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**College of Education- Department of Teacher Education**

<b>Title of Course: <i>Assessment &amp; Teaching of Literacy</i></b> <b>SEC <i>RED 4341</i> CRN: <i>19403</i></b>	<b>Class hours: 3</b>
<b>Semester: Fall 2019</b>	<b>Instructor Information:</b> Name: <b><i>Dr. Kathleen Mein</i></b> Email: <a href="mailto:kmein@utep.edu">kmein@utep.edu</a> . Office hours: Online--email <b><i>Monday through Friday—1:00-2:00; Email for appointment at other times</i></b>
<b>Day/Time: HYBRID Course: Thursday 4:30-7:20 PM</b> <b>8/29/19 to 10/10/19—meeting online/Blackboard</b> <b>10/17/19 to 12/12/19—meeting EDUC #303</b>	
<b>Credits: 3</b>	

**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 foundational concepts, principles, and best practices related to teaching the interconnected nature of listening, speaking, reading, writing and thinking. Identification and understanding of decoding related reading difficulties (dyslexia & dysgraphia) and reading strategies for dealing with identified decoding & spelling delays 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 Format Information:** This is a hybrid course that will be conducted ***online*** [Blackboard] from **August 29, 2019 to October 17, 2019** and ***in-person*** on campus on **Thursday 4:30-7:20 PM in room #303/EDUC Building** from **October 17, 2019 to December 12, 2019**. During the online part of the class, course work throughout the week is due at specific days/times, however, you are NOT required to be online at any specific time. During the in-person section of the course, you are required to be present in class at 4:30 until 7:20 PM in room #303/Education Building. 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 in the course site VERY carefully, understand what you If at any time you do not understand what to do or when to do it, you should contact me immediately at [kmein@utep.edu](mailto: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:**

This course provides an overview of assessment of and for literacy learning, with an emphasis on identifying and correcting reading and writing delays in order to prevent literacy difficulties. Participants will learn the theory and practice of an integrated and recursive model of literacy and assess, plan & manage literacy tasks for students at *emergent, beginning, transitional, intermediate, and advanced* stages of literacy development. The course will provide 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:

- Understands basic concepts and 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 the characteristics of students at various literacy stages and designs literacy assessments & experiences that are responsive to differences among students learning to read and reading to learn (SBEC, Standard 4; PPR I, Competency 2).
- Demonstrates knowledge of the types, purpose, and characteristics of varied literacy assessments and how to use assessment data to design differentiated and effective tiered literacy instruction (PPR I, Competency 3).
- Manages group and individual literacy assessments in order to select texts, plan and deliver differentiated literacy instruction and flexible grouping (PPR I, Competency 4).
- Applies principles and strategies 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).
- Monitors student performance and achievement using decoding and comprehension literacy assessments; provides students with timely, high quality intervention; and responds flexibly to address a student's identified need (PPR I, III; Technology Applications I-V, Competency 10)

**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.]

Beck, I. L., and Beck, M.E. (2013). *Making sense of phonics, second edition: The hows and whys*. New York, NY: The Guilford Press, ISBN-13 978-1462511990. [This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

**Both textbooks are required for successful completion of this course.**

## **Readings:**

### Week 1

Chapter 110. Texas Essential Knowledge & Skills for English Language Arts & Reading, Subchapter A. Elementary (September 2017 Update) Available at [www.tea.state.tx.us/teks](http://www.tea.state.tx.us/teks)  
*Texas Prekindergarten Guidelines*  
[https://tea.texas.gov/Academics/Early\\_Childhood\\_Education/Texas\\_Prekindergarten\\_Guidelines](https://tea.texas.gov/Academics/Early_Childhood_Education/Texas_Prekindergarten_Guidelines)

### Week 2

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

### Week 3

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

### Week 6

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

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: IRIS Peabody College Vanderbilt University, <https://iris.peabody.vanderbilt.edu/module/rti01/#content>.

### Week 9

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 10

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

Lipson, M. Y., Chomsky-Higgins, P. & Kanfer, J. (2011). Diagnosis: The missing ingredient in RTI assessment. *The Reading Teacher*, 65(4), pp. 203-208. Newark, DE: International Reading Association.

### Week 11

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

## Week 12

Tim Shanahan Balanced Literacy Framework—Word Knowledge, Reading Comprehension, Reading Fluency & Writing at <https://www.youtube.com/watch?v=EdqzTCRYvpE>.

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.

## Week 13

Watts-Taffe, S., Laster, B., Broach, L., Marinak, B., McDonald Connor, C., & Walker-Dalhouse, C. (2012). Differentiated instruction: Making informed teacher decisions. *The Reading Teacher*, 66(4), 303-314.

Allington, R. (2012). What really matters when working with struggling readers, *The Reading Teacher*, 66(7), 520-530. Newark, DE: International Reading Association.

## Week 14

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.

## **Copyright:**

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## **UTEP Learning Resources:**

(UTEP provides a variety of student services and support, including the resources below.)

- UTEP Library: You can access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- The University Writing Center (UWC): Virtually everyone needs help with writing academic English. There's no shame in it. The UWC [Library Building, Rm.227; phone: 915.747.5112] provides online consultations to all UTEP students at no cost. They also have walk-in services, if you are local. It is a terrific resource. If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a punishment – it's intended to help you. Check the website for more information: <http://uwc.utep.edu>

## Student Learning Outcomes:

<b>COURSE SPECIFIC LEARNING OUTCOMES</b> <b>Students will be able to:</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column):</b>
<p>1. Know oral language foundational stages, concepts, principles &amp; best practices and understand second-language acquisition and speech/language delays; know how to provide &amp; interpret a variety of oral language assessments and how to use assessment data to plan instructional opportunities for students to use academic language in meaningful contexts (SBEC Language Arts &amp; Reading EC-6, Standard 1; TEKS ELAR, K-5<sup>th</sup> Developing &amp; Sustaining Foundational Language Skills: <i>Listening, Speaking, Discussion, &amp; Thinking—Oral Language</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Literacy Data Analysis &amp; Differentiated Lesson Plans</i></li> <li>• <i>Discussion Posts on BlackBoard</i></li> <li>• <i>The Science of Teaching Reading Reflection Paper</i></li> <li>• <i>Literacy Case Study Report</i></li> <li>• <i>Midterm &amp; Final Exams</i></li> <li>• <i>Quizzes</i></li> </ul>
<p>2. Analyze phonological and phonemic awareness literacy assessment data &amp; plan differentiated lessons to help young students to develop phonemic awareness and understand that a word is made up of a series of distinct phonemes/sounds (SBEC Language Arts &amp; Reading EC-6, Standard 2; TEKS ELAR, K-2<sup>nd</sup> Developing &amp; Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing &amp; Thinking—Phonological Awareness</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Literacy Data Analysis &amp; Differentiated Lesson Plans</i></li> <li>• <i>Discussion Posts on BlackBoard</i></li> <li>• <i>The Science of Teaching Reading Reflection Paper</i></li> <li>• <i>Literacy Diagnostic Kit</i></li> <li>• <i>Literacy Case Study Report</i></li> <li>• <i>Midterm &amp; Final Exams</i></li> <li>• <i>Quizzes</i></li> </ul>
<p>3. Articulate the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide explicit 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 &amp; Reading EC-6, Standard 3; TEKS ELAR K Developing &amp; Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing &amp; Thinking—Print Awareness &amp; Spelling Knowledge</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Literacy Data Analysis &amp; Differentiated Lesson Plans</i></li> <li>• <i>Discussion Posts on BlackBoard</i></li> <li>• <i>The Science of Teaching Reading Reflection Paper</i></li> <li>• <i>Literacy Diagnostic Kit</i></li> <li>• <i>Literacy Case Study Report</i></li> <li>• <i>Midterm &amp; Final Exams</i></li> <li>• <i>Quizzes</i></li> </ul>
<p>4. Compare and contrast how literacy develops over time and the prerequisite literacy strengths and needs required for students to progress from learning to read (PK-3<sup>rd</sup>) to reading to learn (3<sup>rd</sup>-6<sup>th</sup>) and how to use whole texts to plan and deliver differentiated instruction and flexible grouping to support the development of students' literacy (SBEC Language Arts &amp; Reading EC-6, Standard 4; TEKS ELAR, K-5<sup>th</sup>, Developing &amp; Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing &amp; Thinking—Beginning Reading &amp; Writing</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Literacy Data Analysis &amp; Differentiated Lesson Plans</i></li> <li>• <i>Discussion Posts on BlackBoard</i></li> <li>• <i>The Science of Teaching Reading Reflection Paper</i></li> <li>• <i>Literacy Diagnostic Kit</i></li> <li>• <i>Literacy Case Study Report</i></li> <li>• <i>Midterm &amp; Final Exams</i></li> <li>• <i>Quizzes</i></li> </ul>

