



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC
EDUC 261 (3 units)
Teaching Reading in Elementary Schools
Fall 2023**

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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

The MATTC Program Learning Goals (PLGs) represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

This course enables credential candidates to develop awareness and understanding of current theories and best practices of comprehensive, balanced reading instruction in elementary school settings. Candidates will learn how to adapt instruction to meet the needs of individuals based on their cultural, linguistic, and experiential backgrounds and their specific needs as learners. Focused attention will be given to the nature of reading difficulties and principles of diagnosis and assessment. Content presented in this course prepares candidates for the Reading Instruction

Competence Assessment (RICA). This course, required of all multiple subject teaching credential candidates, must be taken concurrently with enrollment in EDUC 231b, full-time teaching position or with instructor permission.

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed			
		DG #	PLG #	TPE #	MMSN TPE #
1	Analyzing and utilizing a variety of developmentally appropriate pedagogical strategies, methods and techniques to teach reading guided by the Common Core State Standards and/or Preschool Learning Foundations.	1	2	2.1; 3.4, 7.5	7.3
2	The role of student motivation, attitudes and dispositions toward reading	2	1	4.1, 7.4	
3	Describe characteristics of an effective literacy program (Concepts about Print, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension), including appropriate materials (e.g., text readability, organization, and planning) to fit student needs, including students that exhibit both typical and atypical language development, communication skills, social pragmatics and language skills	1	2	3.1; 6.1, 7.6	1.3, 7.2
4	Develop an understanding of the various instruments used to assess reading and use results gathered to plan instruction and monitor student learning, PARTICULARLY HOW TO CREATE ACCOMMODATIONS ON ASSESSMENTS FOR STUDENTS WITH DISABILITIES	2	3	1.8; 5.2, 7.2, 7.10	5.6, 7.1
5	Describe, compare/contrast and implement examples of guided reading, shared reading, and read aloud TO SUPPORT VARIED LEARNERS INCLUDING STUDENTS WITH DISABILITIES	2	5	3.1, 7.9	4.2, 7.4
6	Identify, MODIFY and implement effective reading instructional strategies to fit the needs of diverse learners (linguistic, cultural, socio-economic, students with identified disabilities TO FACILITATE ACCESS TO LEAST RESTRICTIVE ENVIRONMENT)	3	1	1.1; 2.1; 2.5; 3.3, 7.1, 7.3	3.1, 7.1
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; MMSN TPE=Mild to Moderate Support Needs					

Required Texts

- Tompkins, G. E. (2018). *Literacy for the 21st Century*. London: Pearson Education
- Additional readings will be placed on the course management website *Camino*

Course Requirements/Assignments

Grades are based on a 100-point total. The distribution of points across assignments is as follows:

Assignment		Points	TPEs Assessed	MMSN TPE
1	Class attendance	10	-	
2	Participation	10	-	
3	Literature Circles (LC)	20	2.1; 3.4; 4.1; 7.2; 7.4; 7.9	1.3; 3.1; 7.3
4	Reading Assessment	30	3.1; 6.1; 7.3, 7.5	5.6; 7.1
5	*Video-Recorded Guided Reading Instruction	30	1.1; 2.5; 3.3; 7.1; 7.5; 7.6; 7.10	4.2; 3.1; 7.2

1. ***Class Attendance & Participation.***

Regular attendance at all class meetings is a requirement in this program. Each student will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with a loss of 5 points. To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your first lateness will be excused; your second lateness will cause 1 point to be deducted from your final course grade; your third lateness will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion. Attendance and punctuality are the only policies with the immediate potential to impact your course grades. Your instructor through ongoing observation and documentation gathers data documenting your adherence to the remaining policies listed here. These data are a primary factor in the assessment of your mastery of TPE 6- "Developing as a Professional Educator."

If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

2. ***Participation.*** As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

3. ***Literature Circles (LC).*** A common book discussion routine used in reading programs is the *Literature Circle*-an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re)read and discuss readings.

Each student will be responsible for leading two Literature Circles on the readings throughout the course. Literature Circle leaders should come to class (whether on-line or in person) prepared with handouts for each member of your group (4/5 students) that outline the assigned readings with the asterisked headings listed below under the "*LC Components*" heading. The "*Literature Circle Discussion Format*" outlines how the literature circle would unfold.

<i>Literature Circle Components</i>	<i>Literature Circle Discussion Format</i>
*Author's Message. To zero in on the topic for discussion, write down your version of the author's main message. Include 1 quote that was memorable for you.	Allocation of Time. Budget 30 minutes for review of key themes and illustrating visual representation
*Definition of terms. List all the words of which you are unsure and define them in you own words	Discussion of Major Themes and Subtopics. Discuss major ideas brought forth by author(s).

