Sul Ross State University

Rio Grande College

Fall 2023

EDUC 4315 Reading Diagnosis and Remediation

Professor: Blanca Rangel-Martinez, M.Ed. Phone:
830-461-9385 **(text message preferred)** Email:
bxr18eb$@sulross.edu
Virtual Office Hours: Monday - Thursday 4:45-5:30 (upon request)

Course Description:

This course serves to prepare teachers and pre-service teachers to effectively utilize evidence-based literacy assessment and instructional strategies in their classrooms. Pre-service teachers will learn literacy assessment tools and techniques to identify students' strengths and needs. The course will also cover strategies to plan for effective intervention that enhance student literacy development. Students will demonstrate assessment, instruction, and intervention related to early literacy, fluency, vocabulary instruction and comprehension. Diagnosis of specific learning needs related to reading will also be examined.

Materials:

Reutzel, D.R., & Cooter, R.B. Strategies for reading assessment and instruction: Helping every child to succeed. (6th ed.). Boston: Pearson Allyn Bacon.
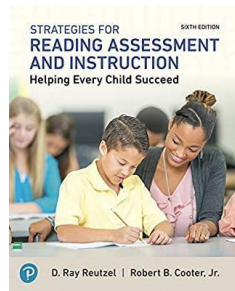
Hunt, L. M. (2015). Fish in a tree. New York, NY: Nancy Paulsen Books, an imprint of Penguin Group (USA)

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Additional Needed Supplies:

1. stopwatch (phone will work)
2. audio recorder (phone will work; it will be up to you to find the reliable app)

3. Binder and Dividers

Additional Materials Provided to Students:

University of Oregon (2020). 8th Edition of Dynamic Indicators of Basic Early Literacy Skills
(DIBELS®). Eugene, OR: University of Oregon. Available: https://dibels.uoregon.edu

Texas Education Agency (TEA). (2014). Technical report TPRI (2010-2014 edition). Retrieved from
http://www.tpri.org/resources/documents /20102014TechnicalReport.pdf.

Student Learning Outcomes:

SLO 1—Students will observe and identify range of individual developmental differences that
characterize student in early childhood through grade 6.
SLO 2—Students will identify assessments to analyze children's strength and needs for planning
instruction.
SLO 3—Students will identify and select pertinent materials and resources including
technological resources to enhance students learning and engagement in the planning process.

Marketable Skills:

All students completing the SRSU-RGC Interdisciplinary Studies program will attain the following
marketable skills:

1. Students will understand human growth and development and can recognize the influence of
   diverse social-cultural factors in that development.
2. Student will demonstrate use of multiple methods and strategies to achieve a goal.
3. Students will demonstrate the effective use of technology in educational practices.

**Educator Standards: Students need to have a full copy of the Science of Teaching Reading
Standards in a binder. The following domains and competencies will be covered in this class.
STR Standards and Competencies:**

- **Domain I:** Comp. 1 (001.A, 001.B, 001.C, 001.D, 001.E, 001.F, 001.G, 001H, 001.I, 001.J,
  001.K, 001.L, 001.M, 001.N, 001O, 001.Q); Comp. 2 (002.A, 002.B, 002.C, 002.E, 002.F, 002.G,
  002.H, 002.I, 002.J, 002.K)
- **Domain 2:** Comp. 3 (003.A, 003.B); Comp. 6 (006A, 006B)
- **Domain 3:** Comp 11 (011A, 011 B); Comp. 12 (012B)
- **Domain 4:** Comp. 13 (013A, 013B, 013C, 013D, 013.E

Course Format:

- This is a 16-week web course that will meet virtually via Collaborate every Wednesday at 6:00
  P.M. All chapter quizzes and some assignments will be completed during class.
- **Attendance to the meetings is mandatory.** An attendance grade will be assigned during each
  meeting as follows:
    - **Attendance and participation = 100**
    - **Tardy or leaving early 70**
    - **Tardy and Leaving early= 50**
    - **No show, no participation, or camera off = 0**

- A course schedule will be included in the Syllabus at the beginning of the semester
  with the disclaimer that class meetings can sometimes change. I will always
  attempt to let you know by the evening before if a class will be cancelled.

