goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.
Testing Artifacts	5	PDF file includes examiner's copy & student results/sample of all administered literacy assessments	PDF file includes examiner's copy & student results/sample of most administered literacy assessments.	PDF file is missing examiner's copy and/or student results/sample for administered literacy assessments.
Mechanics	1	Writing is clear, well-organized & free of significant errors.	Writing is clear, organized & mostly free of significant errors.	Writing is unclear, disorganized & there are significant errors.
Peer Revision (In Class)	2	Brings 1 st draft & assessment results to class and actively participates peer revision of case study report.	Brings 1 st draft & assessment results to class and participates in peer revision of case study report.	Does not bring 1 st draft and/or assessment results to class and fails to participate in peer revision of case study report.