

**The University of Texas at El Paso**  
**RED 4341 Assessment and Teaching of Literacy (CRN: 24103)**  
**SPRING 2016**

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Wednesdays, 9:00 AM-11:50 AM  
Location: EDUC Building, Room 312  
January 20 —May 11, 2016  
Office Hours: M, W 7:30 AM-9:00 AM  
M-12:00-1:30; W-12:00-12:30 & 4:30-5:00 PM;  
Online TH 7:30-9:00 AM & 12:00-4:00 PM or by  
Appointment

**Course description:**

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

**Course objectives:**

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

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

- Monitors student performance and achievement; provides students with timely, high quality feedback; and responds flexibly to promote learning for all students (PPR I, III; Technology Applications I-V, Competency 10).

### **Student learning outcomes:**

Upon completion of this course, students will:

- 1) Know the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills (SBEC Language Arts & Reading EC-6, Standard 1; TEKS ELA & R, K-5<sup>th</sup>, Listening & Speaking: *Listening, Speaking & Teamwork*).
- 2) Identify the components phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language (SBEC Language Arts & Reading EC-6, Standard 2; TEKS ELA& R, K-1<sup>st</sup>: Reading/Beginning Reading Skills: *Phonological Awareness*).
- 3) Articulate the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways (SBEC Language Arts & Reading EC-6, Standard 3; TEKS ELA & R, K-2<sup>nd</sup>: Reading/Beginning Reading Skills: *Print Awareness*; TEKS ELA & R, K-1<sup>st</sup>: Oral & Written Conventions: *Spelling*).
- 4) Compare and contrast how literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy (SBEC Language Arts & Reading EC-6, Standard 4; TEKS ELA & R, K-5<sup>th</sup>, Knowledge & Skills for *Reading, Writing, Listening & Speaking, Oral & Written Conventions*).
- 5) Distinguish the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities (SBEC Language Arts & Reading EC-6, Standard 5; TEKS ELA & R, K-3<sup>rd</sup> Reading/Beginning Reading Skills: *Phonics*; TEKS ELA & R, 2<sup>nd</sup>-5<sup>th</sup>: Oral & Written Conventions: *Spelling*; TEKS ELA & R, K-5<sup>th</sup> Reading: *Vocabulary Development*).
- 6) Recognize the importance of fluency to comprehension and provide many opportunities for students to improve reading fluency (SBEC Language Arts & Reading EC-6, Standard 6; TEKS ELA & R, 1<sup>st</sup>-5<sup>th</sup>: Reading: *Fluency*).
- 7) Distinguish the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension (SBEC Language Arts & Reading EC-6, Standard 7; TEKS ELA & R, K-3<sup>rd</sup>: Reading/Beginning Reading: *Strategies*; TEKS ELA & R, K-5<sup>th</sup>: Reading/Comprehension of Literary Text: *Theme & Genre, Poetry, Drama, Fiction, Literary Nonfiction, Sensory Language, Informational Text/Culture & History, Informational Text/Expository Texts, Informational Text/Procedural Texts, Informational Text/Persuasive Texts*).
- 8) Understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication and writing conventions (SBEC Language Arts & Reading EC-6, Standards 8 & 9; TEKS ELA & R, K-5<sup>th</sup>: Writing: *Writing Process, Literary Texts, Writing about Experiences, Expository & Procedural Texts, & Persuasive Texts*; TEKS ELA & R, K-5<sup>th</sup>: Oral & Written Conventions: *Conventions & Handwriting*).
- 9) Identify the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students (SBEC Language

Arts & Reading EC-6, Standard 10; TEKS ELA & R, K-5<sup>th</sup>, Knowledge & Skills for *Reading, Writing, Listening & Speaking, Oral & Written Conventions*).

- 10) Value the importance of study & inquiry skills as tools for learning and promote students' development in interpreting, analyzing, and evaluating media literacies (SBEC Language Arts & Reading EC-6, Standards 11 & 12; TEKS ELA & R, K-5<sup>th</sup>: Reading: *Media Literacy*; TEKS ELA & R, K-5<sup>th</sup>: Research: *Research Plan, Gathering Sources, Synthesizing Information, Organizing & Presenting Ideas*).

### **Course readings:**

#### *Required textbooks:*

Cockrum, W.A., and Shanker, J.L. (2012). *Locating and correcting reading difficulties, Tenth edition*. Boston, MA: Pearson Education, Inc., ISBN: 10:0-13-292910-4.