- Your camera must be on AT ALL times during the VIRTUAL meetings. If your camera does not work, go to the computer lab on campus and log in to class from there. Your camera not working will not be accepted as an excuse.

- We will be using extensions and apps during the lectures to facilitate active student participation. Some of those apps DO NOT work on smartphones, so ALWAYS LOG IN FROM A DESKTOP OR LAPTOP. NONPARTICIPATION IN ANY OF THE CLASS ACTIVITIES EQUALS AN ABSENCE.

- **All assignments will be submitted on Blackboard. DO NOT email any assignments.**

- Students are encouraged to self-manage assignment credit. That means that you should know how you are doing in this class at all times. ALL ASSIGNMENTS EXPIRE AT 11:59 pm ON THE SPECIFIED DUE DATE. This class will require a considerable amount of reading and writing, so students are encouraged to manage time wisely and consider the assistance of the writing center if needed.

- A variety of approaches will be included in the online course delivery that includes online discussions, small collaborative group work, student presentations, lecture, and gathering assessment data. Your ability to devote a minimum of 6-8 hours per week to your course work is critical to your success. **Assignments will not be accepted after the due date.**

- Successful completion this course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and when possible, get at least one module ahead in preparation.

- This course is writing intensive to prepare candidates to administer, analyze, plan and communicate assessment outcomes and planning to stakeholders. This is an upper-level college course and requires all writing to conform to standard English structure. Assignments are dependent upon the conventions of writing as well as content. It is advised that candidates use Smartthinking for written assignments. It is also advisable to consult the writing center or other resources for proofreading and editing.

- **Submit professional quality work**. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission**. APA format is required for all formal writing assignments.**

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

RULE §228.30 Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

(1) the specified requirements for reading instruction adopted by the SBEC for each certificate;

(2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);

(3) child development;

(4) motivation;

(5) learning theories;

(6) TEKS organization, structure, and skills;

(7) TEKS in the content areas;

(8) state assessment of students;

(9) curriculum development and lesson planning;

(10) classroom assessment for instruction/diagnosing learning needs;

(11) classroom management/developing a positive learning environment;

(12) special populations;

(13) parent conferences/communication skills;

(14) instructional technology;

(15) pedagogy/instructional strategies;

(16) differentiated instruction; and

(17) certification test preparation.

§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3.

a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

(1) oral language development;

(2) print awareness;

(3) phonological and phonemic awareness;

(4) phonics;

(5) fluency;

(6) vocabulary development;

(7) comprehension of literary text;

(8) comprehension of informational text; and

(9) beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

(1) implementing both formal and informal methods of measuring student progress in early reading development.

(2) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and

(3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Assignment Descriptions

Syllabus Quiz (10 extra points)

This activity is used to assess your review of syllabus information and course expectations. It serves as an introduction to not only content, but course processes. It is imperative that you review the syllabus in its entirety prior to beginning the quiz. This opportunity will be available from the time the course opens but will close on the evening before our initial class meeting. These points are "extra" meaning they will be added to your cumulative grade. *Disclaimer: This quiz will not be reopened once it closes the evening before our initial class meeting.

Learning Goals Assignment (30 Points)

Follow the steps to complete this assignment:

1. Take the SoTR practice exam on Blackboard

2. As you get your grade and feedback, complete the Item Analysis form, marking an "X" next to every question missed.

3. Calculate the percent wrong for each competency (divide #questions missed by total number of questions in the competency).

4. Identify your three weakest competencies and use the Science of Reading (STR) standards and identify what those competencies entail.