	Ensure to provide evidence from text. Be sure to have readings available to reference.
*Integration of Material with other Knowledge. Make connections of the readings to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories or readings you have done?	Visual Representation. As a group, create a graphic re-presentation (image, quote or other format) that captures your groups discussion.
*Application of the Material. Assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy?	Share Findings. Group leader reports to the whole class the main topics of group discussion, using the visual representation as a guide.
<i>*Brings and shares tangible instructional connection (e.g., book, TED video, lesson from curricula) that extends understanding of readings for Exceeding Expectation score.</i>	

4. Reading Assessment. Students are responsible for evaluating 1 of 5 reading domains of a student with disabilities (**Introduction MMSN TPE 5.1; Assess UTPE 3.1; 6.1; 7.3, 7.5**)

- Phonemic Awareness. Use the Yopp-Singer Test of Phonemic Awareness to assess K-3 student's ability to recognize that words are made up of individual sounds. Which sounds are difficult or easy for students? Do you notice a pattern in errors?
- Phonics. Basic or Advanced Phonics Assessment Test
- Fluency. Administer Test of Word Reading Efficiency TOWRE.
- Reading Comprehension. Use a retelling rubric and comprehension questions to assess a student's level of comprehension of text.
- Informational Text features. Using the ISCA assessment, assess a student's knowledge of informational text features.

You will need to turn in a 3-4-page report where you detail how the child performed on the assessment (e.g., what type of errors were made, areas of strength, what can be done to assist this student) and what instructional decisions you would make to assist this student with her/his reading needs. Include any limitations or issues that may have influenced the outcomes. INCLUDE ACCOMMODATIONS MADE TO ASSESSMENT based on students' language development (**Introduction MMSN TPE 5.6**).(UTPE:4.1: Practice) (UTPE:5.1: Practice & Assess) (UTPE: 5.2, 5.3, 5.4: Assess)

You will need to use the American Psychological Association style to format your paper. Please view the [Purdue Owl](#) site to assist you with how to format your paper, cite relevant works, and reference all citations.

5. Video-Recorded Guided Reading Instruction (*Signature Assignment). This assignment requires you to video record yourself leading a guided reading lesson. The video should include your narration of your goals, how students performed (include reading analysis of students from diverse backgrounds that exhibit diverse pathways to language development (linguistic, cultural, socio-economic, students with identified disabilities) particularly typical and atypical (**Practice: MMSN 1.3**) and which standards and objectives your lesson addressed. Include a lesson plan (**MMSN 7.4**) with your assignment. Students Practice using assessment data and other collected data to plan reading instruction. Students Practice making accommodations and adaptations to instruction for diverse learners to ensure the reading instruction reaches all students. Students are assessed on their ability to plan, design, implement and monitor instruction with use of appropriate instructional strategies and to reflect on what went well with their video recorded lesson and to make adjustments as needed. **See rubric below for additional details** (UTPE:3.5: Practice) (UTPE:4.4: Assess) (UTPE 6.1, 7.5: Assess):

Assessments & Grading Criteria

- All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
- Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.

3. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

4. Assignments done in pairs, both partners will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Canvas/Camino Course Management System

To access course materials and participate in On-line activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Disabilities Resources

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (Benson 1, <http://www.scu.edu/oae>, 408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

Accommodations for Pregnant and Parenting Students

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. In addition, the Office of Accessible Education will provide reasonable accommodations for pregnancy-related impairments which impact a major life activity.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through the Office of Student Life <https://www.scu.edu/osl/report/> or anonymously through EthicsPoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2017-2018).

In-Class Recordings

The [Student Conduct Code](#) (p. 13) prohibits students from “(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties,” except in cases of approved disability accommodations. The Student Conduct Code also prohibits the “falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents.” Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade

Meeting	Course Topics	Course Readings	Assignments
Module 1 Introduction	Balanced Reading • Introductions • Balanced Reading Program • UDL & Beginning Reading	Duke & Pearson (2017). Effective Practices for Developing Reading Comprehension. (Camino) (UTPE: 2.5: Introduction) . Learning to Read with UDL: Building a Meaningful Approach to Literacy	-
Module 2 The Learner	Concepts About Print • Print Conveys Message • Text Directionality & Other book features • Activity: Read, critique, and share standards documents	Tompkins Chapter. Working with the Youngest Readers & Writers Clay, M. M. (2011). Chapter 4: Concepts About Print. (Camino) California Infant/Toddler Learning & Development Foundations pgs 53-54	LC Leader Group A
	Phonemic Awareness • Ability to discriminate Sounds • Stages of Phonemic Awareness • Typical and Atypical language development and impact on phonological awareness processing (Introduction MM 1.3)	Tompkins Chapter 5. Cracking the Alphabetic Code (pgs.142-166) Activities Reading & Discussion (Introduction TPE 7.5) Language Development across disabilities and Phonemic Awareness	LC Leader Group B Mini-lesson : Phonemic Awareness scaffolds for Ss with typical and atypical language development Sample Lesson (MM7.4)
	Phonics/Spelling • Recognizing Sound/Symbol relationship • Stages of Spelling development • Phonics & Dyslexia (Introduction MM7.2; 7.3) modifications/accommodations for students with disabilities (Introduction MM 3.1)	Tompkins Chapter 5. Cracking the Alphabetic Code (pgs.156-180) Tompkins Chapter 11. DIFFERENTIATING FOR SUCCESS (PGS 366-294) Student Accessibility Resources Read and discuss article and collaborative opportunities to support students: CA Dyslexia Guidelines (pgs. 1-13) (Introductions MM7.2; 7.3; TPE 7.2)	LC Leader Group C
	Fluency • RAP: Rate, Accuracy & Prosody • Diagnosing RAP with <i>all</i> students (ELs, Students with disabilities) (Introduction MM 5.6, 7.1)	Tompkins Chapter 6. Developing Fluent Readers & Writers (UTPE: 1.7: Introduction) - This reading Introduces student teachers in activating student prior knowledge (interest, funds of knowledge cultural, language SES background) to make sense of reading texts. Students learn about "choice" when students select reading text type (Informational or Narrative) to illustrate models to increase student motivation and allow students to extend their learning to new text types. Students are introduced to reader's theatre to help develop reading fluency Read and discuss article Assessment for Content Areas (Camino)/Vocabulary Assessment and Instruction for Students with Learning Disabilities (Introduction MM 7.1)	LC Leader Group D View introduction to assessment modifications and consider which modifications will be needed for your case study student

MO DU LE 3 The Tex t	10/29	Vocabulary • Role of Vocabulary in Reading Comprehension • Vocabulary Strategy & Conceptual development for <i>all</i> students (ELs, Students with disabilities) (Introduction MM 4.2)	Tompkins Chapter 7. Expanding Students' Knowledge of words Stahl, K. A. D. & Bravo, M. A. (2010). Contemporary Classroom Vocabulary (Activities: Reading & Discussion) (Introduction TPE 7.4) [varied models for literacies integration]	<i>LC Leader Group E View Modifications/accommodations Visual Support sample</i> Informal Reading Assessment
	11/5	Comprehension of Narrative Text • Shared Reading with Narrative texts • Student Factors: Attitudes & Motivation to read	Tompkins Chapter 8. Facilitating Students' Comprehension: Reader Factors (UTPE: 1.1: Introduction) Dewitz, Graves, Graves & Juel (2020). Chapter 11 Comprehension of Narrative Text (Activities: Reading & Discussion) (Introduction TPE 7.6 , TPE 7.10) Fountas, I. C. & Pinnell, G. S. (1996). What is Guided Reading? (Camino)	<i>LC Leader Group F</i>
	11/12	Comprehension of Informational Texts • Text Complexities of Expository texts • Text Factors & reading comprehension • Key Strategies for Comprehending content area texts (TPE 7.1, 7.9)	Tompkins Chapter 9. Facilitating Students' Comprehension: Text Factors Dewitz, Graves, Graves & Juel (2020). Chapter 12 Comprehension of Informational Text (Activities: Reading & Discussion) (Introduction TPE 7.6, TPE 7.1, TPE 7.9) Mesmer, H. A. E. (2014). Chapter 4 Stretching Elementary Students in Complex Text: Why? How? When? (Camino) (UTPE: 1.3: Introduction)	<i>LC Leader Group G</i>
	11/19	Reading in the Content Areas • Culturally Relevant literacy (TPE 7.3)	Tompkins Ch.12 Reading & Writing in the Content Areas Au, L. (1998). Culturally Responsive Instruction: Application to Multiethnic Classrooms (Activities: Reading & Discussion) (Introductions MM 7.1; TPE 7.3)	<i>LC Leader Group H</i>
	12/3	COURSE CONCLUSION		Video-Recorded Reading Lesson

Reading Assessment. Students are responsible for evaluating 1 of 5 reading domains of a student with disabilities (**Introduction MMSN TPE 5.1; Assess UTPE 3.1; 6.1; 7.3, 7.5**)

- f. Phonemic Awareness. Use the Yopp-Singer Test of Phonemic Awareness to assess K-3 student's ability to recognize that words are made up of individual sounds. Which sounds are difficult or easy for students? Do you notice a pattern in errors?
- g. Phonics. Basic or Advanced Phonics Assessment Test
- h. Fluency. Administer Test of Word Reading Efficiency TOWRE.
- i. Reading Comprehension. Use a retelling rubric and comprehension questions to assess a student's level of comprehension of text.
- j. Informational Text features. Using the ISCA assessment, assess a student's knowledge of informational text features.

