

	<b>UNIVERSITY OF TEXAS EL PASO</b> <b>College of Education- Department of Teacher Education</b>	
<b>Title of Course: <i>Teaching, Learning &amp; Assessment of Literacy RED 4341</i></b> CRN: 21775	<b>Class hours: 3</b>	
<b>Semester: Spring 2021</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—3:00-4:00; Email for appointment at other times</i></b>	
<b>Day/Time: Online/BlackBoard Course (BB)</b> <b>Monday 12:00-2:50 PM</b> <b>Monday BB Collaborate Meeting 12:30-1:20 PM</b>		
<b>Credits: 3</b>		

**Course Description:**

This course focuses on the knowledge, strategies, and materials for nurturing specific literacy skills in elementary-aged learners. Emphasis is placed on diagnostic, formative, and summative assessments, and the use of assessment to inform literacy instruction. This course also covers the identification of reading difficulties and strategies for supporting students with dyslexia and other reading disorders. Students will analyze data from different sources to individualize instruction and to inform grouping practices. Pre-reqs: RED 3315 and BED 4340 with a final grade of “B” or better.

**Course Format Information:** This is an online course that will be conducted online/Blackboard. The weekly class notes will be placed on Blackboard inside the week’s folder on Sunday before class. You are expected *to review, read, listen-to* the week’s class notes (Power Point) & create questions about the class content & assignments before our class meets on BlackBoard (BB) Collaborate on **Mondays from 12:30-1:20 PM**. It is not mandatory for you to attend the weekly meeting on BB Collaborate; however, I highly recommend that you attend the weekly meeting for clarification on course concepts and course assignments. For this course, you can expect each week to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information on BlackBoard; you should contact me immediately at [kmein@utep.edu](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:

- Understand basic concepts and principles of assessment and plan differentiated instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs (SBEC, Standard 10; PPR I, Competency 1).
- Understand the characteristics of students at various literacy stages and design literacy assessments & experiences that are responsive to differences among students learning to read and reading to learn (SBEC, Standard 4; PPR I, Competency 2).
- Demonstrate 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).
- Manage group and individual literacy assessments in order to select texts, plan and deliver differentiated literacy instruction and flexible grouping (PPR I, Competency 4).
- Apply 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).
- Monitor 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: Readings are located on BlackBoard (BB) in the week's folder as a pdf file.**

Week 1

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

McAndrews, Stephanie L. (2020) Building Relationships. In *Literacy Assessment and Metacognitive Strategies: A Resource to Inform Instruction, PreK-12* (pp.28-35) New York, NY: Guilford Press.

Week 7

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

Week 8

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

Week 10

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

Week 12

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

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

*The Science of Teaching Reading* @ <https://www.youtube.com/watch?v=Er3luXJT4dg>  
*Simple View of Reading Research* @ <https://www.youtube.com/watch?v=BhpHr3SC7hk>

### Week 13

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 14

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.

#### **Student Learning Outcomes:**

<b>COURSE SPECIFIC LEARNING OUTCOMES</b> <b>Students will be able to:</b>	<b>Measurements</b> <b>(means of assessment for student learning outcomes listed in first column)</b>
1. <b>Know</b> oral language foundational stages, concepts, principles & best practices, speech/language delays; how to provide & interpret a variety of oral language assessments & how to use assessment data to plan instructional opportunities for students to use academic language in meaningful contexts (SBEC Language Arts & Reading EC-6, Standard 1; TEKS ELAR, K-5 <sup>th</sup> Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Discussion, &amp; Thinking—Oral Language</i> ).	<ul style="list-style-type: none"><li>• <b><i>Literacy Data Analysis &amp; Differentiated Lesson Plans</i></b></li><li>• <b><i>The Science of Teaching Reading Reflection Paper</i></b></li><li>• <b><i>Literacy Case Study Report</i></b></li><li>• <b><i>Midterm &amp; Final Exams</i></b></li><li>• <b><i>Quizzes</i></b></li></ul>
2. Analyze phonological & phonemic awareness literacy assessment data & plan differentiated lessons to help young students to develop phonemic awareness skills (SBEC Language Arts & Reading EC-6, Standard 2; TEKS ELAR, K-2 <sup>nd</sup> Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing &amp; Thinking—Phonological Awareness</i> ).	<ul style="list-style-type: none"><li>• <b><i>Literacy Data Analysis &amp; Differentiated Lesson Plans</i></b></li><li>• <b><i>The Science of Teaching Reading Reflection Paper</i></b></li><li>• <b><i>Literacy Case Study Report</i></b></li><li>• <b><i>Midterm &amp; Final Exams</i></b></li><li>• <b><i>Quizzes</i></b></li></ul>
3. Articulate the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle & provide explicit instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language (SBEC Language Arts & Reading EC-6, Standard 3; TEKS ELAR K Developing & Sustaining Foundational Language Skills: <i>Listening, Speaking, Reading, Writing &amp; Thinking—Print Awareness &amp; Spelling Knowledge</i> ).	<ul style="list-style-type: none"><li>• <b><i>Literacy Data Analysis &amp; Differentiated Lesson Plans</i></b></li><li>• <b><i>The Science of Teaching Reading Reflection Paper</i></b></li><li>• <b><i>Literacy Case Study Report</i></b></li><li>• <b><i>Midterm &amp; Final Exams</i></b></li><li>• <b><i>Quizzes</i></b></li></ul>