5. Write a 500 to 600-word essay identifying your learning goals for the semester. You must describe the exact steps you will take to master those weak competencies. Also describe the artifacts you will create as you work towards mastering those competencies. How will you manage your time? By when will you complete your goal? How will you measure your success?

6. The Bb module will provide instruction on using the SMART goal process. **Ensure that learning goals and objectives can be measured this semester**. Throughout the semester, you must be working on mastering these competencies by creating the artifacts you will submit at the end of the semester along with your personal reflection. Artifacts should be

described in your learning goals assignment and should be designed to prove that you actively worked throughout the semester in achieving your goals.

Personal Reflection (essay 20 points)

Personal Reflection: At the end of the course, candidates will write a 500-600 word personal reflection reflecting on learning growth and outcomes. Describe how each of the artifacts you created helped you improve or master the competency.

Goal Artifacts (30 points)

Throughout the semester, you are expected to create some artifacts designed to help you master the three standards from the SoTR practice test in which you got the lowest scores. The artifacts you create **cannot be assignments or tests from this class or any other of your education courses.** You can create a digital notebook, a PowerPoint, a word document, videos, etc. But whatever format you use, it must demonstrate that you made a determinate effort to master the standards. Please refrain from linking anything if you do not provide a summary for it.

Class Introduction Assignment: (10 Points)

Get to know your classmates! Each candidate will introduce themselves in a self-selected mode of presentation. Make your introduction as interactive as possible by using your choice of media tools (Screencastify, YouTube, etc.) In your introduction, please tell us the following: where you are located, pertinent experiences with school, goals for the semester, fun fact and a picture of you if you are not using a video presentation. Once you posted your introduction, view posts of your fellow colleagues, find someone you have something in common with and find someone who intrigues you and reply to both their original posts explaining what you have in common and why you are intrigued.

Fish in a Tree Reflection Essay (25 Points)

Candidates will reflect on Hunt's (2015) book <u>Fish In A Tree.</u> The main character Ally is a struggling reader. At this stage in life, the inability to read becomes an emotional burden. In your role as a teacher, you will have the opportunity to work with students like Ally. Discuss and think about the following questions. What message does this story send to a future educator? What would you do to help Ally learn to read and further her literacy development? How would you respond to Ally's additional needs? Be specific. Quote the book to support viewpoints following APA format. Include specific strategies and comments on specific ways to assess and respond to Ally's needs. Students will be put into book study groups for reading coverage.

Discussion Board and Peer Review Assignments: (5 @ 15 points each = 75 points)

Modules will include discussion board opportunities centered on research-based approaches to understand foundational concepts, principles, and best practices related to reading assessments. Discussion Forums are opportunities to extend thinking and share perspectives. A typical discussion forum post should be between 400-500 words. Your task is not to "recall" information read in the text; rather, you will be applying what you read and responding to a teaching scenario. A portion of your credit will be credited for your post and another portion will be for

responding to two of your classmates in a minimum of 200-word response.

In writing your response, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written. <u>You will not be credited for simply agreeing with someone or</u> <u>telling them how much you like what they wrote. Look critically for the opportunity to share</u> <u>your own knowledge and fill in misunderstandings.</u> APA citation is required for each initial post. Should your peer review need direct information from the reading, please cite accordingly.

DIBELS Assessment Activity (25 Points)

Candidates will complete training, practice, and administer the DIBELS assessment activity to a 1ˢᵗ grade struggling reader. A formal 500-600 word academic report analyzing strengths, weaknesses, and research-based intervention approaches. As with the previous reporting of data, results should be written with the intent to be communicated with families and stakeholders. https://dibels.uoregon.edu/

TPRI Student Analysis Activity (20 Points) ~ Refer to Domain IV, Competency 13 Exemplar

After reviewing the exemplar model, candidates will receive a data set representing a kindergarten or 1ˢᵗ grade student's TPRI results. Each candidate will present a 500- 600-word academic report analyzing the student's strengths, weaknesses, and research-based intervention approaches. Candidates must support with evidence from the TPRI. Refer to the STR open-construct rubric for scoring guidelines. https://www.tpri.org

Case Study Reading Intervention Assignment (20 points)
Candidates will analyze a unique case scenario of a student with a reading concern. The concerns will include screening & intervention based diagnostic information for the student, based on typical reading profiles of struggling students in schools: Examples: Kindergarten student struggling with phonological skills, 2nd grader struggling with word recognition concerns, middle school student struggling with multi-syllabic word reading, 5th grader struggling with self-monitoring for comprehension.