You will need to turn in a 3-4-page report where you detail how the child performed on the assessment (e.g., what type of errors were made, areas of strength, what can be done to assist this student) and what instructional decisions you would make to assist this student with her/his reading needs. Include any limitations or issues that may have influenced the outcomes. **INCLUDE ACCOMMODATIONS MADE TO ASSESSMENT** based on students' language development (**Introduction MMSN TPE 5.6**).(UTPE:4.1: Practice) (UTPE:5.1: Practice & Assess) (UTPE: 5.2, 5.3, 5.4: Assess)

You will need to use the American Psychological Association style to format your paper. Please view the [Purdue Owl](#) site to assist you with how to format your paper, cite relevant works, and reference all citations.

Reading Assessment Rubric

Bravo

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Scale	Introduction	Methods	Strengths Findings	Weaknesses Findings	Instructional Decisions	Conventions & Logistics
5	Clearly explains quality teaching for balanced reading program and role of assessment supported with evidence from readings, class discussions and/or other sources	Includes all information: *student (gender, grade, ELL status, language(s) spoken, attitudes/ motivation, SPED designation) * Classroom (grade, program type, reading program) * Instrument description	3 strengths clearly stated and supported by evidence from the assessment (if not many strengths, states this in body of paper) contextualized by course readings	3 weaknesses clearly stated and supported by evidence from the assessment (if not many weaknesses, states this in body of paper) contextualized by course readings	3 instructional decisions suggested and tied to findings supported by readings, lecture or other sources. Includes Conclusion	*No Grammatical, spelling or punctuation issues *Turned in on-time *APA Style followed
4	Explains attributes of balanced reading program and role of assessment supported with some evidence from readings, class discussions	Includes most information about: *student (gender, grade, ELL status, language(s) spoken, attitudes/ motivation, SPED designation)	2 strengths clearly stated and supported by evidence from the assessment (if not many strengths, states this in body of paper)	2 weaknesses clearly stated and supported by evidence from the assessment (if not many weaknesses, states this in body of paper)	2 instructional decisions suggested and tied to findings supported by readings, lecture or other sources	*Few Grammatical, spel or punctuation issues *Turned in on-time *Most APA Style Followed

	and/or other sources	* Classroom (grade,program type, reading program)				
3	Explains attributes of balanced reading program and role of assessment but not supported with evidence from readings, class discussions and/or other sources	Includes some information about: *student (gender,grade, ELL status,language(s) spoken, attitudes/ motivation, SPED designation) * Classroom (grade,program type, reading program)	1 strength clearly stated and supported by evidence from the assessment (if not many strengths, states this in body of paper)	1 weaknesses clearly stated and supported by evidence from the assessment (if not many weaknesses,states this in body of paper)	2 instructional decisions suggested and tied to findings supported by readings,lecture or other sources	*Some Grammatical, spelling or punctuation issues *Turned in 1 day late *Some APA style follow
2	Explains attributes of balanced reading program OR role of assessment and not supported with evidence from readings, class discussions and/or other sources	Includes few pieces of information about: *student (gender,grade, ELL status,language(s) spoken, attitudes/ motivation, SPED designation) * Classroom (grade,program type, reading program)	1 strength stated but not supported by evidence from the assessment (if not many strength, states this in body of paper)	1 weakness stated but not supported by evidence from the assessment (if not many weaknesses, states this in body of paper)	2 instructional decisions suggested may be tied to findings but not supported by readings, lecture or other sources	*Many Grammatical, spelling or punctuation issues *Turned in 2 days late *Few APA Stylefollowed
1	Vague explain attributes of balanced reading program OR role of assessment	Includes one or the other pieces of information about: *student (gender,grade, ELL status,language(s) spoken, attitudes/ motivation, SPED designation) * Classroom (grade,program type, reading program)	1 strength vaguely stated but not supported by evidence from the assessment (if not many strength, states this in body of paper)	1 weakness vaguely stated but not supported by evidence from the assessment (if not many weaknesses,states this in body of paper)	1 instructional decision suggested maybe tied to findings supported by readings,lecture or other sources	*Grammatical,spelling punctuation issues disrupts understanding of text *Turned in 3 days late *1 APA style followed

5. Video-Recorded Guided Reading Instruction (*Signature Assignment). This assignment requires you to video record yourself leading a guided reading lesson. The video should include your narration of your goals, how students performed (include reading analysis of students from diverse backgrounds that exhibit diverse pathways to language development (linguistic, cultural, socio-economic, students with identified disabilities) particularly typical and atypical (**Practice: MMSN 1.3**) and which standards and objectives your lesson addressed. Include a lesson plan (**MMSN 7.4**) with your assignment. Students Practice using assessment data and other collected data to plan reading instruction. Students Practice making accommodations and adaptations to instruction for diverse learners to ensure the reading instruction reaches all students. Students are assessed on their ability to plan, design, implement and monitor instruction with use of appropriate instructional strategies and to reflect on what went well with their video recorded lesson and to make adjustments as needed. **See rubric below for additional details** (**UTPE:3.5: Practice**) (**UTPE:4.4: Assess**) (**UTPE 6.1., 7.5: Assess**) **See rubric next page.**