## Student Learning Outcomes:

<b>COURSE SPECIFIC LEARNING OUTCOMES</b> <b>Students will be able to:</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column):</b>
<p>5. Know the principles, concepts, and best practices of explicit, systematic phonics &amp; structural analysis assessment and differentiated instruction and how a student's ability to decode words aids in the development of word recognition and supports reading fluency and comprehension (SBEC Language Arts &amp; Reading EC-6, Standard 5; TEKS ELAR, K-5<sup>th</sup> Developing &amp; Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing &amp; Thinking—Beginning Reading &amp; Writing—Phonetic Knowledge, Spelling Knowledge, Vocabulary &amp; Comprehension</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Literacy Assessment Data Analysis &amp; Lesson Plan Response</i></li> <li>• <i>Discussion Posts on BlackBoard</i></li> <li>• <i>The Science of Teaching Reading Reflection Paper</i></li> <li>• <i>Literacy Diagnostic Kit</i></li> <li>• <i>Literacy Case Study Report</i></li> <li>• <i>Midterm &amp; Final Exams</i></li> <li>• <i>Quizzes</i></li> </ul>
<p>6. Demonstrate knowledge of the continuum of phonics and structural analysis decoding skills and interpret/use data from phonics, morphemic analysis &amp; spelling assessments to plan and deliver explicit, standards-based (TEKS) phonics, word identification and structural analysis lessons (SBEC Language Arts &amp; Reading EC-6, Standard 5; TEKS ELAR, K-5<sup>th</sup> Developing &amp; Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing &amp; Thinking—Beginning Reading &amp; Writing—Phonetic Knowledge, Spelling Knowledge, &amp; Vocabulary</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Literacy Assessment Data Analysis &amp; Lesson Plan Response</i></li> <li>• <i>Discussion Posts on BlackBoard</i></li> <li>• <i>The Science of Teaching Reading Reflection Paper</i></li> <li>• <i>Literacy Diagnostic Kit</i></li> <li>• <i>Literacy Case Study Report</i></li> <li>• <i>Midterm &amp; Final Exams</i></li> <li>• <i>Quizzes</i></li> </ul>
<p>7. Know concepts and principles related to fluency and the interrelationship between fluency and reading comprehension as well as the factors that disrupt fluent reading and text comprehension. Analyze oral reading (fluency) assessment data to determine students' reading levels and use the data results to plan differentiated reading lessons that improve students' reading automaticity, prosody and comprehension (SBEC Language Arts &amp; Reading EC-6, Standard 6; TEKS ELAR, 1<sup>st</sup>-5<sup>th</sup>: Developing &amp; Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing &amp; Thinking—Fluency, Comprehension Skills, Response Skills</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Literacy Assessment Data Analysis &amp; Lesson Plan Response</i></li> <li>• <i>Discussion Posts on BlackBoard</i></li> <li>• <i>The Science of Teaching Reading Reflection Paper</i></li> <li>• <i>Literacy Diagnostic Kit</i></li> <li>• <i>Informational Text (Read Aloud) Lesson Demonstrations</i></li> <li>• <i>Literacy Case Study Report</i></li> <li>• <i>Midterm &amp; Final Exams</i></li> <li>• <i>Quizzes</i></li> </ul>
<p>8. Analyze comprehension assessment data and interpret the results to plan &amp; deliver differentiated vocabulary &amp; comprehension lessons to improve students' word knowledge, close reading, comprehension strategies, and knowledge of different comprehension levels—literal, inferential, &amp; evaluative comprehension levels (SBEC Language Arts &amp; Reading EC-6, Figure 19 TEKS ELAR, K-5<sup>th</sup> <i>Reading/Comprehension Skills, Response Skills</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Literacy Assessment Data Analysis &amp; Lesson Plan Response</i></li> <li>• <i>Discussion Posts on BlackBoard</i></li> <li>• <i>Informational Text (Read Aloud) Lesson Demonstrations</i></li> <li>• <i>Literacy Case Study Report</i></li> <li>• <i>Midterm &amp; Final Exams</i></li> <li>• <i>Quizzes</i></li> </ul>



## Student Learning Outcomes:

COURSE SPECIFIC LEARNING OUTCOMES Students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column):
9. Know concepts and principles related to assessment and critical thinking about literary texts & informational texts and 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 within and across increasingly complex traditional, contemporary, classical and diverse texts (SBEC Language Arts & Reading EC-6, Standard 7; TEKS ELAR, K-5 <sup>th</sup> <i>Multiple Genres--Literary Elements; Multiple Genres--Genres &amp; Author's Purpose Craft</i> ).	<ul style="list-style-type: none"> <li>• <i>The Science of Teaching Reading Reflection Paper</i></li> <li>• <i>Informational Text (Read Aloud) Lesson Demonstrations</i></li> <li>• <i>Literacy Case Study Report</i></li> <li>• <i>Midterm &amp; Final Exams</i></li> <li>• <i>Quizzes</i></li> </ul>
10. Identify the basic concepts, principles and best practices of writing assessment and instruction and demonstrate how to interpret results to teach the writing process, composition of multiple text genres and inquiry and research skills (SBEC Language Arts & Reading EC-6, Standard 10; TEKS ELAR, K-5 <sup>th</sup> <i>Writing Process, Composition, Inquiry &amp; Research</i> ).	<ul style="list-style-type: none"> <li>• <i>The Science of Teaching Reading Reflection Paper</i></li> <li>• <i>Comprehension Strategy for Informational Text (Read Aloud) Lesson Demonstrations</i></li> <li>• <i>Literacy Case Study Report</i></li> <li>• <i>Midterm &amp; Final Exams</i></li> <li>• <i>Quizzes</i></li> </ul>
11. Administer and 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 need in phonemic awareness/alphabetic principle, decoding, fluency, vocabulary, comprehension, and composition.	<ul style="list-style-type: none"> <li>• <i>Literacy Assessment Data Analysis &amp; Lesson Plan Response</i></li> <li>• <i>Literacy Case Study Report</i></li> </ul>

## Evaluation & Coursework Requirements of Students:

### Literacy Assessment Data Analysis & Lesson Plan Response (14 points—7 points each)

**(1) Alphabet Principle Assessment Data Analysis & Lesson Plan Response (7 points)** This is a two-part assignment that requires interpretation and analysis of phonemic awareness and phonics assessment class data for part one and part two is a differentiated lesson plan response of an alphabetic principle instructional strategy or intervention that addresses the identified needs of a small group (4-6) of students.