[This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

Helman, L., Bear, D. R., Templeton, S., Invernizzi, M. & Johnston, F. (2012). *Words their way with English learners: Word study for phonics, vocabulary, and spelling*,

Pearson. ISBN: 10 013611902-6 [This book can be purchased at the UTEP bookstore or online through venues such as Amazon.com, half.com, or Barnes and Noble.]

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

Texas Essential Knowledge & Skills for English Language Arts & Reading (Elementary).

[www.tea.state.tx.us/teks](http://www.tea.state.tx.us/teks)

#### Week 1

National Reading Panel summary report: Teaching children to read. Available at

<http://www.nationalreadingpanel.org/Publications/summary.htm>

#### 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 7

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

#### Week 12

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

Texas English Language Proficiency Standards (ELPS).

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

### Week 13

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

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

### Week 14

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

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

### **Course requirements:**

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

***Reading Lesson Plans (25 points).*** To understand and differentiate the Texas Essential Knowledge & Skills (TEKS) for English Language Arts and Reading, you will write a phonemic awareness lesson plan, a phonics lesson plan, a vocabulary lesson plan, a fluency lesson plan, and a comprehension lesson plan. **Use the kindergarten to fifth grade English Language Arts & Reading TEKS** and submit a total of five (5) instructional lesson plans for direct instruction for each of the 5 areas: phonemic awareness, phonics, fluency, vocabulary development, and comprehension. Lesson plans must include a clear description of learning objective and the grade level TEKS performance standard for each reading area. Additionally, each lesson plan must include a clear description of the materials, anticipatory set, teaching (input, modeling, checking for understanding), guided practice, closure, independent practice, and formative assessment. A rubric for the five reading lesson plans can be found in the appendix.

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

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

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

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

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

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

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

of the spelling feature sound, pattern, meaning. A rubric for the paired activity demonstration can be found in the appendix

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

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

The case study report should include:

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

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

artifacts as one pdf file on Blackboard. A rubric for the literacy case study report can be found in the appendix.

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

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

**Assessment of Student Learning Outcomes:**

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Lesson Plans	Phonemic Awareness (PA) LP—2/10/16 Phonics (P) LP—2/17/16 Vocabulary (V) LP—2/24/16 Fluency (F) LP—3/2/16 Comprehension (C) LP—3/16/16	25 points	Learning Outcomes #1-7 & 9
Literacy Diagnostic Kit	3/23/16 (in class)	5 points	Learning Outcomes # 2-9
Paired Word Study Lesson Demonstrations	4/13/16	10 points	Learning Outcome #2, 3, 4, 5, 8 & 9
Literacy Case Study Report	5/7/16	25 points	Learning Outcomes # 1-10
Midterm and Final Exam	Midterm-3/30/16 (10 pts.) Final-5/11/16 (15 pts.)	25 points	Learning Outcomes #1-10
10 Quizzes	Ongoing	10 points	Learning Outcomes #1-10

**Grading:**

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

F Below 59 points

**Attendance Policy:**

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing more than one day of class as excessive. After two absences, the student may be dropped for lack of attendance. If you miss one day of class, contact me immediately via email at [kmein@utep.edu](mailto:kmein@utep.edu).

**Disability Policy:**

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

**Standards of Academic Integrity:**

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

**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>

TPRI Early Reading Assessment-- <http://www.tpri.org/about/index.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/>

International Reading Association – [www.reading.org](http://www.reading.org)