**Student Learning Outcomes:**

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<p>4. Compare &amp; 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 &amp; flexible grouping to support students' literacy development (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>• <b><i>Literacy Data Analysis &amp; Differentiated Lesson Plans</i></b></li> <li>• <b><i>The Science of Teaching Reading Reflection Paper</i></b></li> <li>• <b><i>Literacy Case Study Report</i></b></li> <li>• <b><i>Midterm &amp; Final Exams</i></b></li> <li>• <b><i>Quizzes</i></b></li> </ul>
<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>• <b><i>Literacy Assessment Data Analysis &amp; Lesson Plan Response</i></b></li> <li>• <b><i>The Science of Teaching Reading Reflection Paper</i></b></li> <li>• <b><i>Literacy Case Study Report</i></b></li> <li>• <b><i>Midterm &amp; Final Exams</i></b></li> <li>• <b><i>Quizzes</i></b></li> </ul>
<p>6. Demonstrate knowledge of the continuum of phonics and structural analysis decoding skills &amp; 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>• <b><i>Literacy Assessment Data Analysis &amp; Lesson Plan Response</i></b></li> <li>• <b><i>The Science of Teaching Reading Reflection Paper</i></b></li> <li>• <b><i>Literacy Case Study Report</i></b></li> <li>• <b><i>Midterm &amp; Final Exams</i></b></li> <li>• <b><i>Quizzes</i></b></li> </ul>
<p>7. Know fluency concepts &amp; principles &amp; the interrelationship between fluency and reading comprehension &amp; factors that disrupt fluent reading &amp; text comprehension. Analyze oral reading (fluency) assessment data to determine students' reading levels and use the data results to plan differentiated reading lessons. (SBEC Language Arts &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>• <b><i>Literacy Assessment Data Analysis &amp; Lesson Plan Response</i></b></li> <li>• <b><i>The Science of Teaching Reading Reflection Paper</i></b></li> <li>• <b><i>Informational Text Lesson Video Demonstration &amp; Lesson Plan</i></b></li> <li>• <b><i>Literacy Case Study Report</i></b></li> <li>• <b><i>Midterm &amp; Final Exams</i></b></li> <li>• <b><i>Quizzes</i></b></li> </ul>

**Student Learning Outcomes:**

<p><b>COURSE SPECIFIC LEARNING OUTCOMES</b>  <b>Students will be able to:</b></p>	<p><b>Measurements</b>  <b>(means of assessment for student learning outcomes listed in first column):</b></p>
<p>8. Analyze comprehension assessment data &amp; 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>• <b><i>Literacy Assessment Data Analysis &amp; Lesson Plan Response</i></b></li> <li>• <b><i>Informational Text Lesson Video Demonstration &amp; Lesson Plan</i></b></li> <li>• <b><i>Literacy Case Study Report</i></b></li> <li>• <b><i>Midterm &amp; Final Exams</i></b></li> <li>• <b><i>Quizzes</i></b></li> </ul>
<p>9. Know concepts and principles related to assessment and critical thinking about literary texts &amp; informational texts &amp; 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 &amp; 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>).</p>	<ul style="list-style-type: none"> <li>• <b><i>The Science of Teaching Reading Reflection Paper</i></b></li> <li>• <b><i>Informational Text Lesson Video Demonstration &amp; Lesson Plan</i></b></li> <li>• <b><i>Literacy Case Study Report</i></b></li> <li>• <b><i>Midterm &amp; Final Exams</i></b></li> <li>• <b><i>Quizzes</i></b></li> </ul>
<p>10. Identify the basic concepts, principles and best practices of writing assessment and instruction and demonstrate how to interpret results to teach the writing process, composition of multiple text genres and inquiry and research skills (SBEC Language Arts &amp; Reading EC-6, Standard 10; TEKS ELAR, K-5<sup>th</sup> <i>Writing Process, Composition, Inquiry &amp; Research</i>).</p>	<ul style="list-style-type: none"> <li>• <b><i>The Science of Teaching Reading Reflection Paper</i></b></li> <li>• <b><i>Comprehension Strategy for Informational Text Lesson Video Demonstration &amp; Lesson Plan</i></b></li> <li>• <b><i>Literacy Case Study Report</i></b></li> <li>• <b><i>Midterm &amp; Final Exams</i></b></li> <li>• <b><i>Quizzes</i></b></li> </ul>
<p>11. Administer &amp; 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 assessments</i> and explain effective teaching strategies or interventions to address the student’s identified literacy needs.</p>	<ul style="list-style-type: none"> <li>• <b><i>Literacy Assessment Data Analysis &amp; Lesson Plan Response</i></b></li> <li>• <b><i>Literacy Case Study Report</i></b></li> </ul>

## Evaluation & Coursework Requirements of Students:

**Literacy Case Study Report (15 points)** As part of this course, you will have the opportunity to interpret, analyze, and summarize a variety of literacy assessments. Four sets of literacy test artifacts for a grade one/Lasia, grade two/Camila, grade four/Dulce and grade five/Jordan have already been compiled. You will select one student and prepare a case study report for that student; **keep the same case study student throughout the semester.** As you read & learn about literacy assessments, you will score, interpret, and analyze the tests for your case study student and plan research-based (class readings) instructional recommendations based on the student's assessment results. The case study report is divided into parts and will be due at different points throughout the semester:

- **Background Information (2 points)**
  - Identify case study student i.e. *Lasia, Camila, Dulce or Jordan.*
  - *Elementary Reading Attitude Survey* Scoring Sheet (testing artifact); interpretation & analysis & instructional recommendations for motivation.
- **Decoding Assessments & Instructional Recommendations (3 points)**
  - *Phonemic Awareness Assessments* (Lasia & Camila) Record Sheets (testing artifacts); interpretations & analysis & instructional recommendations for phonemic awareness.
  - *Phonics* (Lasia, Camila, Dulce, Jordan) Record Sheets (testing artifacts); interpretations & analysis & instructional recommendations for phonics and word study.
  - *Structural Analysis Assessments* (Dulce & Jordan) Record Sheets (testing artifacts); interpretations & analysis & instructional recommendations for structural analysis and word study
- **Comprehension Assessments & Instructional Recommendations (5 points)**
  - *Sight Vocabulary Assessment* (Lasia, Camila, Dulce, Jordan) Sight Vocabulary Checklist (testing artifact); interpretations & analysis & instructional recommendations for high frequency words and vocabulary.
  - *Graded Oral Reading Passages* (Lasia, Camila, Dulce, Jordan) Scored grade level passages with number of miscues, reading Level (Independent, Instructional, or Frustration) and fluency (CWPM) for each passage (testing artifacts). Interpretation & analysis of grade level of student's independent, instructional, frustration reading level; types of miscues on each passage; and analysis of student's fluency rate (on current grade level passage) compare to the grade level fluency benchmark. Instructional recommendations for wide reading & fluency.
  - *Estimate of Reading Comprehension* (Lasia, Camila, Dulce, Jordan) Record sheet (testing artifacts)with raw score/6; interpretation & analysis of type of comprehension questions missed and instructional recommendations for reading comprehension.
- **Orthographic (Spelling) & Writing Assessments & Instructional Recommendations (2 points)**
  - *Elementary Spelling Inventory* (Lasia, Camila, Dulce, Jordan) Scored *Words Their Way Elementary Spelling Inventory Feature Guide* (testing artifact) with Number of Words Spelling Correctly, Estimated Spelling Stage and Phonics Feature Scores for Initial & Final Consonants, Short Vowels, Digraphs, Blends, Long Vowels, Other Vowels, Inflected Endings, Syllable Junctures, Unaccented Final Consonants, Harder Suffixes, Bases or Roots. Interpretation & analysis of Independent, Instructional & Frustration spelling features and instructional recommendations.
  - *Literature Quick-Write* (Lasia, Camila, Dulce, Jordan). Literature Quick Write Rubric (testing artifact) with scores & justifications for: clear well organized writing, sentence

variation & use of transition words, use of vocabulary words from book, & use of written conventions & spelling. Instructional recommendations for writing.