**Part 1: Assessment Data Analysis:** use the classroom composite form and analyze the alphabet, phoneme awareness, & phonics skills for the whole class. Analyze students' ability to:

- ✓ identify words are composed of separate phonemes that are represented by graphemes (alphabetic principle);

- ✓ identify the alphabet letter & corresponding speech sounds in the middle & end of words;
- ✓ ability to segment and blend phonemes in CVC, CVVC & CVCe words (phonemic awareness) to form meaningful, pronounceable words;
- ✓ ability to decode vowel sounds in CVC, CVVC & CVCe words;
- ✓ ability to rapidly identify high frequency sight words.

**Part 2 Lesson Plan Response:** Write a **differentiated lesson plan** for an identified homogeneous group (4-5) of students. Plan the lesson objective, phonological awareness & phonics TEKS, materials including target words, and teaching strategy to teach consonant, short vowel, and/or two-letter graphemes (vowel digraphs, diphthongs, r-controlled) words. Based on the students' identified letter-sound need, clearly describe the sequence focus and the corresponding procedure for steps 1 through 4/5 to teach alphabetic principle lesson plan using a letter-sound teaching strategy on pages 53-69 in *Making Sense of Phonics* by Beck & Beck. **Points will be deducted for late submission of the assignments.** A rubric for the Alphabet Principle Analysis & Lesson Plan can be found in the appendix.

**(2) Word Study, Fluency, & Comprehension Assessment Data Analysis & Lesson Plan Response (7 points)** This is a two-part assignment that requires interpretation and analysis of a class's fluency reading rates, syllabication/morphemic analysis & comprehension assessment data and part two is a differentiated lesson plan response of a fluency, syllasearch & comprehension instructional strategy or intervention that addresses the identified needs of a small group (4-6) of students.

**Part 1:** use the classroom composite form of students' results on an Informal Reading Inventory (IRI) to determine the number of words read per minute (WPM/fluency); syllabication & morphemic analysis skills and comprehension skills. Analyze students:

- ✓ automaticity and reading rate (WPM) in comparison to oral reading fluency grade level norms or benchmarks;
- ✓ oral reading accuracy rate (independent, instructional, and frustration) the grade level IRI narrative passage;
- ✓ knowledge of common syllable types in English--closed, silent e, open syllables—and 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.

**Part 2 Lesson Plan Response:** Write a **differentiated lesson plan** for an identified homogeneous group (4-5) of students. Plan the lesson objective, fluency, phonics, & author's purpose & craft TEKS, literary text (folktale, fable, legend, myth, tall tale, poetry, or drama from various cultures) materials including list of multisyllabic words from the text, and teaching strategy to teach word study—syllabication, fluency and comprehension of author purpose & craft using a literary text at students' instructional reading level. A clear description of procedures to teach word study, fluency, & comprehension with the following:

- Word study activity (5-8 minutes) procedures to teach the syllasearch activity using 8-10 multisyllabic words from the literary text;



- Fluency activity (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;
- Comprehension activity (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.

**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.

**BlackBoard (BB) Discussion Forums** (6 points—1 point each: .5 for your post & .5 for peer response) To connect course content to our own life and to facilitate understanding of and discussion about the readings, you will be expected to do six discussion postings on specific weeks during the semester. The postings should respond to the prompt provided in Blackboard and each posting should be at least 200 words in length. In order to have an ongoing exchange of ideas with peers, you are expected to respond to one peer's discussion post; your peer response should be at least 100 words in length. **Double click on week's folder to access the Discussion Board Forum.** On the weeks that include BlackBoard discussions, your posts will be due by **Saturday** at midnight. Late work will not be accepted. Each discussion posting will count .5 points and .5 points for each peer response. Discussion posts are due during weeks #2, 3, 4, 5, 6, & 7. Points will be deducted for late responses. **For BlackBoard (BB) discussion posts, you are expected to maintain the following BB etiquette:**

- ❖ Do not use inappropriate language, all capital letters, or language short cuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
- ❖ When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- ❖ Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- ❖ Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn your participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

A rubric for the postings can be found in the appendix.

**The Science of Teaching Reading 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. Review the ELAR TEKS and the *Texas Prekindergarten Guidelines* and think about an integrated and recursive model of literacy and the characteristics of students at the *emergent, beginning, transitional, intermediate and advanced* literacy stages of reading development. To develop your reflection paper, review the key principles of reading pedagogy

and how teachers use literacy assessment results to plan and manage standards-based (TEKS), systematic and explicit reading instruction for students learning to read and reading to learn as well as how teachers meet the needs of struggling readers to prevent reading difficulties. Describe how teachers explicitly and systematically implement the foundational reading skills: *oral language development; phonological & phonemic awareness; the alphabet principle & print awareness; phonics & word identification skills; morphemic awareness & syllabication*. Explain how teachers motivate readers and use increasing complex texts and research-based strategies and best practices to promote students' *vocabulary knowledge, reading fluency, metacognitive comprehension strategies; and reading comprehension of literary & informational texts*. Finally, depict the four types of struggling readers and how teachers analyze assessment data and plan effective tier 2 differentiated instruction and tier 3 intensive intervention to address students' phonological & phonemic awareness, phonics skills & morphemic awareness, reading fluency, vocabulary and comprehension knowledge. The science of teaching reading reflection paper should be 4-5 pages, double-spaced in length, and follow APA format. Use the following link as your resource: <http://owl.english.purdue.edu/owl/resource/560/01/>. A rubric for your science of teaching reading reflection paper can be found in the appendix.

**Diagnostic Literacy 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 textbook, the Elementary Spelling Inventory (ESI) Feature Guide, and 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 textbook BEFORE class. You will not have time to make copies on the day of class. A rubric for the literacy diagnostic kit can be found in the appendix.

**Comprehension Strategy for Informational Text (Read Aloud) Lesson Demonstrations (10 points).** In order to apply an understanding of how to teach comprehension strategies for informational texts, you will work with a partner or alone (only) to demonstrate a reading comprehension procedure to increase students' use of background knowledge to comprehend an **informational picture book**. Select an appropriate informational picture book and one of the following comprehension strategies for teaching informational text from pages 378-399 in Reutzel and Cooter text:

**Building Reader Engagement**

- Comprehension Process Motions: Engaging Movements to Promote Primary-Grade Comprehension (pp. 378-380)

**Building Students' Background Knowledge**

- The Picture Walk (pp.380-381)

**Social Interactions**

- Think-Pair-Share: Readers Collaborate to Comprehend (pp. 381-382)

**Vocabulary**

- Becoming a Word Detective (pp. 383-386)

#### **Text Structure**

- Graphic Organizers: Visual Representation of Informational Text Structure (pp. 386-387)
- Close Reading of Informational Texts (pp. 387-390)

#### **Teaching Informational Text: Comprehension Instruction Focused on the Task**

- Question Answering (pp. 393-394)
- Question Generation (pp.394-396)

#### **Retellings**

- Informational Text Oral Readings (pp. 397-398)

#### **Multiple Strategy Instruction**

- Reciprocal Teaching (pp.398-399)

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 12-15-minute** comprehension strategy with informational picture book lesson demonstration. Points will be deducted for the lesson demonstrations exceeding 15minutes.

**Teacher demonstration of the comprehension teaching strategy by both students (6-8 minutes):** Introduce the title & author of the informational text.