Candidates will work in pairs to research ways to address the student's reading concerns. The targeted interventions must include published programs with strong evidence and research-based interventions found in research articles, websites (FCRR, What Works, Intervention Central, Reading Rockets), or the Teaching Reading Sourcebook. Candidates will prepare a brief handout & presentation to share with the class.

Quizzes (10 quizzes @ 25 points each)

There are 10 quizzes that cover the Reutzel & Cooter text content. The quiz dates are posted in your schedule and will be completed in Blackboard on Wednesday at our scheduled class time.

Tests (Midterm and Final @ 100 points each)

There are 2 tests that cover the Reutzel & Cooter text content. The quiz dates are posted in your schedule and will be completed in Blackboard on Wednesday at our scheduled class time.

Grading Method

Final grades will not be tabulated until you complete all the assignments. If you would like to know your grade at any point during the semester, view your My Grades page and add all of your grades to tabulate your total points earned. To calculate your projected grade, divide the total number of points you have earned by the total number of points possible in the course. Then, multiply your result by 100. This will give you an estimate of your grade as it stands at a particular moment in the semester. You can then calculate out the possibilities for the final semester grade by projecting various possible grades for the remaining assignments.

Determining Your Final Grade- Example:

First add the total number of points you have made. Check the total possible points. Your grade will be calculated as a percent of the points obtained out of the total possible. If the total number of points you earned is 1750 points, and the total possible points is 2025, divide 1750 by 2025, then, multiply your result by 100. Your grade is 86.

Grading Scale:

A (90-100)= Exceeds Expectation/highest level

B (80-89)= Proficient/proficient level

C (70-79)= Acceptable/average level

D (60-69)= Emerging/inadequate level

F (<60)= Unacceptable

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.

2. Formal writing should follow APA style. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.

3. All assignments are due by 10:00 pm CST.

4. There are no optional assignments in this course**. ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO PASS THIS CLASS.**

5. **PLEASE NOTE THAT DISCUSSION BOARD POST and PEER REVIEWS CANNOT BE COMPLETED AFTER THE END DATE.** Complete your work in a timely manner. Do not wait until a few hours before an assignment is due to submit your work, especially when your classmates are relying on your submission to complete their peer review.

6. **CANDIDATES WHO FAIL TO PARTICIPATE IN DISCUSSION BOARDS, ATTEND SYNCHRONOUS VIDEO CLASS SESSIONS, OR COMPLETE ANY ASSIGNMENT MAY NOT PASS THIS COURSE.**

Dropping a Class

During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by September 13, 2023 (without creating a record) or by November 27, 2023 (receiving a "W") at 4:00 pm.

A professor can also drop a student for nonparticipation which will result in an "F." If you struggle to keep up with the assignments, and your test grades are low, it is recommended you withdraw from the class (with a grade of W).

Distance Education Statement:

Candidates enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Candidates should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Candidates enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Candidates in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Americans with Disabilities Act:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Candidates seeking accessibility services must contact Student Services. The following information is the ADA contact person at SRSU:

Rebecca Wren Accessibility Services Coordinator Counseling & Accessibility Services Ferguson Hall, Rm #112 P.O. BoxC-122 Alpine, TX. 79832

Academic Integrity:

Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01

In addition, please note that plagiarism detection software will be used in this class for written assignments.

Course Calendar (Schedule of course assignments are subject to change.)