Signature Assignment: Video-recorded Reading Lesson Rubric

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Scale	Lesson Plan (10 pts)	Video (10 pts)	Class /Text Description (5 pts)	Conventions & Logistics (5 pts)
4	- Lesson Plan Objectives, Standards & Assessment align & appropriate - Anticipatory Set, Procedure, Closure illustrate gradual release of responsibility - Supports for <i>all</i> students visible and appropriate (Students with disab.) - Reflection is critical with considerations for where instruction should go next	- Video illustrates guided-reading lesson instruction with clear view of instruction and audio of teacher & students - Narration includes instructional goals, Assessment of student & teacher performance, standards & objectives addressed - Video captures materials being used as well as student products (as applicable)	- Group description provided with information on student demographics (ELLs; SPED; Grade; Age; Reading level; target student reading motivation) - Clear description of class reading program - Text description includes text level; text type; text readability	- No Grammatical, spelling or punctuation issues - Turned in on-time - APA Style followed - Active and sustained participation in video share
3	- Lesson Plan Objectives, Standards & Assessment mostly align - Anticipatory Set, Procedure, Closure illustrate most elements of gradual release of responsibility - Supports for <i>all</i> students visible and mostly appropriate - Reflection is critical with considerations (vague) for where instruction should go next	- Video illustrates guided-reading lesson instruction with clear view and audio of teacher & students - Narration includes most of the following: instructional goals, Assessment of student performance, standards & objectives addressed - Video captures materials being used	- Group description provided with information on most student demographics (ELLs; SPED; Grade; Age; Reading level; Reading Motivation) - Description of class reading program - Text description includes text level; text type	- Few Grammatical, spelling or punctuation issues - Turned in on-time - Most APA Style followed - Active participation and mostly sustained in video share
2	- Lesson Plan Objectives, Standards & Assessment align but may be vague - Anticipatory Set, Procedure, Closure illustrate some elements of gradual release of responsibility - Supports for <i>all</i> students visible but may not be appropriate - Reflection considerations does not address all aspects of instruction and vaguely shares where instruction should go next	- Video illustrates reading lesson instruction with vague view and audio of teacher & students - Narration includes few of the following: instructional goals, Assessment of student performance, standards & objectives addressed - Video captures some of the materials being used	- Group description provided with information on some student demographics (ELLs; SPED; Grade; Age; Reading level; Reading Motivation) - Vague description of class reading program - Text description includes text level or text type	- Some Grammatical, spelling or punctuation issues - Turned in 1 day late - Some APA style followed - Active but not completely sustained participation in video share
1	- Lesson Plan Objectives, Standards & Assessment do not align - Anticipatory Set, Procedure, Closure do not illustrate gradual release of responsibility - Supports for <i>some</i> students visible but may not be appropriate - Reflection considerations does not address all aspects of instruction and/or does not share where instruction should go next	- Video illustrates reading lesson instruction with view or audio of teacher & students - Narration includes one of the following: instructional goals, Assessment of student performance, standards & objectives addressed - Video does not captures materials being used	- Group description provided with information on few student demographics (ELLs; SPED; Grade; Age; Reading level; Reading Motivation) - No description of class reading program - No text description or text level text type provided	- Grammatical, spelling or punctuation issues disrupts understanding of text - Turned in 3 days late 1 APA style followed - Does not participate in video share

SAMPLE PRACTICE ACTIVITIES:

Practice: Print Concepts Practice: Session 2. Slide 35 Practice developing lessons to learn Print concepts.

AGENDA	OBJECTIVES
1. Course Logistics	Analyzing and utilizing a variety of developmentally appropriate pedagogical strategies, methods and techniques to teach reading guided by the Common Core State Standards
2. Anticipatory Set: What do we already know about CAP?	
3. RICA QUIZ: CAP	
4. Direct Instruction: CAP	
5. Teaching & Assessing CAP (small groups)	Describe characteristics of an effective literacy program, including appropriate materials (e.g., text readability, organization, and planning)
6. Literature Circles	
7. CLOSURE: What do we know now about CAP that we didn't know before?	

How to teach CAP?

In Small groups, develop a mini lesson that will address a component of CAP using one of the following sets of material provided to you:

- Pocket Chart
- Big Book
- Morning Message
- Lotería
- Other?