**\*\*Syllabus subject to change\*\***



**Course Schedule:**

Date	Topic	Readings/Assignments Due
<p><b>Jan 20</b> <b>Week 1</b></p>	<p>Introduction to the course &amp; National Reading Panel (NRP) Report</p>	<p>Read Syllabus</p> <ul style="list-style-type: none"> <li>➤ Syllabus Review</li> <li>➤ Course Requirements</li> </ul> <p>Read National Reading Panel Summary Report at <a href="http://www.nationalreadingpanel.org/publications/summary.htm">www.nationalreadingpanel.org/publications/summary.htm</a></p> <ul style="list-style-type: none"> <li>➤ Stages of Literacy Development</li> <li>➤ Findings of the <i>National Reading Panel</i> (NRP)</li> </ul>
<p><b>Jan 27</b> <b>Week 2</b></p>	<p>Overview of Literacy Assessment</p>	<p>Read McKenna &amp; Dougherty-Stahl, General concepts of assessment</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. <i>Compare &amp; contrast appropriate uses and characteristics of literacy screening devices and formal &amp; informal assessments.</i></li> <li>2. <i>Explain how teachers use students' reading &amp; writing errors as a basis for future instruction.</i></li> <li>3. <i>How can teachers use formal &amp; informal assessments of student's literacy development to plan, implement, &amp; monitor instruction?</i></li> <li>4. <i>How can teachers communicate students' literacy progress to parents and other professionals?</i></li> </ol>
<p><b>Feb 3</b> <b>Week 3</b></p>	<p>Emergent Literacy: Phonological &amp; Phonemic Awareness</p>	<p>Read Helman et al., Chapter 4</p> <p>Read Cockrum &amp; Shanker, Chapters 1 &amp; 2</p> <p>Read TEKS ELA &amp; R, K-2<sup>nd</sup>: Reading/Beginning Reading Skills: <i>Print Awareness.</i></p> <p>Read TEKS ELA &amp; R, K-1<sup>st</sup>: Reading/Beginning Reading Skills: <i>Phonological Awareness.</i></p> <p>Read TEKS ELA &amp; R, K: Oral &amp; Written Conventions: <i>Spelling.</i></p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. <i>How do teachers use formal &amp; informal oral language, concept of print, and alphabet assessments to analyze development and select materials for instruction?</i></li> <li>2. <i>How can teachers provide focused explicit instruction of phonological and phonemic awareness?</i></li> <li>3. <i>What are examples of phonological awareness games &amp; activities that measure listening, rhyme, alliteration, sentence segmentation, syllables, onset &amp; rimes, and phonemes?</i></li> <li>4. <i>What phonological &amp; phonemic awareness activities are beneficial for English learners?</i></li> <li>5. <i>How can teachers communicate with parents about a child's phonological development and provide ways to promote phonological growth at home?</i></li> </ol>

**Course Schedule:**

Date	Topic	Readings/Assignments Due
<p><b>Feb 10 Week 4</b></p>	<p>Developing Phonics &amp; Beginning (Letter Name Alphabetic) Stage</p>	<p>Read Cockrum &amp; Shanker, Chapter 4 Read Helman et al., Chapter 5 Read TEKS ELA &amp; R, K-3<sup>rd</sup>: Reading/Beginning Reading Skills: <i>Phonics</i>. Read TEKS ELA &amp; R, 1<sup>st</sup>: Oral &amp; Written Conventions: <i>Spelling</i>.</p> <p><u>Questions</u></p> <ol style="list-style-type: none"> <li>1. <i>How are phonemic awareness and phonics different?</i></li> <li>2. <i>What instructional materials and strategies promote students' understanding of the alphabetic principle?</i></li> <li>3. <i>What formal &amp; informal phonics assessments can teachers use to analyze decoding skills and plan &amp; monitor instruction?</i></li> <li>4. <i>How is phonics explicitly taught?</i></li> <li>5. <i>What are examples of letter name-alphabetic word study &amp; spelling activities for English learners in the beginning literacy stage?</i></li> <li>6. <i>How can teachers communicate with parents about a child's alphabetic and decoding skills and provide ways to promote growth at home?</i></li> </ol> <p><b>Phonemic awareness lesson plan due to <a href="mailto:kmein@utep.edu">kmein@utep.edu</a> by midnight on February 10<sup>th</sup>.</b></p>
<p><b>Feb 17 Week 5</b></p>	<p>Developing Sight Words &amp; Vocabulary Knowledge</p> <p><b>(Online class)</b></p>	<p>Read Cockrum &amp; Shanker, Chapters 3 &amp; 8 Read TEKS ELA &amp; R, Reading/Beginning Reading Skills/<i>Phonics</i>: K, 3(D); 1<sup>st</sup>, 3(H) &amp; 2<sup>nd</sup>, 2(G). Read TEKS ELA &amp; R, K-5<sup>th</sup>: Reading: <i>Vocabulary Development</i>.</p> <p><u>Questions</u></p> <ol style="list-style-type: none"> <li>1. <i>What formal and informal sight words &amp; vocabulary assessments can teachers use to analyze word identification and vocabulary development?</i></li> <li>2. <i>How can teachers explicitly teach high frequency &amp; irregular words?</i></li> <li>3. <i>How can teachers support vocabulary growth by explicitly teaching knowledge of word order (English syntax)?</i></li> <li>4. <i>How can teachers communicate with parents about a child's word identification &amp; vocabulary development and provide ways to promote vocabulary growth at home?</i></li> </ol> <p><b>Read &amp; review the power point inside week #5 folder on Blackboard. Submit the quiz on Blackboard by 2/17/16 at midnight.</b></p> <p><b>Phonics lesson plan due to <a href="mailto:kmein@utep.edu">kmein@utep.edu</a> by midnight on February 17<sup>th</sup>.</b></p>

