

**Teaching Reading in the Primary Grades**  
**[AKA: Teaching Word Identification and Fluency in Elementary Reading]**  
**RED 3307, Sections 57M1, 57M2, Class #'s 26676, 26677**  
**Fall 2022, University of Florida**

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**Office Hours:**

**Mondays and Wednesdays, 10:30 to 11:30 am**

Office hours are also available by appointment. The instructor will notify students via a course website announcement if office hours need to be rescheduled for a particular week. Notifications may also be posted on the office door.

## **CLASS MEETINGS**

This course is delivered in a “face-to-face” format during the scheduled class meeting times, **Mondays AND Wednesdays, periods 5 – 7 (11:45 – 2:45)**, according to the schedule provided in this syllabus. Class meetings will be held in **Norman Hall, room 1037**. Class will begin promptly and there *may* be a short break at an appropriate time during class activities.

Students will also participate in class via the online learning management system, Canvas. Materials, tasks, and assignments will be provided through the Canvas course shell to be completed during and outside of class meetings and submitted in Canvas according to due dates on the schedule provided in this syllabus.

## **COURSE DESCRIPTION**

RED 3307, Teaching Reading in the Primary Grades/Teaching Word Identification and Fluency in Elementary Reading, examines theory and practice for teaching reading in the elementary grades, K-6. Emphasis is on the word recognition and fluency strand within reading development. The purpose of this course is to provide students with theoretical and practical knowledge and experiences to build teaching literacy teaching skills for elementary school.

## COURSE OBJECTIVES

1. To demonstrate knowledge and understanding of the development of literacy in children (grades K-6) and the practices that enhance development at each stage.
2. To demonstrate knowledge and understanding of the theoretical and conceptual frameworks that guide effective literacy instruction.
3. To identify and define the critical elements of reading instruction and describe how they are integrated effectively in the classroom.
4. To identify and describe appropriate instructional practices for teaching word identification and fluency based on evidence-based reading research and which are inclusive and responsive to all learners.
5. To implement instructional strategies effectively for teaching word identification and fluency.
6. To demonstrate the ability to assess literacy skills, interpret multiple sources of data, and use assessment data to inform instruction for all learners.
7. To demonstrate the ability to design a framework for teaching reading that differentiates instruction for all learners and which includes culturally and linguistically sustaining pedagogy and universal design for learning.
8. To identify characteristics of language- and reading-related disabilities and provide effective literacy intervention and instruction for students displaying those characteristics.

## TECHNOLOGY REQUIREMENTS

To complete this course successfully, each student must have access to a device with audio and video recording capability. A reliable internet connection that is fast enough to upload video is also required. The university computer policy may be accessed at this site: <https://it.ufl.edu/policies/student-computing-requirements/>. This course will involve interaction with the University of Florida's Online Learning Management System, also called Canvas. Course materials, content, assignments, and assessments will be delivered through the Canvas site. To access this course on Canvas, go to <<http://education.ufl.edu/coe-online/log-in/>>. Click on the button to Log In to Canvas and enter your Gatorlink username and password. Click on the link for RED3307. Any difficulties related to Canvas should be directed to the UF Computing Help Desk by calling 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). Class activity materials, presentation notes, assignment materials, course updates and announcements, and grades will be posted on the site regularly throughout the semester. Assignments must be submitted through Canvas, unless otherwise specified by the instructor.

## REQUIRED TEXTS AND MATERIALS

### Required Texts:

- Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching Reading Sourcebook for All Educators Working to Improve Reading Achievement*. 3<sup>rd</sup> Ed. Arena Press.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (7<sup>th</sup> ed.). Pearson.

### Required Readings will also be assigned from the following texts:

- Baker, S.K., Santiago, R.T., Masser, J., Nelson, N.J., & Turtura, J. (2018). *The Alphabetic Principle: From Phonological Awareness to Reading Words*. Washington, DC: U.S. Department of Education, Office of Elementary and Secondary Education, Office of Special Education Programs, National Center on Improving Literacy. Retrieved from <http://improvingliteracy.org>.

- Clay, M. M. (2005). *An observation survey of early literacy achievement*. Heinemann.
- Diamond, L., & Thorsnes, B. J. (Eds.). (2018). *Assessing reading: Multiple measures*. Arena Press.
- Fisher, D., Frey, N., & Lapp, D. (2016). *Text complexity: Stretching readers with texts and tasks*. Corwin.
- Hougen, M. C., & Smartt, S. M. (2012). *Fundamentals of literacy instruction and assessment, Pre-K-6*. Brookes.
- Hudson, R. F., High, L., & Al Otaiba, S. (2007). Dyslexia and the brain: What does current research tell us? *The Reading Teacher*, 60(6), 506-515.
- International Dyslexia Association (2017). *Dyslexia in the classroom: What every teacher needs to know*. Baltimore, MD: Author. Retrieved from <https://dyslexiaida.org/dyslexia-in-the-classroom/>.
- International Literacy Association. (2019). *Children experiencing reading difficulties: What we know and what we can do* [Literacy leadership brief]. Newark, DE: Author.
- International Literacy Association. (2017). *Literacy assessment: What everyone needs to know* [Literacy leadership brief]. Newark, DE: Author.
- Reutzel, D. R., & Cooter, R. B. (2011). *Strategies for reading assessment and instruction*. Boston: Pearson.

#### Course Reserves:

Required readings and assignment materials not included in the required textbooks **will be posted online through ARES**, the UF libraries course reserves system, available in Canvas. Instructions for accessing items on course reserves are posted in the ARES portal within Canvas and on the UF library website.