- **Reading Levels & Goals Tied to Grade-Level ELAR TEKS (3 points)**
  - Submit a statement of the grade level of the student's Independent, Instructional & Frustration Reading Levels based on *Oral Reading Passages* and compare his/her independent & instructional reading levels to his/her current grade level.
  - Submit 4 goals based on the student's results on the literacy assessments that are aligned with grade level TEKS standards for
    - Building Relationships
    - Decoding
    - Comprehension
    - Spelling & Writing

A rubric for the literacy case study report can be found in the appendix.

**Alphabet Principle Assessment Data Analysis & Lesson Plan Response (10 points)** This is a two-part assignment that requires you to interpret and analyze a class composite of students' phonemic awareness and phonics test results. **I will provide the class composite data for you to analyze for this assignment.** Part two is a differentiated small group (4-6 students) alphabet principle lesson plan response based on the results of the assessment data.

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

1. Identify Initial & Ending Phoneme & Alphabet Letter in CVC & CVVC/CVCe Spoken Words.
2. Identify Middle Vowel Phoneme & Alphabet Letter in CVC & CVVC/CVCe Spoken Words
3. Blend Phonemes in CVC (**short vowel**) & CVVC/CVCe (**long vowel**) words to Form Pronounceable Words
4. Segment & Count Phonemes in Spoken CVC (**short vowel**) & CVVC/CVCe (**long vowel**) Words
5. Rapidly Identify High Frequency Sight Words
6. Decode the Short Vowel sound in Written CVC Words
7. Decode the Long Vowel sound in Written CVVC & CVCe Words

Next, identify the first task where a student did not achieve mastery on the alphabet principle task and group together all of the students together who did not achieved mastery on the alphabet principle task & need intervention in the task.

**Part 2 Lesson Plan Response:** Group the students together according to their achievement test results and write a differentiated lesson plan for four-five students all needing the same alphabet principle intervention. Include the lesson objective or purpose for the lesson plan and list the first grade *phonemic awareness or phonics TEKS* that will be taught in the lesson. List the materials, including the target words, for the lesson. Based on students' need, list the one **title** of the lesson's teaching strategy from pages 53-69 in *Making Sense of Phonics* by Beck & Beck-- **Consonant Letter-Sound Correspondence, Short Vowel Correspondence, or Two-Letter Graphemes (vowel digraphs, diphthongs, r-controlled) & their Phonemes**. Clearly describe the sequence focus and the corresponding procedure for steps 1 through 4 or 5 to the teach the letter-sound correspondence. Clearly describe the formative assessment that you will use to determine students' proficiency with the letter-sound correspondence activity.

**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.



## **Word Study, Fluency, & Comprehension Assessment Data Analysis & Lesson Plan Response**

(10 points) This is a two-part assignment that requires you to interpret and analyze a class composite of students' oral reading word accuracy, fluency, morphemic analysis proficiency and comprehension test results. **I will provide the class composite data for you to analyze for this assignment.** Part two is a differentiated small group (5-6 students) word study, fluency & comprehension lesson plan response based on the results of the assessment data.

**Part 1 Assessment Data Analysis:** use the **provided** classroom results composite form and analyze fourth grade students' results oral reading word accuracy & comprehension, fluency, syllabication and comprehension assessments. Analyze students:

- oral reading word accuracy (independent, instructional & frustration) and comprehension on a grade level reading passage.
- automaticity and reading rate (WPM) in comparison to oral reading fluency grade level norms or benchmarks;
- knowledge of syllabication of multisyllabic words with V/CV open syllables;
- knowledge of syllabication of multisyllabic words with VC/CV closed syllables.
- Knowledge of syllabication of words with final e (VCe) patterns;
- knowledge of literal, inferential, & evaluative comprehension skills.

Next, identify all of the students reading on an Instructional reading level & group students into two groups based on their need to learn syllabication of open syllables or closed syllables in multisyllabic words.

**Part 2 Lesson Plan Response: Group the students together according to their achievement test results and write a differentiated lesson plan for an identified homogeneous group (4-5) of students.** Plan the lesson objective, and the phonics/spelling, fluency, & author's purpose & craft TEKS. Follow the procedures for the Syllasearch activity on pages 112-121 in the *Making Sense of Phonics* textbook. Clearly list the title, author, and chapter of the book for the lesson focus and list 8 multisyllabic open or closed syllable words from the book/first chapter. Provide a clear description of procedures to teach word study/syllabication, fluency, & comprehension with the following:

- Syllasearch Word study Activity (10-12 minutes) Syllasearch procedures for part-to-whole; whole-to-part; collect the words and create nonsense words using 8-10 multisyllabic open or closed syllable words from the literary text;
- Fluency activity (8-10 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 & two 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.

**Formative Assessment:** Clearly describe the formative assessment that you will use to determine students' proficiency using text-evidence to answer the literal, inferential, evaluative comprehension questions.

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

**The Science of Teaching Reading 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. Begin your paper with the state of reading achievement i.e. statistics for the state of Texas and the new

House Bill 3 (HB3) Implementation: Reading Practices concerning science of teaching reading certification. Review and summarize brain research—the *Letter-Box* region of brain, reading practice and brain patterns, and the brain of struggling readers versus the brain of advanced readers. Explain how teaching impacts how everyone learns to read and the importance of systematic teaching of grapheme-phoneme correspondences in learning to read. Describe the reading research on the *Simple View of Reading*; include details about how strong language comprehension and decoding affect reading comprehension as well as how to plan differentiated tier 2 lessons based on students’ results on decoding & language comprehension assessments. Explain how teachers determine whether a struggling reader has decoding or language comprehension problems or both. Characterize the four types of struggling readers--*Non-alphabetic; Compensatory; Non-automatic; Delayed*—and explain how teachers use students’ literacy assessment data results to plan effective tier 2 and tier 3 reading intervention lessons (Response to Intervention). The science of teaching reading reflection paper should be 2-3 pages, double-spaced in length, and free of significant errors. A rubric for your science of teaching reading reflection paper can be found in the appendix.