**Course Schedule:**

Date	Topic	Readings/Assignments Due
<p><b>Feb 24</b> <b>Week</b> <b>6</b></p>	<p>Developing Reading Fluency &amp; Improving Poor Pronunciation</p>	<p>Read Cockrum &amp; Shanker, Chapters 10 &amp; 11 Read TEKS ELA &amp; R, 1<sup>st</sup> -5<sup>th</sup>: Reading: <i>Fluency</i></p> <p><u>Questions</u></p> <ol style="list-style-type: none"> <li>1. <i>How can teachers use leveled passages &amp; reading materials to assess fluency development?</i></li> <li>2. <i>How can teachers provide opportunities for fluency development?</i></li> <li>3. <i>What fluency instructional strategies are beneficial for English learners?</i></li> <li>4. <i>How can teachers communicate with parents about a child's fluency development and provide ways to promote fluency growth at home?</i></li> </ol> <p>Vocabulary lesson plan due to <a href="mailto:kmein@utep.edu">kmein@utep.edu</a> by midnight on February 24<sup>th</sup>.</p>
<p><b>March</b> <b>2</b> <b>Week</b> <b>7</b></p>	<p>Developing Comprehension Knowledge &amp; Metacognition</p>	<p>Read Cockrum &amp; Shanker, Chapters 6, 9 Read Kelly &amp; Clausen-Grace, Introducing the metacognitive teaching framework. Read TEKS ELA &amp; R, K-5<sup>th</sup>: Reading/Comprehension of Literary Text: <i>Theme &amp; Genre, Poetry, Drama, Fiction, Literary Nonfiction, Sensory Language, Informational Text/Culture &amp; History, Informational Text/Expository Text, Informational Text/Procedural Texts, Informational/Persuasive Text.</i> TEKS ELA &amp; R, K-3<sup>rd</sup>: Reading/Beginning Reading: <i>Strategies.</i></p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. <i>How can teachers use formal &amp; informal comprehension assessments to assess reading comprehension and provide explicit comprehension instruction based on a student's individual needs?</i></li> <li>2. <i>How can teachers model and use a variety of instructional strategies to enhance students' listening and reading comprehension?</i></li> <li>3. <i>What comprehension strategies are beneficial for English learners?</i></li> <li>4. <i>Explain teaching strategies for comprehension of literary elements in narrative texts.</i></li> <li>5. <i>What are the steps in the Metacognitive Teaching Framework?</i></li> <li>6. <i>How can teachers guide students &amp; provide opportunities for students to apply the comprehension strategies of generating questions, making inferences, predicting, visualizing, &amp; summarizing before, during &amp; after reading?</i></li> <li>7. <i>Explain reading to learn teaching strategies (how to locate, retrieve, &amp; retain information) for comprehension of expository texts.</i></li> <li>8. <i>How can teachers communicate with parents about a child's comprehension development and provide ways to promote comprehension growth at home?</i></li> </ol> <p>Fluency lesson plan due to <a href="mailto:kmein@utep.edu">kmein@utep.edu</a> by midnight on March 2<sup>nd</sup></p>