- ✓ **BEFORE Teacher Read Aloud:** Preview the text illustrations & vocabulary. Ask students what they notice about the pictures/words and set a purpose for reading the informational book.
- ✓ **DURING Teacher Read Aloud:** Read the text aloud to the students and stop intermittently to conduct a “think aloud” about the text structure and key vocabulary. Each presenter will conduct a think aloud.
- ✓ **AFTER Reading:** Presenters model how to complete the comprehension activity as students watch the demonstration.

**AFTER Reading Student Practice (5-6 minutes):** students re-read the informational text to complete the comprehension strategy. Follow the comprehension strategy procedures (Reutzel & Cooter) to build students’ background knowledge; foster social interactions; build vocabulary; understand text structure; generate questions & answer; or use of multiple comprehension strategies.

#### **Handout/Preparation (one page) with the following information:**

1. Title of comprehension strategy & grade level;
2. Title & author of informational text;
3. Multiple Genres: *Genres (D) Recognize characteristics & structures of Informational Texts TEKS standard*;
4. A short explanation of the purpose of the comprehension strategy lesson.
5. Description of the steps for teaching the comprehension strategy before, during, and after reading;
6. Formative assessment of comprehension strategy

A rubric for the Comprehension Strategy for Informational Text (Read Aloud) Lesson Demonstrations can be found in the appendix

**Literacy Case Study Report (15 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 oral reading accuracy rates i.e. 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 summary of **5-6 research-based instructional recommendations** for *phonetic blending; word building; reading fluency; reading comprehension & writing* based on the student's results on literacy assessments.
- f) Goals for Future Instruction/Intervention: a clear description of 4 goals aligned with grade level TEKS standards for *word study; reading fluency, reading comprehension; & writing* future instruction/intervention.
- 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 PDF 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 5-6 research-based reading & writing recommendations for future instruction tied to assessment results as well as the 4 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](mailto:kmein@utep.edu). A rubric for the literacy case study report 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 a digital Glossary of RED 4341 Terms. After reading the material, write the vocabulary word and definition which you will find in the course readings. Throughout the course, you are expected to maintain the glossary of RED 4341 terms; the required readings and glossary of RED 4341 terms will form the basis of quizzes/formative assessments. When reading the week's class notes on BlackBoard (BB), you will have an opportunity to informally assess your knowledge of the week's vocabulary terms. After completing the Class Notes (Power Point) Module, you will take the week's quiz on BlackBoard for online classes during weeks 2-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; you can use your glossary of terms when taking the quizzes, midterm, and final exams.

Assignment	Due Date	Point value
Literacy Data Analysis & Differentiated Lesson Plans	Alphabet Principle Analysis & Lesson Plan (7 points)— <b>10/10/19</b>  Word Study, Fluency & Comprehension Analysis & Lesson Plan (7 points)— <b>10/31/19</b>	14 points
BlackBoard (BB) Discussion Forums	<b>9/7/19; 9/14/19; 9/21/19; 9/28/19; 10/5/19; 10/12/19</b>	6 points
The Science of Teaching Reading Reflection Paper	<b>11/7/19</b>	10 points
Diagnostic Literacy Kit	<b>10/31/19</b>	5 points
Informational Text Read Aloud Lesson Demonstrations	<b>11/21/19</b>	10 points
Literacy Case Study Report	<b>12/10/19</b>	15 points
Midterm and Final Exam	Midterm--- <b>10/10/19</b> Final— <b>12/12/19</b>	20 points
Quizzes/Formative Assessments	<b>Ongoing</b>	20 points
<b>TOTAL</b>		<b>100 points</b>

**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 Online Etiquette:**

As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

- *You are expected to actively engage in the learning community of this class.*

This includes: completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions.

- *You are expected to exhibit appropriate behavior for a higher learning environment.*

Even though for first half of the class we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus.

- *You are expected to exhibit high level time management skills and turn your work in ON TIME.*

Timely completion of all coursework is essential for this class to run smoothly (i.e. your classmates rely on you to do your readings early in the week and contribute to the discussion on time in order for them to be able to post feedback later in the week). All online assignments are due by the due date and time listed in the task directions.

Missing two weeks of discussion, quizzes and/or failure to turn in three assignments will result in your automatically failing this course, regardless of any points earned. Note: Exceptions may be made in the case of *extreme emergency* with supporting documentation Without prior notice, late assignments will NOT receive any credit.

- *You work is expected to be your own.* Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think, not how clever you are at getting around the rules.... so use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct WILL be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it

- *You are expected to contact me for help if needed throughout the semester.* I will have virtual office hours on Monday through Friday from 1:00 to 2:00 PM. You can email me for a quick response or email me at [kmein@utep.edu](mailto:kmein@utep.edu). Please include your first and last name and the title of the course you are taking with me in the body of your message. 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 required to actively participate in all online classes (first 8 week) by reading & reviewing the weekly BlackBoard (BB) reading resources, participate in the Discussion Board and completed the weekly quiz by **due date at midnight**. Late work will NOT be accepted. All online assignments are due by the due date and time listed in the task directions (see each weekly session in our course site for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the time you devote to this class accordingly. For the seven Saturday face-to-face classes, you are expected to read all assigned readings before class and attend class on-time (12:00 noon/EDUC #312) ready to participate in collaborative group work, class activities, quizzes and the final exam. Missing two weeks of discussion, quizzes and/or failure to turn in three assignments will result in your automatically failing this course, regardless of any points earned.

### **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](http://www.nationalreadingpanel.org/publications/summary.htm).
- TEKS ELA/R <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>
- "El Inventario de Lectura en Español de Tejas" (Tejas LEE)-- <http://www.tejaslee.org/>
- STAAR--<http://www.tea.state.tx.us/student.assessment/staar/>
- Response to Intervention (RtI)-- <http://www.rti4success.org>.
- 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](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
<b>Aug 29</b> <b>Week 1</b>  <b>Online</b> <b>Class</b>	<b>Online Class</b> Introduction to the course  <i>The Science of Teaching Reading &amp; Elementary ELAR TEKS</i>	<b>Purchase the 2 required textbooks:</b> <ul style="list-style-type: none"> <li>• <i>Making Sense of Phonics, 2<sup>nd</sup> Edition, The Hows and Whys</i> by Isabel Beck &amp; Mark Beck.</li> <li>• <i>Locating and Correcting Reading Difficulties, 10<sup>th</sup> edition</i> by Cockrum &amp; Shanker</li> </ul> <b>Read (before class)</b> <ul style="list-style-type: none"> <li>▪ Read &amp; review the course syllabus</li> <li>▪ Download &amp; read the <i>Texas Elementary English Language Arts &amp; Reading (ELAR) TEKS</i> (Sept. 2017) and <i>Texas Prekindergarten Guidelines</i></li> <li>▪ Read CH. 1, <i>Situating Phonics Instruction</i>, in Beck &amp; Beck, <i>Making Sense of Phonics, 2<sup>nd</sup> Edition</i>.</li> </ul> <b>BlackBoard (BB)</b> <ul style="list-style-type: none"> <li>▪ Read &amp; review the Week 1 <b>Class Notes</b> (Power Point) <i>Course introduction, stages of literacy development &amp; the science of teaching reading.</i></li> </ul>
<b>Sept 5</b> <b>Week 2</b>  <b>Online</b> <b>Class</b>	<b>Online Class</b> Overview of Literacy Assessment	<b>Read (before class)</b> <ul style="list-style-type: none"> <li>✓ McKenna &amp; Dougherty-Stahl, <i>General concepts of assessment</i> (pdf on BB)</li> <li>✓ CH.8, <i>Assessment</i>, in Beck &amp; Beck, <i>Making Sense of Phonics, 2<sup>nd</sup> Edition</i>.</li> </ul> <b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>norm-referenced test; criterion-referenced test; formative &amp; summative assessments; screening &amp; diagnostic tests; pre- &amp; post-assessments; informal reading inventories (IRI); high-frequency sight word assessment; pseudo-word assessments; rapid naming assessment; rubrics.</i> <b>BlackBoard (BB)</b> <ul style="list-style-type: none"> <li>✓ Read &amp; review the Week 2 <b>Class Notes</b> (Power Point)—<i>Foundations of Reading Assessments.</i></li> </ul> <b>BB Discussion Forum</b> <ul style="list-style-type: none"> <li>✓ BlackBoard (BB) discussion post (200 words) &amp; peer response (100 words) due by Saturday 9/7/19 at midnight.</li> <li>✓ Double click on week #2 folder on BB to access the week's Discussion Board Forum.</li> </ul>