**Comprehension Strategy for Informational Text Lesson Video Demonstrations & Lesson Plan (15 points).** This is a two-part assignment: Part 1: first create a 5-6-minute video of you modeling a comprehension strategy by “thinking aloud” about an informational text’s structure, vocabulary and text features and Part 2: submit a lesson plan description of comprehension strategy lesson.

**Part 1: 5-6-minute video** Make and submit a short video on BlackBoard (5-6 minutes) of yourself (teacher) demonstrating a “think aloud” of a reading comprehension strategy using an informational picture book. For more information on how to conduct a “think aloud,” please go to: [https://www.readingrockets.org/strategies/think\\_alouds](https://www.readingrockets.org/strategies/think_alouds). 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:

- ✓ **The Picture Walk** (pp.380-381) Teacher “think aloud” during the picture walk focuses on key vocabulary, text features (illustrations, diagrams, etc.), text structure, making predictions.
- ✓ **Graphic Organizer of Informational Text Structure** (pp. 386-387) Teacher “think aloud” about how the author organized information in the book—*text structure* and *text features*. Model how to use the book’s text structure to select an appropriate graphic organizer.
- ✓ **Close Reading of Informational Texts** (pp. 387-390) Teacher “think aloud” consists of reading from the book and thinking aloud about inferences and summarize key ideas based on text evidence, about how the author organized information around the main idea & details, and think aloud by evaluating the author’s purpose for writing the text.
- ✓ **Question-Answer Relationships (QAR)** (pp. 393-394) Begin by reviewing the QAR poster and explain how to find answers to comprehension questions “in the text” (*right there & think and search*) & “in your head” (*on my own & author and me*). Teacher “think aloud” about two “in the book” questions and think aloud about where you found the answer to the *right there* question & the *think & search* question and “think aloud” about two “in my head” questions and think aloud about how you found the answer to the *on my own* and *author & me* question.
- ✓ **Informational Text Oral Readings** (pp. 397-398) Teacher “think aloud” about the text structure, main idea and how the author organized the text with text features. Use an appropriate graphic organizer and think aloud to retell the text’s key ideas and details.

**Part 2: Lesson Plan Description of Comprehension Strategy Lesson (Word Document)**

Write a comprehension strategy lesson plan description with the following information:

- Title of comprehension strategy & grade level;

- Title & author of informational text;
- ELAR TEKS--Multiple Genres: *Genres (D) Recognize characteristics & structures of Informational Texts TEKS standard*—pick one sub-standard: *i, ii, iii*.
- Purpose of the Comprehension Strategy
- Detailed description of the lesson's objective with:
  - **BEFORE Reading Procedures:** List background knowledge questions and tell the purpose for reading the informational book. Explain how you will preview the text's and **think aloud** about the text's structure and text's features: illustrations & vocabulary based on the comprehension strategy lesson objective.
  - **DURING Reading Procedures:** Read a part of the book aloud and "**think aloud**" about the book's text structure, text features & key concepts following the comprehension strategy procedures outlined in the Reutzel & Cooter article.
  - **AFTER Reading Procedures:** Describe what students will do to practice the comprehension strategy using the informational text. Follow the comprehension strategy procedures for your strategy listed in the Reutzel & Cooter article, *Strategies for Teaching Informational Texts*.

A rubric for the Comprehension Strategy for Informational Text Lesson Video Demonstration and Lesson Plan can be found in the appendix

**Midterm & Final Exams (20 points, 10 points each)**– There will be two exams in this course, one mid-term and one final. One key purpose of these exams is to help prepare you for the TExES Core Subjects and PPR certification exams that you are required to take before student teaching. Both the mid- & final exam will be comprehensive covering all required readings, class notes & assignments. Questions will be multiple choice and short answer and will be similar to those found on the TExES/PPR exams.

**Quizzes/Formative Assessments (20 Points—2 points each for scores of 80% and above).** In the course syllabus, each week's course vocabulary and required readings are clearly outlined. Before each class, you are expected to read the required readings and maintain 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. The required readings, glossary of RED 4341 terms, and weekly class notes will form the basis of quizzes/formative assessments. **You must receive a score of 80% or higher on each quiz in order to get the 2 points credit.** The quiz will be on BlackBoard located inside the weekly folder; questions will be multiple choice and short answer and similar to those found on the TExES/PPR exams. Use your glossary of terms, comprehension of weekly readings, and weekly class notes when taking the quizzes, midterm, and final exams (open book). **All quizzes will be online and must be completed by Friday at midnight for credit.**

<b>Assignment</b>	<b>Due Date</b>	<b>Point Value</b>
Literacy Case Study Report: <ul style="list-style-type: none"> <li>• Background Information (2 pts)</li> <li>• Decoding &amp; Recommendations (3 pts)</li> <li>• Comprehension &amp; Recommendations (5 pts)</li> <li>• Spelling, Writing &amp; Recommendations (2 pts)</li> <li>• Reading Levels &amp; Goals Tied to ELAR TEKS (3 pts)</li> </ul>	Case Study: <ol style="list-style-type: none"> <li>1. Background Information—<b>2/8/21</b></li> <li>2. Decoding &amp; Recommendations—<b>3/8/21</b></li> <li>3. Comprehension &amp; Recommendations—<b>3/29/21</b></li> <li>4. Spelling, Writing &amp; Recommendations—<b>5/5/21</b></li> <li>5. Reading Levels &amp; Goals Tied to ELAR TEKS—<b>5/9/21</b></li> </ol>	15 points
Alphabet Principle Analysis & Lesson Plan Response	<b>3/1/21</b>	10 points
Word Study, Fluency & Comprehension Analysis & Lesson Plan Response	<b>4/5/21</b>	10 points
Comprehension Strategy (Informational Text) Lesson Video Demonstration (Think Aloud) & Lesson Plan	<b>4/19/2021</b>	15 points
The Science of Teaching Reading Reflection Paper	<b>4/26/21</b>	10 points
Midterm and Final Exam	Midterm--- <b>3/29/2021</b> Final— <b>5/10/2021</b>	20 points
10 Quizzes/Formative Assessments	<b>Ongoing</b>	20 points
<b>TOTAL</b>		<b>100 points</b>

### **UTEP COVID-19 Plan**

The University of Texas at El Paso requires everyone to wear a mask in common spaces, or where two or more individuals are located, including, but not limited to, classrooms. You must wear a mask covering your nose and mouth at all times in this class. If you choose not to wear a mask, you may not enter the classroom. If you remove your mask, you will be asked to put it on and/or leave the classroom. Students who refuse to wear a mask and/or follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions as defined in the UTEP Handbook of Operating Procedure.