Welcome	Agenda for the Week:	Due on Blackboard by Midnight.
WEEK 1 **August 30** **Introduction to Literacy Assessment**	• **Review Syllabus (Do before class)** • ***Complete Syllabus Quiz (Do before class)*** Introduction to Literacy Assessment • Introduction Video • View video: Types of Literacy Assessments • Review STR Standards • Assignment- Learning Goals for Course • Begin reading Fish in a Tree • Participate in Class • ***Learning Goals Assignment***	**Syllabus Quiz** **Class Introduction Due by Friday, Sep. 1 (midnight)** **Learning Goals Assignment (Done in class, turned in on Blackboard by Sunday Sep. 3)**
WEEK 2 **September 6** **Strategic Reading Instruction**	Strategic Reading Instruction • Read Reutzel & Cooter Chapter 1 • View Video on Assessing Reading Skills and Authentic Assessment • Participate in class meetings • Discussion Board: Types and Examples of Assessments • Continue reading Fish in a Tree • Chapter 1 Quiz	**Discussion Board Types and examples of assessments Post by Wed, respond to peers by Sun.** **Chapter 1 Quiz**
WEEK 3 **September 13** **Response to Intervention (RtI) Differentiating Reading Instruction for All Readers** **Struggling Readers**	RtI- Differentiating Reading Instruction- Struggling Readers • Read Reutzel & Cooter chapter 2 • Discussion Board: RtI: Purpose, Benefits, and Challenges • Chapter 2 Quiz • Sign up and start working on Texas Gateway ELPS Academy • ELPS Introduction https://www.texasgateway.org/resource/elps-introduction • ELPS Instructional Tools • https://www.texasgateway.org/resource/elps- instructional-tool	**Discussion Board:** RtI: Purpose, Benefits, and Challenges **Post by Wed, respond to peers by Sun.** **Chapter 2 Quiz**

WEEK 4 **September 20** **Oral Language and Listening**	Oral Language and Listening • Read Reutzel & Cooter Chapter 3 • View Video- Oral Language Analysis • Participate in class meetings\ • Discussion Board and Peer Review: Oral Language • Chapter 3 Quiz • Finish reading Fish in a Tree • Begin Fish in a Tree Essay Assignment	**-Discussion Board Oral Language Post by Wed, respond to peers by Sun.** **-Chapter 3 Quiz** **-SOLOM Assignment during class**
WEEK 5 **September 27** **Early Literacy Skills (Phonological & Phonemic Awareness, Letter Name Knowledge and Print Concepts)** **Struggling Readers**	Early Literacy Skills • Read Reutzel & Cooter Chapter 4 • View Supplemental Resources • Fish in a Tree Essay Due • Discussion Board and Peer Review: Alphabetic Principle and Phonemic Awareness • Quiz Chapter 4	**Discussion Board** Alphabetic Principle and Phonemic Awareness **Post by Wed, respond to peers by Sun.** **Chapter 4 Quiz**
WEEK 6 **October 4** **Phonics, Decoding and Word Recognition**	Phonics, Decoding, and Word Recognition • Read Reutzel & Cooter Chapter 5 • Participate in Class • Running Records Demonstration and Practice • Running Records Analysis • DIBELS Introduction Videos • Review and practice DIBELS Assessment Chapter 5 Quiz	**-Chapter 5 Quiz** **-Complete Texas Gateway ELPS trainings and submit certificate.**
WEEK 7 **October 11** **Reading Fluency**	Reading Fluency • Read Reutzel & Cooter Chapter 6 • Read Supplementary Readings • Watch videos "Why Fluency?' and "Why Fluency is a Foundational Skill" • DIBELS Assessment Practice Chapter 6 Quiz	**-Chapter 6 Quiz**

WEEK 8: **October 18**	Read and Review Dyslexia Handbook	**Fish in a Tree Reflection Essay due**
WEEK 9: **October 25**	**MIDTERM** **Chapters 1-6**	

WEEK 10:
 	
November 1
 	
Reading Vocabulary
	Reading Vocabulary
	• Read Reutzel & Cooter Chapter 7
	• Read supplementary readings
	  Watch videos "Reading Vocabulary Instruction for ELLs" and "Using Common Sorts with ELLs"
	• Participate in class
	• Discussion Board: Vocabulary Instruction
	  Chapter 7 Quiz
		Discussion Board Vocabulary Instruction
		Post by Wed, respond to peers by Sun.
		