Date	Topic	Readings & Assignments Due
<b>Sept 12</b> <b>Week 3</b>  <b>Online</b> <b>Class</b>	<b>Online Class</b> The Alphabetic Principle & Print Awareness	<b>Read (before class)</b> <ul style="list-style-type: none"> <li>✓ CH.2, <i>The Alphabetic Principle &amp; Phonics</i>, in Beck &amp; Beck, Making Sense of Phonics, 2<sup>nd</sup> Edition.</li> <li>✓ CH. 2, <i>Alphabet Knowledge</i>, in Cockrum &amp; Shanker, 10<sup>th</sup> Edition.</li> <li>✓ Texas English Language Proficiency Standards (ELPS)</li> <li>✓ TEKS ELAR, 1<sup>st</sup> -5<sup>th</sup>: Foundational Language Skills: Listening, Speaking, Reading, Writing, &amp; Thinking: Print Awareness</li> </ul> <b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>oral language development; TROLL; alphabetic principle; phoneme; graphemes; grapho-phonemic awareness; phonics; high-skilled &amp; low-skilled readers; concepts of print; letter-identification assessment; print concepts &amp; awareness; print &amp; digital book handling skills; alphabet books; predictable texts; English Language Proficiency Standards (ELPS)</i> <b>BlackBoard (BB)</b> <ul style="list-style-type: none"> <li>✓ Read &amp; review the Week 3 <b>Class Notes</b> (Power Point) <i>Oral Language, Print Concepts &amp; the Alphabetic Principle</i></li> <li>✓ <i>ELAR TEKS, K-5<sup>th</sup>, Developing &amp; sustaining language skills—Oral Language; Demonstrate &amp; apply phonological awareness &amp; phonetic knowledge</i></li> </ul> <b>BB Discussion Forum</b> <ul style="list-style-type: none"> <li>✓ BlackBoard (BB) discussion post (200 words) &amp; peer response (100 words) due by Saturday 9/14/19 at midnight. Double click on week #3 folder on BB to access the week's Discussion Board Forum.</li> </ul>
<b>Sept 19</b> <b>Week 4</b> <b>Online</b> <b>Class</b>	<b>Online Class</b> Phonological & Phonemic Awareness	<b>Read (before class)</b> <ul style="list-style-type: none"> <li>✓ CH.3, <i>Phonemic Awareness: A Bit of a Different Take</i>, in Beck &amp; Beck, Making Sense of Phonics, 2<sup>nd</sup> Edition.</li> <li>✓ CH. 1, Chapters 1 <i>Developing Phonemic Awareness</i> in Cockrum &amp; Shanker, 10<sup>th</sup> Edition.</li> <li>✓ <i>Texas Prekindergarten Guidelines</i>, Skill Domains: Language &amp; Communication (pp.45-62); Emergent Literacy Reading (pp. 63-79)</li> <li>✓ TEKS ELAR, K-5<sup>th</sup>: Foundational Language Skills: Listening, Speaking, Reading, Writing, &amp; Thinking: Oral Language &amp; Phonological Awareness</li> </ul> <b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>rhyming; onset &amp; rime; syllables; sentence segmentation; letter- sound identification; phonemic manipulation; phoneme segmentation; phoneme blending; phonograms; reciprocal nature of phonemic awareness &amp; decoding; phonetics; pattern/predictable text; decodable text.</i> <b>BlackBoard (BB)</b> <ul style="list-style-type: none"> <li>✓ Read &amp; review the Week 4 <b>Class Notes</b> (Power Point) <i>Phonological &amp; Phonemic Awareness</i></li> </ul> <b>BB Discussion Forum</b> <ul style="list-style-type: none"> <li>✓ BlackBoard (BB) discussion post (200 words) &amp; peer response (100 words) due by Saturday 9/21/19 at midnight.</li> </ul>

Date	Topic	Readings & Assignments Due
<b>Sept 26</b> <b>Week 5</b> <b>Online</b> <b>Class</b>	<b>Online Class</b>  Phonics & Decoding Skills	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>✓ CH.4, <i>The Phonics Landscape</i>, in Beck &amp; Beck, <i>Making Sense of Phonics</i>, 2<sup>nd</sup> Edition.</li> <li>✓ CH. 5, <i>Teaching Children the Sounds that Letters Represent</i> in Beck &amp; Beck, <i>Making Sense of Phonics</i>, 2<sup>nd</sup> Edition.</li> <li>✓ CH. 4, <i>Developing Phonics Knowledge</i>, in Cockrum &amp; Shanker, 10<sup>th</sup> Edition.</li> <li>✓ <i>Texas Prekindergarten Guidelines</i>, Skill Domains: Emergent Literacy Writing (pp. 79-86)</li> <li>✓ <i>ELAR TEKS, K-5<sup>th</sup>, Developing &amp; sustaining language skills— Demonstrate &amp; apply phonetic knowledge</i></li> </ul> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b>  <i>Decoding; encoding; explicit phonics instruction; individual consonants; short vowels—CVC words; consonant blends; consonant digraphs; long vowels in CVVC, CVCe words; r-controlled vowels; diphthongs &amp; other vowel patterns; scope &amp; sequence of phonics instruction; blending letters &amp; sounds; phonics assessment; analytic phonics.</i></p> <p><b>BlackBoard (BB)</b></p> <ul style="list-style-type: none"> <li>✓ Read &amp; review the Week 5 <b>Class Notes</b> (Power Point) <i>Phonics &amp; Decoding Skills</i></li> </ul> <p><b>BB Discussion Forum</b></p> <ul style="list-style-type: none"> <li>✓ BlackBoard (BB) discussion post (200 words) &amp; peer response (100 words) due by Saturday 9/28/19 at midnight.</li> </ul>
<b>Oct 3</b> <b>Week 6</b> <b>Online</b> <b>Class</b>	<b>Online Class</b>  Automaticity & Fluent Reading	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>✓ Reutzel &amp; Cooter, <i>Running Records</i>, pdf on BB</li> <li>✓ CH 10, <i>Developing Reading Fluency</i> in Cockrum &amp; Shanker, 10<sup>th</sup> Edition.</li> <li>✓ CH 6, <i>Blending</i> in Beck &amp; Beck, <i>Making Sense of Phonics</i>, 2<sup>nd</sup> Edition.</li> <li>✓ <i>ELAR TEKS, K-5<sup>th</sup>, Developing &amp; sustaining language skills— Demonstrate &amp; apply phonetic knowledge</i></li> <li>✓ <i>TEKS ELAR, 1<sup>st</sup> -5<sup>th</sup>: Foundational Language Skills: Listening, Speaking, Reading, Writing, &amp; Thinking: Fluency</i></li> </ul> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b>  <i>blending; 3 cueing system—graphophonic, semantic, syntactic cues; automaticity; prosody; automatic word recognition; key decoding skills, reading rate; oral reading strategies; echo reading; reader's theater; choral reading; running records; miscues; reading levels—independent, instructional &amp; frustration; repeated oral reading.</i></p> <p><b>BlackBoard (BB)</b></p> <ul style="list-style-type: none"> <li>✓ Read &amp; review the Week 6 <b>Class Notes</b> (Power Point) <i>Assessing &amp; Promoting Reading Fluency &amp; Comprehension</i></li> </ul> <p><b>BB Discussion Forum</b></p> <ul style="list-style-type: none"> <li>✓ BlackBoard (BB) discussion post (200 words) &amp; peer response (100 words) due by Saturday 10/5/19 at midnight.</li> </ul>