### **UTEP COVID-19 Plan for In-Person Instructional Activities**

**Please be aware that if there is a significant increase in infections, or if Low Density Operations, is not reached, it may be necessary to move instruction online.** All students,

faculty, and staff must complete the UTEP screening (<https://screening.utep.edu>) for each day they plan to come to campus or participate in any university activity. The screening procedure will indicate if an individual is permitted on campus based or needs to stay home on that particular day.

### **GENERAL PREVENTIVE COVID-19 GUIDELINES**

- Self-screening before coming to campus for new or worsening signs or symptoms of possible COVID-19
- Staying home if ill or exhibiting signs or symptoms of COVID-19 or after being exposed to someone who has tested positive
- Wearing face coverings (i.e., use of a material to cover nose and mouth)
- Maintaining 6 feet distancing at all times, even when wearing a mask.
- Maintaining good personal hygiene including proper hand washing & hand sanitizing
- Using cough/sneeze etiquette and not touching your face, eyes, nose and mouth
- Cleaning/disinfecting high-touch locations in shared spaces

### **Copyright:**

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

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

**Students with Disabilities statement:** If you have or believe you have a disability; you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

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

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

### **Guide to Class Etiquette:**

- *You are expected to actively engage in the learning community of this class.*
- *You are expected to exhibit high level time management skills and turn your work in ON TIME.*
- *You work is expected to be your own.*
- *You are expected to contact me for help if needed throughout the semester.* I will have virtual office hours on Monday through Friday from 3:00 to 4:00 PM. You can email me for a quick response or email me at [kmein@utep.edu](mailto:kmein@utep.edu). Outside of my virtual office hours, you can expect a response from me with 24-48 hours (usually sooner) for any email communication you send.
- *If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE!!!* I am here for you and I *strongly* encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

### **Attendance Policy**

Your attendance and active participation are vital to this course. **You are expected to** read and review the required reading (before class), read and review the week's class notes (Power Point) and **attend weekly (1-hour) BlackBoard Collaborate meetings**. To actively participate, formulate questions that you have about the course content and assignments before the week's online class and complete the weekly quiz by **due date at midnight**. Late work will NOT be accepted.

### **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
<p><b>Jan 25</b> <b>Week 1</b></p>	<p>Introduction to the course</p> <p><i>The Science of Teaching Reading &amp; Elementary ELAR TEKS</i></p>	<p><b>Purchase the 2 required textbooks:</b></p> <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> <p><b>Read (before class)</b></p> <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>
<p><b>Feb 1</b> <b>Week 2</b></p>	<p>Overview of Literacy Assessment</p> <p><i>Literacy Case Study Student</i></p>	<p><b>Read (before class)</b></p> <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> <li>✓ McAndrews, <i>Building relationships: Learning from students, families &amp; communities</i> (pp. 28-36)</li> </ul> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>Building relationships, Dyslexia &amp; Assessments: norm-referenced test; criterion-referenced test; formative &amp; summative assessments; screening &amp; diagnostic tests; pre- &amp; post-assessments; pseudo-word assessments. Rubrics</i></p> <p><b>Class Assignment</b></p> <ul style="list-style-type: none"> <li>• Identify case study student &amp; administer the <i>Reading Attitude Survey</i> (Garfield)</li> </ul> <p><b>BlackBoard Assignment Due</b></p> <ul style="list-style-type: none"> <li>• Complete Quiz #1 on BlackBoard by <b>Wednesday, 2/3</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> </ul>



## Course Schedule

Date	Topic	Readings & Assignments Due
<p><b>Feb 8</b> <b>Week 3</b></p>	<p>Oral Language The Alphabetic Principle &amp; Print Awareness</p>	<p><b>Read (before class)</b></p> <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> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>Phonology; Listening; Alphabetic Principle; Phoneme; Grapheme; Concepts of Print.</i></p> <p><b>BlackBoard (BB) Assignments Due</b></p> <ul style="list-style-type: none"> <li>• Complete Quiz #2 on BlackBoard by <b>Wednesday, 2/10</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> <li>• <b>Background Information</b> (2 points) Identify case study student i.e. <i>Lasia, Camila, Dulce or Jordan</i> &amp; Reading Motivation Survey (scored artifact) &amp; interpretation.</li> </ul>
<p><b>Feb 15</b> <b>Week 4</b></p>	<p>Phonological &amp; Phonemic Awareness</p>	<p><b>Read (before class)</b></p> <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> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>Phonological Awareness (PA) Skills: rhyming; onset &amp; rime; syllable identification; sentence segmentation; letter- sound identification; phoneme segmentation &amp; phoneme blending. Phonograms; Elkonin boxes; high frequency words; pattern/predictable text.</i></p> <p><b>Class Assignment:</b></p> <ul style="list-style-type: none"> <li>• Score, analyze &amp; interpret <i>Phonemic Awareness</i> Assessments &amp; Instructional Recommendations for Lasia or Camila</li> </ul> <p><b>BlackBoard Assignment Due</b></p> <ul style="list-style-type: none"> <li>• Complete Quiz #3 on BlackBoard by <b>Wednesday, 2/17</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> </ul>