Practice: Phonological Awareness: Session 3. Slide 20 Practice identify words to teach phonemic awareness

Agenda	Objectives
1. RICA Quiz	Describe characteristics of an effective literacy program, including appropriate materials (e.g., text readability, organization, and planning)
2. Anticipatory Set: What is phonological awareness?	
3. Direct Instruction: Assessing & Teaching Phonological Awareness	
4.	
5. Practice: Small Group Practice	Identify and implement effective reading instructional strategies for supporting Diverse learners (linguistic, cultural, socio-economic, Special Needs)
6. Literature Circles: Group B	
7. Closure: How would you describe phonemic awareness to a colleague?	

Small group Activity

- Create list of words that you would use to target phonemic awareness
- Ensure word lists builds from easiest to hardest
- Ensure the pattern is audible to students

Practice: Phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences: Session 4. Slide 50-53 Practice developing activity to develop phonics understanding

e i n t r w

(How many words can you make with these letters?)

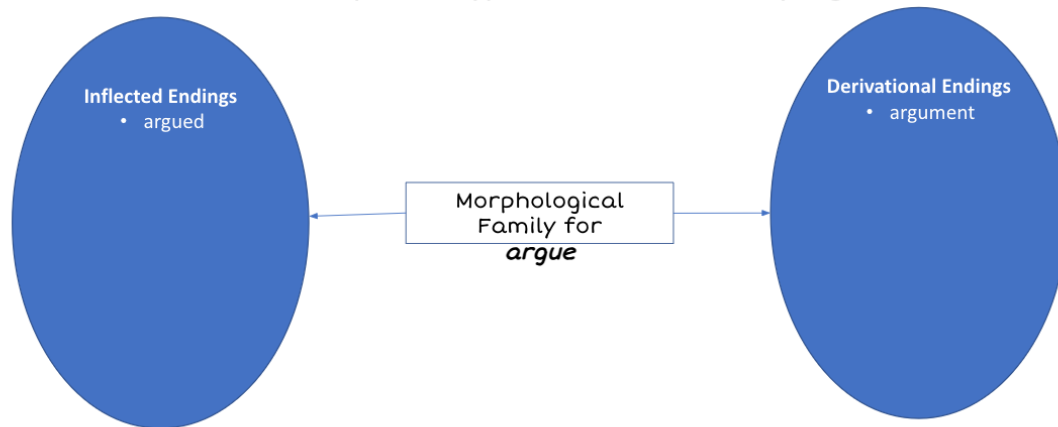
e i n t r w

- In
- Win
- New
- Ten
- Net
- Tin
- Twin
- Went
- Rent
- Wine
- Wire
- Write
- twine

Practice: Decoding and encoding; morphological awareness: Slide 20 Practice developing activity to see relationship b/w morphology and reading development

Morphology Instruction

Find the morpheme type for the word family *argue*



Practice: Text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity): Session 5. Slide 25-29 Practice Fluency using the Test of Word Reading Efficiency)

Partner Activity

- Read TOWRE word lists
- *Timed 45 seconds.*

Click to add title

Grade-based Norms Grades 1-3 TOWRE Sight words

RAW SCORE	Percentile	Grade 1 Z-score	St score	Percentile	Grade 2 Z-score	St score	Percentile	Grade 3 Z-score	St score
0	0.1	-3.09	54	0.1	-3.09	54	0.1	-3.09	54
1	0.4	-2.66	60	0.1	-3.02	55	0.1	-3.05	54
2	0.7	-2.47	63	0.2	-2.96	56	0.1	-3.01	55
3	1.0	-2.34	65	0.2	-2.91	56	0.1	-2.98	55
4	1.3	-2.24	66	0.2	-2.87	57	0.2	-2.94	56
5	1.5	-2.16	68	0.2	-2.83	58	0.2	-2.92	56
6	1.8	-2.09	69	0.3	-2.80	58	0.2	-2.89	57
7	2.1	-2.03	70	0.3	-2.77	59	0.2	-2.87	57
8	2.4	-1.98	70	0.3	-2.74	59	0.2	-2.84	57
9	2.8	-1.91	71	0.3	-2.71	59	0.2	-2.82	58
10	3.2	-1.85	72	0.4	-2.68	60	0.3	-2.80	58
11	3.6	-1.80	73	0.4	-2.66	60	0.3	-2.78	58
12	4.2	-1.73	74	0.4	-2.64	60	0.3	-2.76	59
13	4.8	-1.66	75	0.4	-2.62	61	0.3	-2.75	59
14	8.5	-1.37	79	0.5	-2.60	61	0.3	-2.73	59
15	8.9	-1.35	80	0.5	-2.58	61	0.3	-2.72	59
16	9.3	-1.32	80	0.5	-2.56	62	0.3	-2.70	59
17	9.7	-1.30	81	0.5	-2.54	62	0.4	-2.69	60
18	11.8	-1.19	82	0.6	-2.53	62	0.4	-2.67	60
19	13.9	-1.08	84	0.6	-2.51	62	0.4	-2.66	60
20	14.6	-1.06	84	1.3	-2.24	66	0.4	-2.65	60
21	15.2	-1.03	85	1.9	-2.07	69	0.4	-2.63	61

Click to add title

Subtest 1
Sight Word Efficiency
Materials: Stopwatch, Sight Word Efficiency reading card Form A

Ceiling: Administer all items until 45 seconds have elapsed.