Date	Topic	Readings & Assignments Due
Oct 10 Week 7 Online Class	Online Class  Midterm Exam  Response to Intervention (Rtl) WebQuest	<p><b>BlackBoard</b></p> <ul style="list-style-type: none"> <li>Midterm exam inside week #7 folder on BlackBoard. Midterm exam opens at 8:00 am on 10/10/19 and closes at 11:30 pm on 10/10/19.</li> </ul> <p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li><b>Alphabet Principle Analysis &amp; Lesson Plan (7 points) due on BlackBoard on 10/10/19 by midnight.</b></li> </ul> <p><b>Response to Intervention (Rtl) Readings &amp; WebQuest</b></p> <ul style="list-style-type: none"> <li><i>Fuchs, Fuchs, &amp; Vaughn, What is intensive instruction and why is it important.</i></li> <li>Read &amp; review the Response to Intervention (Rtl) WebQuest at: <a href="https://iris.peabody.vanderbilt.edu/module/rti01/#content">https://iris.peabody.vanderbilt.edu/module/rti01/#content</a></li> <li><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>struggling readers; discrepancy vs. response-to-intervention (Rtl) models; benefits of Rtl; universal screening assessments; progress monitoring; tier one: class or school-wide interventions; tier 2 differentiated interventions; tier 3 intensive targeted interventions.</i></li> </ul> <p><b>BB Discussion Forums</b></p> <ul style="list-style-type: none"> <li>✓ BlackBoard (BB) discussion post (200 words) &amp; peer response (100 words) due by Saturday 10/12/19 at midnight.</li> </ul> <p><b>Extra Credit Assignment:</b> After reading the Fuchs et al. article &amp; watching the videos on the RTI WebQuest, read and submit the Response to Intervention (Rtl) assignment on Blackboard for 5 points extra credit. <b>Do not email me your answers to the Rtl questions.</b></p>
Oct 17 Week 8 Face-to-Face Class	Face-to-Face Class  Vocabulary Development & Morphemic Analysis Tasks	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>CH 9, <i>Multisyllabic Words</i> in Beck &amp; Beck, Making Sense of Phonics, 2<sup>nd</sup> Edition.</li> <li>CH.5, <i>Developing Structural Analysis</i> in Cockrum &amp; Shanker, 10<sup>th</sup> Edition.</li> <li>CH 8 <i>Developing Vocabulary Knowledge</i> in Cockrum &amp; Shanker, 10<sup>th</sup> Edition.</li> <li>TEKS ELAR, 1<sup>st</sup> -5<sup>th</sup>: Foundational Language Skills: Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Demonstrate &amp; apply phonetic &amp; spelling Knowledge</i></li> <li>TEKS ELAR, 1<sup>st</sup> -5<sup>th</sup>: Foundational Language Skills: Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Vocabulary</i></li> </ul> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>affix; prefix, suffix; morpheme; base/root word; inflections; open &amp; closed syllables; derivational affixes; multisyllabic words; learned helplessness; syllabication; morphemic analysis; syllabication; tier one, two, three words; antonyms; synonyms, idioms; adages; puns; cloze passage; context clues; active word construction; word consciousness; academic language development.</i></p>

Date	Topic	Readings & Assignments Due
<b>Oct 24</b> <b>Week 9</b> <b>Face-to-Face</b> <b>Class</b>	<b>Face-to-Face Class</b>  Comprehension & Metacognition Development	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>CH 6 <i>Developing Ability to Use Context Clues</i> in Cockrum &amp; Shanker, 10<sup>th</sup> edition.</li> <li>CH 9 <i>Improving Comprehension</i> in Cockrum &amp; Shanker, 10<sup>th</sup> edition.</li> <li>Kelly &amp; Clausen-Grace, Introducing the metacognitive teaching framework (pdf on BB).</li> <li>TEKS ELA &amp; R, K-5<sup>th</sup> Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Comprehension Skills; Response Skills; Multiple Genres—Literary Elements &amp; Genres; &amp; Author's Purpose &amp; Craft.</i></li> </ul> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b>  <i>comprehension assessments; retellings; schema/background knowledge; comprehension strategies—predicting, inferences, asking questions, visualizing, making connections; summarizing; complex texts; genres; self-monitoring skills; literal, inferential &amp; evaluative comprehension skills; close reading; text dependent questions; annotation; motivation.</i></p>
<b>Oct 31</b> <b>Week 10</b> <b>Face-to-Face</b> <b>Class</b>	Diagnostic Testing & Struggling Readers	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>Blevins, <i>Meeting the Needs of Struggling Readers</i> (pdf on BB)</li> <li>Lipson, <i>Diagnosis: The Missing Ingredient in RTI Assessment</i> (pdf on BB)</li> <li><i>Texas Prekindergarten Guidelines</i>, Support for ELLs and Children with Special Needs (pp.3-7).</li> </ul> <p><b>In-Class Assignment—Create Diagnostic Literacy Kit</b> (5 points).            Before class <b>make ALL <u>one-sided</u> copies of the following assessments:</b></p> <ul style="list-style-type: none"> <li><b>Single-sided</b> copies of assessments from Cockrum &amp; Shanker textbook—pages 11-19; 27-31; 117-131; 149-165; 256-261 &amp; Appendix A p. 356.</li> <li><b>A</b> 3-ring binder; 40 Sheet covers (plastic sleeves); transparent tape &amp; scissors; 5X8 index cards, 5 pieces of card stock &amp; 7 dividers.</li> </ul> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b>  <i>literacy assessments; screening; diagnostic; formative progress monitoring; benchmark progress monitoring; summative progress monitoring; instructional decision-making; differentiated instruction; basal readers; types of struggling readers—non-alphabetic, compensatory, non-automatic; delayed; prompting; assisted reading; supported contextual reading; teacher read alouds; commercial intervention programs.</i></p> <p><b>Assignment Due:</b></p> <ul style="list-style-type: none"> <li><b>Fluency, Vocabulary, &amp; Comprehension Analysis &amp; Lesson Plan (7 points) due on BB on 10/31/19 by midnight.</b></li> </ul>