## Course Schedule

Date	Topic	Readings & Assignments Due
<p><b>Feb 22</b> <b>Week 5</b></p>	<p>Phonics &amp; Decoding Skills</p>	<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>Phonics, Decoding; Encoding; Consonants; Short Vowels; Long Vowels; Consonant Blends; Consonant Digraphs; R-controlled Vowels; Diphthongs; Blending; Analytic Phonics &amp; Synthetic Phonics, Decodable Texts.</i></p> <p><b>Class Assignment:</b></p> <ul style="list-style-type: none"> <li>• Score, analyze &amp; interpret <i>Phonics</i> Assessments &amp; Instructional Recommendations for Lasia, Camila, Dulce or Jordan</li> </ul> <p><b>BlackBoard Assignment Due</b></p> <ul style="list-style-type: none"> <li>• Complete Quiz #4 on BlackBoard by <b>Wednesday, 2/24</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> </ul>
<p><b>March 1</b> <b>Week 6</b></p>	<p>Vocabulary Development &amp; Morphemic Analysis Tasks Syllabication (Word Study)</p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• CH 10 <i>Syllsearch</i> in Beck &amp; Beck, <i>Making Sense of Phonics</i>, 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>Morphology; Morpheme; Affix; Prefix, Suffix; Base/Root Word; Syllables: open &amp; closed syllables; Derivational Suffixes; Multisyllabic Words; Syllabication; Word Study; Vocabulary; Academic Vocabulary; Tiered Vocabulary; Homophone; Homonym.</i></p> <p><b>Class Assignment:</b></p> <ul style="list-style-type: none"> <li>• Score, analyze &amp; interpret <i>Structural Analysis</i> Assessments &amp; Instructional Recommendations for Dulce or Jordan</li> </ul> <p><b>BlackBoard Assignments Due:</b></p> <ul style="list-style-type: none"> <li>• <b>Alphabet Principle Data Analysis &amp; Lesson Plan Response</b> (10 points) <b>due on BlackBoard on 3/1/21 by midnight.</b></li> <li>• Complete Quiz #5 on BlackBoard by <b>Wednesday, 3/3</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> </ul>

## Course Schedule

Date	Topic	Readings & Assignments Due
<p><b>March 8</b> <b>Week 7</b></p>	<p>Automaticity &amp; Fluent Reading</p>	<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 12, Automaticity in Beck &amp; Beck</li> <li>• CH 6, Blending 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>• TEKS ELAR, 1<sup>st</sup> -5<sup>th</sup>: Foundational Language Skills: Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Fluency</i></li> </ul> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>Repeated Reading; Three Cueing Systems: graphophonic, semantic, syntactic cues; Automaticity; Prosody; Running Records; Miscues; Reading Levels: independent, instructional &amp; frustration.</i></p> <p><b>Class Assignment:</b></p> <ul style="list-style-type: none"> <li>• Score, analyze &amp; interpret <i>Sight Vocabulary Assessments &amp; 4-5 Oral Reading Passages</i> (miscues &amp; fluency rate) &amp; Instructional Recommendations for Lasia, Camila, Dulce or Jordan</li> </ul> <p><b>BlackBoard Assignments Due:</b></p> <ul style="list-style-type: none"> <li>• <b>Decoding Assessments</b> (scored artifacts) &amp; <b>Instructional Recommendations</b> (3 points) Phonemic Awareness Assessments (Lasia &amp; Camila); Phonics (Lasia, Camila, Dulce, Jordan); Structural Analysis Assessments (Dulce &amp; Jordan) <b>due 3/8/21</b></li> <li>• Complete Quiz #6 on BlackBoard by <b>Wednesday, 3/10</b> at midnight.</li> </ul>
<p><b>March 22</b> <b>Week 8</b></p>	<p>Comprehension &amp; Metacognition Development</p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• CH 9 <i>Improving Comprehension</i> in Cockrum &amp; Shanker, 10<sup>th</sup> edition.</li> <li>• CH 9, <i>Multisyllabic Words</i> in Beck &amp; Beck, <i>Making Sense of Phonics</i>, 2<sup>nd</sup> Edition.</li> <li>• Kelly &amp; Clausen-Grace, <i>Introducing the metacognitive teaching framework</i> (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; Schema Theory; Prior/Background Knowledge; Metacognition; Comprehension Strategies: predicting, inferences, asking questions, visualizing, making connections; summarizing. Lexile; Genres; Authentic Texts, Digital Texts, Multimodal Texts; Complex Texts; Inference; Guided Reading; Shared Reading; Bloom’s Taxonomy.</i></p> <p><b>Class Assignment:</b></p> <ul style="list-style-type: none"> <li>• Score, analyze &amp; interpret <i>Estimate of Comprehension</i> &amp; Instructional Recommendations for Lasia, Camila, Dulce or Jordan</li> </ul> <p><b>BlackBoard Assignments Due:</b></p> <ul style="list-style-type: none"> <li>• Complete Quiz #7 on BlackBoard by <b>Wednesday, 3/24</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> </ul>

## Course Schedule

Date	Topic	Readings & Assignments Due
<p><b>March 29</b> <b>Week 9</b></p>	<p>MIDTERM Exam</p> <p>Response to Intervention (Rtl) WebQuest</p>	<p><b>BlackBoard</b></p> <ul style="list-style-type: none"> <li>Midterm exam inside week #9 folder on BlackBoard. Midterm exam opens at 8:00 am on <b>3/29/21</b> and closes at 11:30 pm on <b>3/29/21</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> </ul> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>Academic Intervention; Response-to-Intervention (Rtl); Tier 1 Instruction; Tier 2 Intervention; Tier 3 Intensive/Targeted Intervention; Progress Monitoring Assessments.</i></p> <p><b>BlackBoard Assignment Due 3/29/21:</b></p> <ul style="list-style-type: none"> <li><b>Comprehension Assessments</b> (scored artifacts) &amp; <b>Instructional Recommendations</b> (5 points) for Sight Vocabulary Assessment (Lasia, Camila, Dulce, Jordan); Graded Oral Language Passages to determine Miscues for Reading Level (Independent, Instructional, or Frustration) and Fluency –Correct Words Per Minute Read (Lasia, Camila, Dulce, Jordan); Estimate of Reading Comprehension (Lasia, Camila, Dulce, Jordan)</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>
<p><b>April 5</b> <b>Week 10</b></p>	<p>Assessing &amp; Teaching Literary &amp; Informational Texts</p>	<p><b>Read (before class)</b></p> <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> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>Narrative Texts; Informational Texts; Expository Texts;</i>  <b>Literary Genres:</b> <i>folktales; fables; fairy tales; legends; myths; tall tales; nursery rhymes; poetry &amp; drama.</i>  <b>Informational Text Structures:</b> <i>descriptive; comparison/contrast; cause/effect; sequential; chronological.</i>  <b>Informational Text Features:</b> <i>subtitles, bold/italicized word, graphic features.</i></p> <p><b>BlackBoard Assignment Due:</b></p> <ul style="list-style-type: none"> <li><b>Word Study, Fluency &amp; Comprehension Data Analysis &amp; Lesson Plan Response</b> (10 points) <b>due on BlackBoard on 4/5/21 by midnight.</b></li> </ul>