**Course Schedule:**

Date	Topic	Readings/Assignments Due
<p><b>March 16 Week 8</b></p>	<p>Orthographic Assessment &amp; Word Study in Multilingual Classrooms</p>	<p><b>Read Helman et al., Chapters 1, 2 &amp; 3</b></p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. <i>Describe the orthographic spelling stages and phonics/spelling characteristics of English Learners in each stage.</i></li> <li>2. <i>What is the process to assess English Learners orthographic development?</i></li> <li>3. <i>What is the role of word study and sorting in multilingual classrooms?</i></li> </ol> <p><b>Partners select word/picture sort from the Helman et al. textbook and sign-up for Word Study Lesson Demonstrations.</b></p> <p><b>Comprehension lesson plan due to <a href="mailto:kmein@utep.edu">kmein@utep.edu</a> by midnight on March 16<sup>th</sup>.</b></p>
<p><b>March 23 Week 9</b></p>	<p>Oral Reading, Motivation &amp; Comprehension Difficulties</p> <p>Complete Literacy Diagnostic Kit in class on 3/23</p>	<p>Read Cockrum &amp; Shanker, Ch. 12, 13, 15 &amp; 16 &amp; Appendix 1: Code for marking in oral diagnosis</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. <i>How are omissions, repetitions, insertions, &amp; substitutions defined?</i></li> <li>2. <i>What are running records used for?</i></li> <li>3. <i>What information is obtained from Informal Reading Inventories (IRI)?</i></li> <li>4. <i>What information is obtained from an Elementary Reading Attitude Survey?</i></li> </ol> <p><b>Create Literacy Diagnostic Kit in class.</b> Bring the following <b>supplies</b> to class on 3/23/16:</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>• Copies of spelling assessment directions &amp; feature guide from Helman et al. textbook—Elementary Spelling Inventory, pp. 251-253.</li> <li>• 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>Review for midterm exam.</b></p>
<p><b>March 30 Week 10</b></p>	<p>Midterm Exam</p>	<p>Midterm exam on Blackboard (class does not meet)</p> <p>Partners meet to prepare word study lesson demonstrations.</p>

**Course Schedule:**

Date	Topic	Readings/Assignments Due
<p><b>April 6 Week 11</b></p>	<p>Transitional literacy (<i>Within-Word Pattern</i>) stages and Developing Structural Analysis in the Intermediate (<i>Syllables &amp; Affixes</i>) &amp; Advanced (<i>Derivational Relations</i>) Literacy Stages</p>	<p>Read Helman et al., Ch. 6, 7 &amp; 8            Read Cockrum &amp; Shanker, Chapter 5            Read TEKS ELA &amp; R, 4<sup>th</sup>-5<sup>th</sup>: Oral &amp; Written Conventions: <i>Spelling</i>            Read TEKS ELA/R, 2<sup>nd</sup>: Reading Beginning Reading Skills: <i>Phonics</i>            Read TEKS ELA/R, 2<sup>nd</sup>: Oral &amp; Written Conventions: <i>Spelling</i></p> <p><u>Questions</u></p> <ol style="list-style-type: none"> <li>1. <i>What are examples of Within-Word Pattern word study &amp; spelling activities for English Learners in the transitional literacy stage?</i></li> <li>2. <i>What formal &amp; informal structural analysis assessments can teachers use to analyze decoding skills and plan &amp; monitor instruction?</i></li> <li>3. <i>How is structural analysis of multi-syllable words explicitly taught?</i></li> <li>4. <i>What are examples of syllables &amp; affixes word study and spelling activities for English learners in the intermediate literacy stage?</i></li> <li>5. <i>What are examples of derivational relations word study and spelling activities for English learners in the advanced literacy stage?</i></li> </ol> <p><b>Group work: Prepare &amp; work on word study lesson demonstrations.</b></p>
<p><b>April 13 Week 12</b></p>	<p>English proficiency in Texas</p> <p>Paired Word Study Lesson Demonstrations</p>	<p>Read the Texas English Language Proficiency Standards (ELPS)            Read Graves, et al., Learning to read English as a second language in the United States            Read TEKS ELA &amp; R, K-5th: Listening &amp; Speaking: Listening, Speaking &amp; Teamwork.</p> <p><u>Questions</u></p> <ol style="list-style-type: none"> <li>1. <i>How can teachers plan, implement &amp; monitor word study instruction focused on English Learners' needs &amp; strengths?</i></li> <li>2. <i>How can teachers provide opportunities for English Learners to engage in developmental word study activities that require comparing &amp; contrasting phonics features?</i></li> <li>3. <i>Select 4 instructional strategies for working with English learners at the intermediate &amp; advanced proficiency levels and explain how/why you would implement them in your classroom</i></li> </ol> <p><b>In class paired (7-10 minutes) word study lesson demonstrations for the following orthographic stages:</b></p> <ul style="list-style-type: none"> <li>• Letter Name-Alphabetic Stage</li> <li>• Within-Word Pattern Stage</li> <li>• Syllables &amp; Affixes Stage</li> <li>• Derivational Relations Stage</li> </ul>