Scoring: Record the total number of words the examinee reads correctly in 45 seconds. If the examinee finishes all the words before the time is up, note the time required to read all the words. Mark all the words the examinee reads correctly with a one (1) and mark all the words that are pronounced incorrectly with a zero (0). Draw a line after the examinee's last word. If the examinee skips a word, simply count the item as an error. If the examinee makes an error and then self-corrects, count the item as correct. If the examinee hesitates for more than 3 seconds on a word and is instructed to go to the next word, mark the word as incorrect.

Practice: Present the practice words on the Sight Word Efficiency card. Say, "I will give you 45 seconds to read as many words as you can. I will count with my stopwatch. You may use the words on the card as often as you want. If you are not sure you know a word, just skip it and go to the next word. The words on the card are in order from top to bottom. If you want to go back to a word you skipped, you can do so. Have the examinee read the words aloud. If the examinee skips around, ask him or her to read the words from top to bottom, without jumping around. If the examinee cannot respond correctly to at least one item, discontinue testing and do not record a score.

Practice Words: on, my, bee, old, warm, bone, most, spell

Test: Give the following instructions while holding the Sight Word Efficiency card. Say, "I will give you 45 seconds to read as many words as you can. I will count with my stopwatch. You may use the words on the card as often as you want. If you are not sure you know a word, just skip it and go to the next word. The words on the card are in order from top to bottom. If you want to go back to a word you skipped, you can do so. Have the examinee read the words aloud. If the examinee skips around, ask him or her to read the words from top to bottom, without jumping around. If the examinee cannot respond correctly to at least one item, discontinue testing and do not record a score.

Quickly turn over the card to the list of words to be administered and start timing as soon as the examinee says the first word. After 45 seconds, tell the examinee to stop, and draw a line under the last word read. If, before the time is up, the examinee indicates that he or she cannot read any more words, ask the examinee to look over the whole list to see if there are any more words that he or she can read. If the examinee then indicates that he or she can read no more words, stop testing.

Form A

1. is	23. men	45. space	67. morning	89. understand
2. up	24. hully	46. short	68. resolve	90. emphasis
3. cat	25. new	47. left	69. describe	91. confident
4. red	26. stop	48. people	70. garment	92. intuition
5. me	27. work	49. almost	71. business	93. boisterous
6. to	28. jump	50. waves	72. qualify	94. plausible
7. no	29. part	51. child	73. potent	95. courageous
8. we	30. fast	52. strong	74. collapse	96. alternate
9. he	31. fine	53. crowd	75. elements	97. extinguish
10. the	32. milk	54. better	76. pioneer	98. prane
11. and	33. back	55. inside	77. remembrance	99. lenient
12. yes	34. lost	56. plane	78. dangerous	100. valentine
13. of	35. find	57. pretty	79. uniform	101. detective
14. hen	36. paper	58. famous	80. necessary	102. recently
15. as	37. open	59. children	81. problems	103. instruction
16. book	38. kind	60. without	82. absentee	104. transient
17. was	39. able	61. finally	83. advertise	105. phenomenon
18. help	40. shoes	62. strange	84. pleasant	106. calculated
19. then	41. money	63. budget	85. property	107. alternative
20. time	42. great	64. repress	86. distress	108. collective
21. wood	43. father	65. contain	87. information	
22. let	44. river	66. justice	88. recession	

Number of words read correctly: 52 If examinee finishes list before 45 seconds, note time to finish: _____

2

Section 2: Test Performance

*Scaled score based on ☒ age ☐ grade

Raw Score	Age Equiv.	Grade Equiv.	%ile Rank	Scaled Score*	SEM	Descriptive Term
52	—	—	9	80	(5)	Below Avg
14	—	—	5	75	(4)	Poor
Sum of Scaled Scores =				155		
Total Word Reading Efficiency Index (TWRE)				76	(3)	Poor

Section 3: Descriptive Term

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Scaled Score	<70	70-79	80-89	90-110	111-120	121-130	>130

Section 4: Other Test Scores

Test Name	Date	Standard Score	TOWRE-2 Equiv.