## Course Schedule

Date	Topic	Readings & Assignments Due
<p><b>April 12</b> <b>Week 11</b></p>	<p>Comprehension Strategy Lesson Video (<i>Teacher Think Aloud</i>) Demonstration Using an Informational Text &amp; Lesson Plan</p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• Reutzel &amp; Cooter, <i>Strategies for Teaching Informational Texts</i>—pp. 380-381; 386-387; 387-390; 397-398 (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> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>Teacher Think Aloud; Informational Digital Text; Engagement</i></p> <p><b>Comprehension Strategies:</b> <i>picture Walk, text structure graphic organizers, close reading, question-answer-relationships (QAR), oral retelling</i></p> <p><b>Class Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select an <b>informational</b> print text/digital text.</li> <li>• Practice demonstrating a teacher think aloud of one comprehension strategy (<i>picture walk, text structure graphic organizer, close reading, question-answer-relationships (QAR) or oral retelling</i>) using the informational text.</li> </ul> <p><b>BlackBoard Assignment Due:</b></p> <ul style="list-style-type: none"> <li>• Complete Quiz #8 on BlackBoard by <b>Wednesday, 4/14</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> </ul>
<p><b>April 19</b> <b>Week 12</b></p>	<p>Science of Teaching Reading &amp; Academic Intervention</p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• CH. 7 <i>Word Building</i> in Beck &amp; Beck, <i>Making Sense of Phonics</i>, 2<sup>nd</sup> edition</li> <li>• Blevins, <i>Meeting the Needs of Struggling Readers</i> (pdf on BB)</li> <li>• Texas English Language Proficiency Standards (ELPS)</li> </ul> <p><b>Watch (before class)</b></p> <ul style="list-style-type: none"> <li>• <i>The Science of Teaching Reading:</i> <a href="https://www.youtube.com/watch?v=Er3luXjT4dg">https://www.youtube.com/watch?v=Er3luXjT4dg</a></li> <li>• <i>Simple View of Reading Research:</i> <a href="https://www.youtube.com/watch?v=BhpHr3SC7hk">https://www.youtube.com/watch?v=BhpHr3SC7hk</a></li> </ul> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>Texas English Language Proficiency Standards (ELPS); Balanced Literacy; Whole Language; Instructional Decision-making; Simple View of Reading; House Bill 3 (HB-3); Letter-box Brain Region; Asset-based Approach; Top-Down Processing; Bottom-Up Processing; Commercial Intervention Programs</i></p> <p><b>Types of Struggling Readers:</b> <i>non-alphabetic, compensatory, non-automatic; delayed.</i></p> <p><b>BlackBoard Assignment Due:</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehension Strategy Lesson Video (<i>Teacher Think Aloud</i>) Demonstration Using an Informational Text &amp; Lesson Plan (15 points) due on BlackBoard on 4/19/21 at midnight.</b></li> </ul>

## Course Schedule

Date	Topic	Readings & Assignments Due
<p><b>April 26</b> <b>Week 13</b></p>	<p>Balanced Literacy Orthography &amp; the Elementary Spelling Inventory (ESI)</p>	<p><b>Read (before class)</b></p> <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, Making Sense of Phonics, 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> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>Balanced Literacy Instruction: word study, read aloud; shared/guided reading; shared reading; guided reading; independent reading; guided &amp; independent writing. Orthography; Elementary Spelling Inventory (ESI).</i></p> <p><b>Class Assignment:</b></p> <ul style="list-style-type: none"> <li>• Score, analyze &amp; interpret <i>Elementary Spelling Inventory</i> (ESI) &amp; Instructional Recommendations for Lasia, Camila, Dulce or Jordan</li> </ul> <p><b>BlackBoard Assignments Due:</b></p> <ul style="list-style-type: none"> <li>• <b>The Science of Teaching Reading Paper</b> due on BB on <b>4/26</b> by midnight.</li> <li>• Complete Quiz #9 on BlackBoard by <b>Wednesday, 4/28</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> </ul>
<p><b>May 3</b> <b>Week 14</b></p>	<p>Teaching Writing and Inquiry &amp; Research</p> <p>Review for Final Exam</p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <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> <p><b>Academic Vocabulary for Glossary of RED 4341 Terms:</b> <i>Writing Conventions; Grammar; Media Literacy; Inquiry Approach; Research; Project-Based Learning (PBL); Sentence</i></p> <p><b>Writing Process:</b> <i>prewriting; drafting; revising; editing; publishing Handwriting.</i></p> <p><b>Writing Genres:</b> <i>literary texts; personal narratives; poetry; informational texts; argumentative texts/opinion essays; written correspondences.</i></p> <p><b>Class Assignment:</b></p> <ul style="list-style-type: none"> <li>• Score, analyze &amp; interpret <i>Writing Samples</i> &amp; Instructional Recommendations for Lasia, Camila, Dulce or Jordan</li> </ul> <p><b>BlackBoard Assignments Due:</b></p> <ul style="list-style-type: none"> <li>• <b>Orthographic (Spelling) &amp; Writing Assessments</b> (scored artifacts) &amp; <b>Instructional Recommendations</b> (2 points) Elementary Spelling Inventory (ESI) &amp; Literature Quick-Write for Lasia, Camila, Dulce, Jordan <b>due 5/5/21</b></li> <li>• Complete Quiz #10 on BlackBoard by <b>Wednesday, 5/5</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> </ul>

**Course Schedule**

Date	Topic	Readings & Assignments Due
<p><b>May 10 Week 15</b></p>	<p><b>Final Exam</b></p>	<p><b>BlackBoard</b></p> <ul style="list-style-type: none"> <li>• Final exam inside week #15 folder on BlackBoard. Final exam opens at 8:00 am on <b>5/10/21</b> and closes at <b>11:30 pm on 5/10/21</b>.</li> </ul> <p><b>Assignment Due on BB:</b></p> <ul style="list-style-type: none"> <li>• <b>Grade level</b> of student’s <b>Independent, Instructional &amp; Frustration Reading Level</b> based on <i>Oral Reading Passages</i> and <u>compare</u> their Independent &amp; Instructional Reading Levels to his/her current grade level.</li> <li>• <b>Goals Tied to Grade-Level ELAR TEKS (3 points) due 5/9/21</b> 4 goals aligned with the student’s grade level TEKS standards for Lasia, Camila, Dulce or Jordan             <ul style="list-style-type: none"> <li>▪ Building Relationships</li> <li>▪ Decoding</li> <li>▪ Comprehension</li> <li>▪ Spelling &amp; Writing</li> </ul> </li> </ul>