**Course Schedule:**

Date	Topic	Readings/Assignments Due
<p><b>April 20 Week 13</b></p>	<p>Developing Media Literacy, Written Communication &amp; Research</p>	<p>Read Gainer, J., Valdez-Gainer, N., &amp; Kinard, The elementary bubble project: Exploring critical media literacy in a fourth-grade classroom.            Read Fountas &amp; Pinnell, Exploring the writer’s terrain: Writer talks, writer’s notebooks and investigations.            Read TEKS ELA &amp; R, K-5<sup>th</sup>: Writing: <i>Writing Process, Literary Texts, Writing about Experiences, Expository &amp; Procedural Texts, &amp; Persuasive Texts.</i>            Read TEKS ELA &amp; R, K-5<sup>th</sup>: Oral &amp; Written Conventions: <i>Conventions &amp; Handwriting.</i>            Read TEKS ELA &amp; R, K-5<sup>th</sup>: Reading: <i>Media Literacy</i>            Read TEKS ELA &amp; R, K-5<sup>th</sup>: Research: <i>Research Plan, Gathering Sources, Synthesizing Information, Organizing &amp; Presenting Ideas</i></p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. <i>How is writing instruction structured during the stages of the writing process i.e. planning, drafting, revising, editing, &amp; publishing?</i></li> <li>2. <i>How can teachers formally &amp; informally monitor students’ writing development and provide focused writing instruction, including using available technology to promote written communication?</i></li> <li>3. <i>How can teachers provide direct instruction &amp; guided practice for students to write for a variety of purposes &amp; modes and use English writing conventions (e.g. grammar, spelling, capitalization, &amp; punctuation)?</i></li> <li>4. <i>How can teachers use rubrics for students to self-assess their writing, elicit critiques from others, and develop as writers?</i></li> <li>5. <i>What instructional practices promote students’ ability to interpret, analyze, evaluate &amp; produce visual images, messages &amp; meanings?</i></li> <li>6. <i>How can teachers use technology to integrate literacy and provide opportunities for inquiry &amp; research?</i></li> </ol>
<p><b>April 27 Week 14</b></p>	<p>Response to Intervention (RTI) Online class</p>	<p>Read Fuchs, Fuchs, &amp; Vaughn, <i>What is intensive instruction and why is it important.</i>            Watch videos at the Response to Intervention (RTI) WebQuest at: <a href="http://questgarden.com/46/14/0/080901151317/">http://questgarden.com/46/14/0/080901151317/</a></p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. <i>Describe the purpose &amp; advantages of the Response to Intervention (RTI) model.</i></li> <li>2. <i>Describe the characteristics of high-quality Tier 1 <u>literacy</u> instruction.</i></li> <li>3. <i>Describe the two intensive intervention models cited in the Fuchs, Fuchs, &amp; Vaughn article.</i></li> <li>4. <i>Describe effective tier 2 <u>literacy</u> progress monitoring &amp; literacy intervention (time, duration, group size)</i></li> <li>5. <i>Describe effective tier 3 <u>literacy</u> progress monitoring &amp; literacy intervention (time, duration, group size).</i></li> </ol> <p><b>After reading the Fuchs et al. article &amp; completing the RTI WebQuest, read and submit the RTI assignment on Blackboard for 5 points extra credit.</b></p>

**Course Schedule:**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
<b>May 4 Week 15</b>	Review for final exam  Revision of Literacy Case Studies	Review for Final Exam/PPR  <b>Peer revision (in class) of Literacy Case Study Reports:</b> Partners will present their results on administered literacy assessments (artifacts) and review/revise the 7-8 research-based instructional recommendations based on the literacy assessment results as well as the 5-6 goals tied to grade-level TEKS for future instruction/intervention.  <b>Literacy Case Study Reports due on 5/7/16 by midnight. Submit your Literacy Case Study Report <u>as one</u> Word or PDF document along with <u>one</u> pdf file of test examiner/student responses (artifacts) to <a href="mailto:kmein@utep.edu">kmein@utep.edu</a> on 5/7/16 at midnight</b>
<b>May 11 Week 16</b>	FINAL EXAM	<b>Final exam on Blackboard</b> (class does not meet)