		Chapter 7 Quiz

WEEK 11: **November 8** **Reading Comprehension- Narrative & Informational Text**	Reading Comprehension- Narrative Text • Read chapters 8 & 9 in the Reutzel & Cooter text. • Participate in Class Meeting • Review Dibels Documents • Watch Comprehension Video Workshops • Read Teaching Text Structures to Increase Comprehension • Watch Videos Text Structures Techniques Comparison, Text Structure Techniques - Problem / Solution & Cause / Effect, Using Informational Text to Build Literacy and Content Knowledge, and Nell Duke PjBL Science of Reading Social Studies and Informational Text Chapter 8 & 9 Quiz	**Chapter 8 & 9 Quiz** **DIBELS Assessment Assignment Due**
WEEK 12 **November 15** **Bridging the Gap, Family Involvement and PLCs**	Bridging the Gap: Family Involvement and PLCs • Read Reutzel & Cooter Chapter 10 • DIBELS Assessment Assignment Due • Review Texas Primary Reading Inventory • Watch TPRI Instructional Videos Quiz Chapter 10	Chapter 10 Quiz

WEEK 13 **November 22**	THANKSGIVING BREAK NO CLASS.	
WEEK 14 **November 29**	**TPRI Student Analysis** Designing Reading Interventions Reading Intervention Assignment (done in class)	**-Personal Reflection Due** Case Study- Reading Intervention Assignment (done in class)
WEEK 15 **December 6**	• **Goal Artifacts Due**	**Goal Artifacts Due**
WEEK 16 **December 13**	• **FINAL EXAM**	

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

University of Oregon (2020). 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®). Eugene, OR: University of Oregon. Available: https://dibels.uoregon.edu

Texas Education Agency (TEA). (2014). Technical report TPRI (2010-2014 edition). Retrieved from http://www.tpri.org/resources/documents /20102014TechnicalReport.pdf.

Montroy, J. J., Zucker, T. A., Assel, M. M., Landry, S. H., Anthony, J. L., Williams, J. M., ... & Taylor, H. B. (2020). The Texas kindergarten entry assessment: Development, psychometrics, and scale-up of a comprehensive screener. Early Education and Development, 1-38.

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. The reading teacher, 61(5), 364-373.

Bear, D., Invernizzi, M., Templeton, S., Johnston, F. (2012). Words Their Way. FIFTH EDITION). Upper Saddle River, NJ: Pearson – Prentice Hall.

Christie, J. F., Enz, B. J., Vukelich, C., & Roskos, K. A. (2014). Teaching language and literacy: Preschool through the elementary grades. Boston: Pearson.

Jones, J. S., Conradi, K., & Amendum, S. J. (2016). Matching interventions to reading needs: A case for differentiation. The Reading Teacher, 70(3), 307-316.

National Reading Panel (2000) Report of the national reading panel: teaching children to read. Bethesda, MD: National Institute for Child Health and Development.

Scharlach, T. D. (2008). START comprehending: students and teachers actively reading text. The Reading Teacher, 62(1), 20-31.

Munger, K. A. (2016). 5. Types of Literacy Assessment: Principles, Procedures, and Applications. Steps to Success: Crossing the Bridge Between Literacy Research and Practice.

Lupo, S. M., Berry, A., Thacker, E., Sawyer, A., & Merritt, J. (2020). Rethinking Text Sets to Support Knowledge Building and Interdisciplinary Learning. The Reading Teacher, 73(4), 513-524