## APPENDIX

### Grading Rubric: Literacy Case Study Report (15 points)

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



**APPENDIX**

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

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
<p><b>Assessment Data Analysis:</b> Clearly analyzes class composite of students' alphabet knowledge, phoneme awareness, &amp; phonics skills, including</p> <ul style="list-style-type: none"> <li>▪ identify initial &amp; ending phonemes &amp; alphabet letters in CVC &amp; CVVC/CVCe spoken words (phonological awareness);</li> <li>▪ identify middle vowel phoneme &amp; alphabet letter in CVC &amp; CVVC/CVCe spoken words.</li> <li>▪ blend phonemes in CVC &amp; CVVC/CVCe spoken words to form pronounceable words (phonological awareness);</li> <li>▪ segment &amp; count phonemes in CVC &amp; CVVC/CVCe spoken words to form pronounceable words (phonological awareness);</li> <li>▪ ability to rapidly identify high frequency sight words.</li> <li>▪ decode the short vowel sound in written CVC words.</li> <li>▪ decode the long vowel sound in written CVVC &amp; CVCe words.</li> </ul> <p><b>Clearly divides students into 2 intervention groups based on learning needs.</b></p>	<b>4</b>	
<p><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 or phonics TEKS, materials including list of words, &amp; title of the lesson's teaching strategy from <i>Making Sense of Phonics</i> (pp. 53-69) by Beck &amp; Beck.</p>	<b>3</b>	
<p><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. A clear description of a formative assessment.</p>	<b>3</b>	
<b>TOTAL</b>	<b>10 points</b>	

## APPENDIX

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

Criteria	Possible Points	Points Earned
<p><b>Assessment Data Analysis:</b> Clearly analyzes class composite of students’ results on an IRI to determine words read per minute (WPM), syllabication &amp; morphemic analysis skills &amp; comprehension, including</p> <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> <p><b>Clearly divides students into 2 intervention groups based on learning needs.</b></p>	<b>4</b>	
<p><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 &amp; craft TEKS; title &amp; author of literary text; materials including list of multisyllabic words from the literary text, &amp; title of the word study “syllasearch” activity from <i>Making Sense of Phonics</i> (pp. 112-121) by Beck &amp; Beck.</p>	<b>3</b>	
<p><b>Lesson Plan Response:</b> A clear description of procedures to teach word study, fluency, &amp; comprehension with the following:</p> <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> <p><b>Formative Assessment:</b> Students’ ability to use text evidence to answer literal, inferential &amp; evaluative comprehension questions.</p>	<b>3</b>	
<b>TOTAL</b>	<b>10 points</b>	

**APPENDIX**

**Grading Rubric: Comprehension Strategy for Informational Text Lesson Demonstration (15 points)**

Criteria	Possible Points	Points Earned
<p>A clear demonstration of 5-6-minute video of a <u>think-aloud</u> of one comprehension teaching strategy:</p> <ul style="list-style-type: none"> <li>▪ <b>Introduce the title &amp; author of the informational text. Tell students the comprehension strategy that you will model and define how good readers use the strategy to monitor their understanding of a book.</b></li> <li>▪ <b>State</b> aloud orally your thinking as you read a page or two from the informational text. <b>Explicitly state the text structure &amp; demonstrate for students how you are using the comprehension strategy to monitor your understanding of the text.</b> (<i>Make your thinking about the book visible to students</i>).</li> <li>▪ <b>Follows procedures from Reutzel &amp; Cooter article for how to demonstrate a think aloud for ONE comprehension strategy:</b> <i>Picture Walk; Graphic Organizer of Informational Text Structure; Close Reading of Informational Texts; Question-Answer Relationships (QAR); Informational Text Oral Readings</i></li> </ul>	<b>5</b>	
<p>The <i>informational</i> text is clearly evident during your think-aloud of the comprehension strategy lesson. The “think-aloud” video demonstrates your knowledge of the informational text structure and shows a clear progression of think-aloud procedures.</p>	<b>2</b>	
<p>You demonstrate poise &amp; confidence and speak using an adequate voice volume.</p>	<b>2</b>	
<p><b>Lesson Plan (Word document) outlines:</b></p> <ul style="list-style-type: none"> <li>▪ Title of comprehension strategy &amp; grade level;</li> <li>▪ Title &amp; author of informational text;</li> <li>▪ ELAR TEKS--Multiple Genres: <i>Genres (D) Recognize characteristics &amp; structures of Informational Texts TEKS standard;</i></li> <li>▪ Detailed description of the lesson’s objective with: <ul style="list-style-type: none"> <li>○ BEFORE Reading Procedures: Explain how you will preview the text illustrations &amp; vocabulary based on the comprehension strategy lesson objective. List questions about the pictures/words and tell the purpose for reading the informational book.</li> <li>○ DURING Reading Procedures: List comprehension &amp; vocabulary questions you will ask during the reading based on the comprehension strategy lesson objective.</li> <li>○ AFTER Reading Procedures: Describe what students will do to practice the comprehension strategy using the informational text. Follow the comprehension strategy procedures for your strategy listed in the <b>Reutzel &amp; Cooter</b> article.</li> </ul> </li> </ul>	<b>5</b>	
<p>The 5-6 minute video lesson demonstration is submitted on BlackBoard or UTEP One-Drive and on or before the assignment’s due date.</p>	<b>1</b>	
<b>TOTAL</b>	<b>15 points</b>	

## APPENDIX

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

Criteria	Possible points	Earned points
Introduction clearly outlines the state of struggling readings in Texas and House Bill-HB3 teacher certification requirements for STR	<b>1</b>	
<a href="https://www.youtube.com/watch?v=Er3luXjT4dg">https://www.youtube.com/watch?v=Er3luXjT4dg</a> Based on <i>The Science of Teaching Reading</i> Video, clearly review & summarize brain research & how everyone learns to read.	<b>3</b>	
<a href="https://www.youtube.com/watch?v=BhpHr3SC7hk">https://www.youtube.com/watch?v=BhpHr3SC7hk</a> Based on the <i>Simple View of Reading Research</i> , clearly explain how the 2 components--decoding & language comprehension impact reading comprehension. Clearly describe how teachers determine if a struggling reader has a decoding issue or a language comprehension issue.	<b>3</b>	
A clear description of the 4 types of struggling readers. Clearly explains how teachers use students' literacy assessment data results to plan effective tier 2 & tier 3 reading intervention lessons (Response to Intervention).	<b>2</b>	
Clearly written 2-3 page paper, double-spaced, and free of significant errors.	<b>1</b>	
<b>Total</b>		<i>10 points</i>