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

**Reading lesson plans**

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
Clear description of learning objective, grade level & TEKS performance standard	<i>1</i>	
Clear description of materials & anticipatory set	<i>1</i>	
Clear description of teaching (input, modeling, checking for understanding)	<i>1</i>	
Clear description of guided practice & closure	<i>1</i>	
Clear description of independent practice and formative assessment.	<i>1</i>	
<b>Total</b>	<i>5 X 5 LPs- 25</i>	

**Literacy diagnostic kit**

<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	



## Paired word study demonstrations

Criteria	Possible Points	Points Earned
<p>Clear statement of the <u>title</u> of the word study activity and developmental &amp; spelling stages:</p> <ul style="list-style-type: none"> <li>• <b>Beginner</b>—1<sup>st</sup> grade: <i>Letter Name Alphabetic Stage</i>.</li> <li>• <b>Transitional</b>—2<sup>nd</sup> grade: <i>Within-Word Pattern Stage</i></li> <li>• <b>Intermediate</b>—3<sup>rd</sup> grade: <i>Syllables &amp; Affixes Stage</i></li> <li>• <b>Advanced</b>—4<sup>th</sup> &amp; 5<sup>th</sup> grades: <i>Derivational Relations Stage</i>.</li> </ul> <p>Clear explanation of aligned TEKS standard and the specific purpose of the word study activity.</p>	2	
<p>Teacher demonstration of the word study activity by both students:</p> <ol style="list-style-type: none"> <li>1. Introduce the sort and <b>name &amp; clarify</b> the meaning of all of the pictures/words used in the sort.</li> <li>2. Ask students <b>what they notice</b> about the pictures/words and get their ideas about what the categories will be.</li> <li>3. Present the <b>key picture/word (header)</b> for each <b>category</b> and place it in the header for each column.</li> <li>4. <b>Model</b> how to place several pictures/words in each category by using a <b>think aloud</b>: <i>Say aloud the picture/word, compare it to the key picture/word, and then explain why it fits in the category.</i></li> </ol> <p><b>Sort at least one word for each category</b> before asking for students' help.</p>	3	
<p>Student practice: students sort the remaining pictures/words into the categories using the following format:</p> <ol style="list-style-type: none"> <li>1. The student says the picture/word <b>aloud</b> &amp; decides which category to place it in.</li> <li>2. When finished sorting all of the pictures/words, the students <b>read aloud</b> the pictures/words in each column and <b>checks</b> for accuracy &amp; makes changes.</li> <li>3. Students <b>tell their generalizations</b> about the sounds, patterns, &amp; other features of the pictures/words and tell what they learned about the feature(s) of the word sort (<b>reflection</b>).</li> </ol>	3	
<p>1 Handout/Preparation (one page) with the following information:</p> <ul style="list-style-type: none"> <li>• Title, developmental &amp; spelling stages, grade level, TEKS, &amp; purpose of the word sort activity.</li> <li>• Explanation of how you would <b>extend the word sort activity</b> for repeated practice i.e. <i>repeated independent practice &amp; write words in word study notebooks, resort words &amp; word hunt, buddy sort, games, etc.</i></li> <li>• Explanation of how you will <b>assess</b> students' knowledge of the spelling feature sound, pattern, and/or meaning of the focused pictures/words.</li> </ul>	2	
<b>Total</b>	<i>10 points</i>	

## Literacy Case Study Report

Criteria	Possible Points	Points Earned
Diagnostic subject is adequately described.	2	
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.	2	
Clear analyses of results of each assessment are provided along with explanations of how the scores are interpreted.	2	
Clear summary of the grade level of the student's <b>independent, instructional, &amp; frustration</b> reading levels based on <i>analysis of miscues on the oral reading passages</i> administered.	3	
Clear description of the child's literacy strengths & weaknesses based on the results of literacy assessments. A clear summary of <b>7-8 research-based instructional recommendations</b> based on the student's spelling stage, decoding ability, sight word knowledge, fluency, comprehension, attitude, and writing.	5	
A clear description of 5-6 goals for future instruction/intervention that are tied to assessment results and grade level TEKS expectations.	3	
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).	5	
Writing is professional, understandable, APA format, and free of significant errors.	1	
Peer revision (in class): partners will present their results on administered literacy assessments (artifacts) and review/revise the 7-8 research-based instructional recommendations based on the literacy assessment results as well as the 5-6 goals tied to grade-level TEKS for future instruction/intervention.	2	
<b>Total</b>	25	