Date	Topic	Readings & Assignments Due
<b>Nov 7</b> <b>Week</b> <b>11</b> <b>Face-</b> <b>to-Face</b> <b>Class</b>	<b>Face-to-Face Class</b>  Assessing & Teaching Literary & Informational Texts	<b>Read (before class)</b> <ul style="list-style-type: none"> <li>Reutzel &amp; Cooter, <i>Strategies for Teaching Informational Texts</i> (pdf on BB).</li> <li>TEKS ELA &amp; R, K-5<sup>th</sup> Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Literary Elements, Genres; &amp; Author's Purpose &amp; Craft</i>.</li> </ul> <b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>Literary texts</i> --folktales; fables; fairy tales; legends; myths; tall tales; nursery rhymes; poetry & drama; story elements; story map. <i>Informational text structures</i> —descriptive; comparison/contrast; cause/effect; sequential; chronological. <i>Informational text features</i> —subtitles, bold/italicized word, graphic features. <b>In-Class Assignment:</b> Partners select comprehension strategy for an informational picture book to read aloud & demonstrate in class on 11/21. <b>Assignment Due:</b> <ul style="list-style-type: none"> <li><b>The Science of Teaching Reading Reflection Paper due on BB on 11/7/19 by midnight.</b></li> </ul>
<b>Nov 14</b> <b>Week</b> <b>12</b> <b>Face-</b> <b>to-Face</b> <b>Class</b>	<b>Face-to-Face Class</b>  Balanced Literacy Orthography & the Elementary Spelling Inventory (ESI)	<b>Read (before class)</b> <ul style="list-style-type: none"> <li>Watch: Tim Shanahan Balanced Literacy Framework at <a href="https://www.youtube.com/watch?v=EdqzTCRYvpE">https://www.youtube.com/watch?v=EdqzTCRYvpE</a></li> <li>CH 11, <i>Orthography: A Sticking Point in Word Recognition</i> in Beck &amp; Beck, <i>Making Sense of Phonics</i>, 2<sup>nd</sup> Edition.</li> <li>Helman, Bear, Templeton, Invernizzi, &amp; Johnston, CH 2 <i>Getting Started the Assessment of Orthographic Development</i></li> <li>TEKS ELA &amp; R, K-5<sup>th</sup> Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Literary Elements, Genres; &amp; Author's Purpose &amp; Craft</i>.</li> </ul> <b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>balanced literacy framework</i> —word knowledge, reading comprehension & fluency and writing; <i>Elementary Spelling Inventory</i> ; <i>orthography</i> ; <i>3 layers of English spelling</i> —alphabet sound, pattern, meaning; <i>spelling stages</i> —emergent; letter name-alphabetic; within-word pattern; syllables & affixes; <i>derivational relations</i> . <b>In-Class Assignment:</b> Partners work on comprehension strategy for an informational picture book to read aloud & demonstrate in class on 11/21.

Date	Topic	Readings & Assignments Due
<b>Nov 21</b> <b>Week</b> <b>13</b> <b>Face-</b> <b>to-Face</b> <b>Class</b>	<b>Face-to-Face Class</b>  Comprehension Strategies for Informational Texts Lesson Demonstrations	<b>Read (before class)</b> <ul style="list-style-type: none"> <li>Watts-Taffe, Laster, Broach, Marinack, Conner, Walker-Dollhouse, <i>Differentiated Instruction: Making Informed Teacher Decisions</i> (pdf on BB).</li> <li>Allington, <i>What Really Matters When Working with Struggling Readers</i></li> <li>TEKS ELA &amp; R, K-5<sup>th</sup> Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Literary Elements, Genres; &amp; Author's Purpose &amp; Craft</i>.</li> </ul> <b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>struggling readers; foundational reading skills; differentiated instruction; responsive instruction; dynamic assessment; evidenced-based practice; reader engagement; students' background knowledge; social interactions; vocabulary development; text structure; graphic organizers; question-answer; QAR; retelling; reciprocal teaching.</i> <b>Assignment Due:</b> <ul style="list-style-type: none"> <li>In class paired (12-15 minutes) lesson demonstrations of comprehension strategies for informational texts.</li> <li>Cornell notes of comprehension strategies for informational texts</li> </ul>
<b>Nov 28</b> <b>Week</b> <b>14</b> <b>Face-</b> <b>to-Face</b> <b>Class</b>	<b>Online Class</b>  Teaching Writing and Inquiry & Research	<b>Read (before class)</b> <ul style="list-style-type: none"> <li>Gainer, J., Valdez-Gainer, N., &amp; Kinard, <i>The elementary bubble project: Exploring critical media literacy in a fourth-grade classroom</i> (pdf on BB)</li> <li>Fountas &amp; Pinnell, <i>Exploring the writer's terrain: Writer talks, writer's notebooks and investigations</i> (pdf on BB)</li> <li>TEKS ELA &amp; R, K-5<sup>th</sup>: Composition: <i>Writing Process, Genres</i></li> <li>TEKS ELA &amp; R, K-5<sup>th</sup>: Reading &amp; Writing: <i>Media Literacy</i></li> <li>TEKS ELA &amp; R, K-5<sup>th</sup>: <i>Inquiry &amp; Research</i></li> </ul> <b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>writing process; composition of text genres, literary texts—personal narratives &amp; poetry; informational texts; argumentative texts/opinion essays; written correspondences; media literacy; inquiry &amp; research.</i> <b>BlackBoard (BB)</b> <ul style="list-style-type: none"> <li>✓ Read &amp; review the Week 14 <b>Class Notes</b> (Power Point)—<i>Teaching Writing and Inquiry &amp; Research</i>.</li> </ul>



Date	Topic	Readings & Assignments Due
<b>Dec 5</b> <b>Week</b> <b>15</b> <b>Face-</b> <b>to-Face</b> <b>Class</b>	<b>Face-to-Face</b> <b>Class</b> Review for final exam  Peer Revision of Literacy Case Reports	Review for Final Exam: TExES ELAR Core Subjects/PPR format  <b>Peer revision (in class) of Literacy Case Study Reports:</b> Partners will bring their literacy assessments (artifacts) and first draft of case study report to class for <b>peer review</b> . You must bring all of your literacy assessment testing artifacts and the first draft which includes data assessment analysis and written response based on the student's literacy assessment results for 2 points.  <b>Assignment Due:</b> <ul style="list-style-type: none"> <li>Submit your <b>Literacy Case Study Report (15 points)</b> <u>as one</u> Word or PDF document <b>along</b> with <u>one</u> pdf file of <b>Test Examiner/Student Responses (Artifacts)</b> to <a href="mailto:kmein@utep.edu">kmein@utep.edu</a> on <b>12/10/19</b> at midnight.</li> </ul>
<b>Dec 12</b> <b>Week</b> <b>16</b> <b>Face-</b> <b>to-Face</b> <b>Class</b>	<b>Face-to-Face</b> <b>Class</b>  Final Exam in class	Written final exam in class on 12/12/19. <b>Bring your Glossary of RED 4341 terms to class on 12/12.</b>

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

Grading Rubric: Literacy Data Analysis & Differentiated Lesson Plans (14 points—7 points each)

1) Alphabet Principle Assessment Data Analysis & Lesson Plan Response (7 points)

Criteria	Possible Points	Points Earned
<b>Assessment Data Analysis:</b> Clearly analyzes class composite of students' alphabet knowledge, phoneme awareness, & phonics skills, including <ul style="list-style-type: none"> <li>▪ Identification of phonemes in words;</li> <li>▪ Identification of alphabet letters &amp; corresponding sounds in the middle &amp; end of words;</li> <li>▪ Ability to segment &amp; blend phonemes in CVC, CVVC &amp; CVCe words;</li> <li>▪ Ability to decode vowel sounds in CVC, CVVC &amp; CVCe words;</li> <li>▪ Ability to rapidly identify high frequency sight words.</li> </ul>	<b>3</b>	
<b>Lesson Plan Response:</b> A clear description of students' names (4-5) for the small group alphabetic principle lesson. A clear description of the lesson objective, phonological & phonics TEKS, materials including list of words, & title of the lesson's teaching strategy from <i>Making Sense of Phonics</i> (pp. 53-69) by Beck & Beck.	<b>2</b>	
<b>Lesson Plan Response:</b> A clear description of each focus of lesson sequence (1-4/5) and the corresponding procedure to teach the alphabetic principle for each of 1-4/5 steps in the lesson.	<b>2</b>	
<b>TOTAL</b>	<b>7</b>	<b>points</b>