Practice: Instruction that is structured and organized as well as direct, systematic, and explicit
practice: Session 5. Slide 5-8 Practice developing standards-based fluency lessons with structured lesson plan)

Lesson Plan

Content Standard	ELD Standard	Objective
English Language Arts Standards. Grade level, Standard strand and sub area	English Language Development Standards. Grade level, Standard Strand & ELD Proficiency level	What students will learn as a result of your lesson NOT what students will do in you lesson (SWBAT)
FLUENCY: (4). Grade 1: Read with sufficient accuracy and fluency to support comprehension. B. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Interacting in Meaningful Ways. (SL.1.1–3). 5. <i>Listening actively.</i> (Emerging) Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.	Content Standard: Students will be able to read lists of words with additional accuracy, rate and expression on successive readings of lists of words ELD Standard. (Emerging) Students will be able to identify key words in oral presentations (first, second, next, last) to recall key information and demonstrate active listening

Anticipatory Set/Before

What is it?	Example
<u>Describe how will you introduce this lesson.</u> How will you probe Ss prior knowledge? How will you Explain to Ss what they will learn and why it is important	Explain to Ss they will learn that reading fluency comprises of RAP. This helps readers move cognitive energy from decoding to comprehending. Students complete the Anticipation Guide to probe their prior knowledge. They agree or disagree <i>Discuss the statements on the anticipation guide.</i> Teacher introduce the anticipation guide and have students respond to the statements. Students mark whether they agree or disagree with the statement.

Anticipation Guide: Fluency

Instructions.

- *Identify several major concepts.* Teacher considers students' prior knowledge about the topic and consider student misconceptions they might have about the topic.
- *Develop a list of 3-6 statements.* Teacher write a statement about each major concept they identified on a chart or individual copies can be made for each student. Statements should be general enough to stimulate discussion.
- *Discuss the statements on the anticipation guide.* Teacher introduce the anticipation guide and have students respond to the statements. Students mark whether they agree or disagree with the statement.
- *Students read text.* Students read text and think about information that relates to the statements on the anticipation guide.
- *Discuss the statements again.* After students read revisit the statements and again mark whether the statements are true or false. Students then share responses with classmate or class.

BEFORE			AFTER	
Agree	Disagree		Agree	Disagree
		Good readers read all texts fast.		
		Decoding breakdowns is a reason for poor fluency		
		Majority of students at fourth grade have strong fluency skills.		
		Fluency instruction is only required in the lower grades according the ELA Standards.		
		Knowing high frequency words helps with reading fluency.		
		More Fluent Readers focus their attention on making connections among the ideas in a text and between these ideas and their background knowledge.		

CCSS-ELA

Kindergarten

1st Grade

2nd Grade

Fluency	4. Read emergent-reader texts with purpose and understanding.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. <u>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</u> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. <u>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</u> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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3rd Grade

4th Grade

5th Grade

Fluency	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. <u>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</u> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. <u>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</u> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient <u>accuracy and fluency to support comprehension.</u> a. Read on-level text with purpose and understanding. b. <u>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</u> c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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Practice in connected, decodable text: Session 4. Slide 58-59. Practice identifying the patterns of decodable texts

Decodable Text

- Should contain a reasonable percentage of words with a taught pattern
- Used for practice of decoding in context
- The best texts tell a story that is comprehensible; the worst texts make little or no sense
- Should be practiced by children, possibly with repeated reading

Two Approaches to Phonics Instruction

Analytic (Whole-to-Part)

- Start with sentences (meaningful chunks of language) and work back to symbol
- sh-digraph Instruction
 - Present sentences on blackboard, underline target word. (I have a lot of cash, We bought fish and potatoes, My brother broke the dish.)
 - Ss/T read aloud sentences
 - T prompts Ss to note common theme from underlined words
 - T writes sh on board explaining corresponding sound, Ss repeat

Synthetic (Part-to-Whole)

- Starts with sound and builds words
- sh-digraph instruction
 - T writes sh on board and tells Ss sound it makes
 - Ss say target sound each time T points to it
 - T shows letter combinations that can be added to sh to make words-*ca, fi, ma, di* on cards
 - T adds these cards to sh written on board and Ss blend sounds to make the word

Practice: provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax: Session 4. Slide 42 Practice teaching reading through various linguistic patterns.)

Word Sorts

CLOSED SORTS

- Give Ss list of words which have multiple common features
- Teacher provides the category
- Ss classify words into groups

OPEN SORTS

- Give Ss lists of words which have multiple common features
- Ss make up categories
- Must justify categories

Closed Sort

With	shin	thin	thick	that	wash
Rash	ship	sham	pith	path	math



PRACTICE: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression: Session 8. Slide 25 Practice teaching comprehension of informational texts that are more complex.)

Lets Practice

1. Review the informational text
2. Identify the structure of the text that you can share with students
3. Locate any signal words
4. Create a graphic organizer that you can share with students to understand the text structure