Grading Rubric: Literacy Data Analysis & Differentiated Lesson Plans (14 points—7 points each)

2) Word Study, Fluency, & Comprehension Assessment Data Analysis & Lesson Plan Response (7 points)

Criteria	Possible Points	Points Earned
<b>Assessment Data Analysis:</b> Clearly analyzes class composite of students' results on an IRI to determine words read per minute (WPM), syllabication & morphemic analysis skills & comprehension, including <ul style="list-style-type: none"> <li>Automaticity &amp; reading rate (WPM) in comparison to oral reading fluency grade level norms or benchmarks;</li> <li>Oral reading accuracy rate (independent, instructional, frustration) the grade level IRI narrative passage;</li> <li>Knowledge of common syllable types in English—closed, silent e, open syllables &amp; how to pronounce the individual syllables;</li> <li>Knowledge of common syllable division patterns—VC/CV, V/CV and where to divide multisyllabic words into syllables;</li> <li>Knowledge of literal, inferential &amp; evaluative comprehension skills.</li> </ul>	3	
<b>Lesson Plan Response:</b> 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, & title of the word study "syllasearch" activity from <i>Making Sense of Phonics</i> (pp. 112-121) by Beck & Beck.	2	
<b>Lesson Plan Response:</b> A clear description of procedures to teach word study, fluency, & comprehension with the following: <ul style="list-style-type: none"> <li>-<u>Word study activity</u> (5-8 minutes) procedures to teach the syllasearch activity using 8-10 multisyllabic words from the literary text;</li> <li>-<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;</li> <li>-<u>Comprehension activity</u> (12-15 minutes) clear description of one literal, three inferential &amp; 2 evaluative comprehension questions about the literary text that requires students to use their background knowledge &amp; understanding of text structure, vocabulary &amp; literary devices to comprehend the author's purpose &amp; craft.</li> </ul>	2	
<b>TOTAL</b>	<b>7 points</b>	

Grading Rubric: BlackBoard Discussion Forums (6 points—1 point for each post & peer response)

Criteria	Possible points	Points earned
Clear, coherent and well-organized discussion posting (at least 200 words) that responds to prompt and shows evidence of having read all of the materials.	.5	
Makes thoughtful posting in response to one peer's post with connections across the readings and adheres to minimum 100-word length. Maintains BB etiquette as outlined in the course syllabus.	.5	
<b>Total</b>	<i>1 point each for 6 posts</i>	

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

Criteria	Possible points	Earned points
A clear focus & summary of the <i>Texas Prekindergarten Guidelines</i> and ELAR TEKS related to an integrated and recursive model of literacy and the characteristics of students at the <i>emergent, beginning, transitional, intermediate &amp; advanced</i> stages of literacy.	2	
Clearly outlines the key principles of reading pedagogy and how teachers use literacy assessment results to plan & manage standards-based (TEKS) systematic & explicit reading instruction for students learning to read and reading to learn as well as how teachers meet the needs of struggling readers to prevent reading difficulties.	2	
A clear description of how teachers explicitly & systematically implement the foundational reading skills for: <i>oral language development; phonological &amp; phonemic awareness; the alphabet principle &amp; print awareness; phonics &amp; word identification skills; morphemic awareness &amp; syllabication.</i>	2	
A clear explanation of how teachers motivate readers and use increasingly complex texts & research-based strategies to promote students' <i>vocabulary knowledge, reading fluency, metacognitive comprehension strategies, &amp; reading comprehension of literary &amp; informational texts.</i>	2	
A clear depiction of the types of struggling readers and how teachers analyze assessment data and plan effective tier 2 differentiated instruction and tier 3 intensive intervention (RtI) to address students' phonological & phonemic awareness, phonics skills & morphemic awareness, reading	1	

fluency, vocabulary and comprehension knowledge.		
Clearly written <b>4-5 pages</b> , double-spaced in length, follows APA format & free of significant errors.	<i>1</i>	
<b>Total</b>	<i>10 points</i>	

Grading Rubric: Diagnostic Literacy Kit (5 points)

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

Grading Rubric: Comprehension Strategy for Informational Text (Read Aloud) Lesson Demonstrations (10 points)

Criteria	Possible Points	Points Earned
<b>12-15-minute comprehension strategy lesson demonstration for an informational text.</b>		
<p>Teacher demonstration of the comprehension teaching strategy by both students (6-8 minutes): <b>Introduce the title &amp; author of the informational text.</b></p> <ul style="list-style-type: none"> <li>▪ <b>BEFORE Teacher Read Aloud:</b> Preview the text illustrations &amp; vocabulary. Ask students what they notice about the pictures/words and set a purpose for reading the informational book.</li> <li>▪ <b>DURING Teacher Read Aloud:</b> Read the text aloud to the students and stop intermittently to conduct a “think aloud” about the text structure and key vocabulary. Each presenter will conduct a think aloud.</li> <li>▪ <b>AFTER Reading:</b> Presenters model how to complete the comprehension activity as students watch the demonstration.</li> </ul>	<b>4</b>	
<b>AFTER Reading Student Practice</b> (5-6 minutes): students re-read the informational text to complete the comprehension strategy. Follow the comprehension strategy procedures (Reutzel & Cooter) to build students’ background knowledge; foster social interactions; build vocabulary; understand text structure; generate questions & answer; or use of multiple comprehension strategies.	<b>4</b>	
<p><b>Handout/Preparation (one page) with the following information:</b></p> <ol style="list-style-type: none"> <li>7. Title of comprehension strategy &amp; grade level;</li> <li>8. Title &amp; author of informational text;</li> <li>9. Multiple Genres: Genres (D) Recognize characteristics &amp; structures of Informational Texts TEKS standard;</li> <li>10. A short explanation of the purpose of the comprehension strategy lesson.</li> <li>11. Description of the steps for teaching the comprehension strategy before, during, and after reading;</li> <li>12. Formative assessment of comprehension strategy</li> </ol>	<b>2</b>	
<b>Total</b>	<b>10 points</b>	

Grading Rubric: Literacy Case Study Report (15 points)

Criteria	Possible Points	Points Earned
Diagnostic subject is adequately described.	<b>1</b>	
All assessments administered are described with spelling feature analysis, raw scores/total scores, miscue analysis, fluency rate with words per minute & correct words per minute.	<b>1</b>	
Clear analyses of results of each assessment are provided along with explanations of how the scores are interpreted.	<b>1</b>	
Clear summary of the grade level of the student's oral reading accuracy rate i.e. <b>independent, instructional, &amp; frustration</b> reading levels based on <i>analysis of miscues on the oral reading passages</i> administered.	<b>1</b>	
Clear description of the child's literacy strengths & weaknesses based on the results of literacy assessments. A clear summary of <b>5-6 research-based instructional recommendations</b> for <i>phonetic blending; word building; reading fluency; reading comprehension &amp; writing</i> based on the student's results on literacy assessments.	<b>3</b>	
A clear description of 4 goals aligned with grade level TEKS standards for <i>word study; reading fluency, reading comprehension; &amp; writing</i> future instruction/intervention.	<b>2</b>	
Appropriate artifacts are included (e.g. <i>accurate</i> record sheets, student writing/spelling samples, spelling feature analysis, examiner's copy of each test, reading attitude survey, & literature quick write).	<b>4</b>	
Peer revision (in class): partners will present their results on administered literacy assessments (artifacts) and review/revise the 5-6 research-based instructional recommendations based on the literacy assessment results as well as the 4 goals tied to grade-level TEKS for future instruction/intervention.	<b>2</b>	
<b>Total</b>	<b>15 points</b>	