*You must be able to access ARES through the UF VPN or through an on-campus computer. The UF VPN is NOT the same as using UF Wi-Fi or the UF library remote access proxy.*

#### UFLI Materials:

Each student will need a UFLI tutoring manual, accompanying UFLI tutoring forms and assessments, and materials to administer the UFLI Phonics tutoring program. **The UFLI tutoring manual must be purchased from Target Copy.** Information on how to purchase this manual will be posted in the course Canvas site. Necessary forms for UFLI will be provided electronically on the course Canvas site; **pages will need to be printed** in order to complete the assignments. The UFLI tutoring materials will be assembled in a kit and provided for you using the materials and supplies fee associated with this course. **The Materials and Supplies Fee for this course is \$49.96.** Details about receiving the kits will be discussed in class. Additional details about using these materials and forms will be explained in class and in UFLI training.

#### Children's Books:

Although not required to purchase, students may need to have access to a selection of literary and informational children's books for some assignments. These books can be hard copy books or electronic books. It is ***strongly*** recommended that students obtain a library card with the Alachua County Library District or the local library in their county to gain access to the library's collection of electronic children's books for free. Please visit the ACLD here: <https://www.aclib.us/>.

## REQUIRED ASSIGNMENTS AND EVALUATION

### 1. Attendance and Professionalism:

Attendance and conduct of a professional nature is expected of all students for every class session. Professional conduct includes academic honesty, submission of work reflective of professionals, and respectful behavior by instructors and classmates. Students are expected to attend all class sessions and training sessions as indicated on the schedule in this syllabus. Points will be deducted for absences, tardiness, and early departure for each occurrence. **Please see the Attendance Policy section of this syllabus for detailed information regarding absences, makeup work, and missed exams.** Points for attendance and demonstration of professionalism represent **5%** of the final grade.

### 2. Reading Responses:

Students will compose and submit electronic written responses to questions about the assigned course readings throughout the semester relevant to teaching reading to native English speakers and English learners. Entries will be expected for each week's reading assignment and for additional prompts provided periodically during class. Entries completed in class may be submitted on a mobile device or may be handwritten and photographed or scanned to submit electronically after the class session. Guidelines and a structured format for each response will be provided in a separate document. Students will receive points for each entry based on thoroughness in answering the questions, depth of thinking, and specificity to the readings. Points for the reading response log represent **10%** of the final grade.

### 3. Participation and Application Exercises:

Students will complete various application exercises relevant to each topic that require demonstration of understanding and skill in implementing concepts. Students are expected to participate in all class activities, discussions, and tasks during class and outside of class on the online course website. Participation credit is calculated separately from attendance and all participation and practice activities will be listed in the assignments list in the online course site. These activities may include: discussion posts, data analysis tasks, demonstration of correct sound pronunciation, UFLI training tasks, and other practice activities related to areas of reading instruction at the discretion of the instructor. Students will not be able to make up participation credits that are completed during class sessions due to the group and experiential nature of those activities. Points for participation and application exercises represent **10%** of the final grade.

### 4. Microteaching:

During the course, students will learn the components of reading instruction, the features of effective instruction, and instructional strategies for each component. Following the delivery of the content related to each, students will prepare written scripts and present a mock teaching lesson demonstrating appropriate instructional strategies. Students will participate in classmates' presentations and complete peer reviews of those lessons. The goal is to demonstrate features of effective instruction and effective strategies for teaching the components of reading instruction, and to model appropriate forms of English for English learners. Rubrics will be provided for feedback from peers and evaluation from the instructor. Microteaching lesson preparation and presentation **will be completed in randomly-assigned pairs**. The instructor will provide guidelines and an array of activity choices. Points for Microteaching represent **10%** of the final grade.

5. Exams:

Students will take two comprehensive exams, a Midterm and a Final, that include both content knowledge and application/scenario tasks relevant to teaching reading to native English speakers and English learners. Exams will cover material presented in class presentations, practice activities, and assigned readings and items will include multiple choice, matching, short response, outline, essay, and group application activities. The Final Exam is comprehensive and success on this exam will be dependent on retention of material covered throughout the entire course. Points for each exam represent 15%, for a total of **30%**, of the final grade.

6. Integrated Lesson Planning:

Throughout the course, students will learn the components of reading instruction and evidence-based classroom practices for each of the components individually and for integrated literacy instruction. To apply this knowledge of theory and content, students will complete an integrated lesson planning project that includes the reading components associated with word identification and fluency. Students will create detailed lesson plans that include explicit instruction and options for differentiation for struggling students, English learners, and students with identified disabilities. Points for the Integrated Lesson Planning project represent **15%** of the final grade.

7. UFLI Case Study:

As part of the field experience in this semester, students will be paired with a struggling reader in a primary grade. Throughout the semester, they will meet with their student regularly to administer assessments and provide tutoring in foundational reading skills. Training in the assessment measures and the tutoring procedures will be provided both in class and in a separate workshop. To document their work and measure the progress of their student, students will collect data and compile a Case Study notebook that includes the assessments, tutoring lesson plans and artifacts, a written report of results and instructional recommendations, and a reflection on the process. The notebook will represent ongoing learning by both the teacher candidate and the elementary student and will be a culminating project in this course. Points for the UFLI Case Study represent **20%** of the final grade.

Detailed guidelines and/or a description and rubric for each major assignment will be provided. The instructor will post grades on Canvas as they are available and will provide comments and guiding questions as needed on graded assignments. Students are encouraged to seek feedback throughout the semester for on-going projects.

Percentages will determine the final grade according to the following scale. Please note that grades are not rounded up at the .5 decimal place. Please visit the UF undergraduate catalog for more information on UF Grading Policies at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

	88.0 – 90.99 B+	78.0 – 80.99 C+	68.0 – 70.99 D+
94.0 – 100 A	84.0 – 87.99 B	74.0 – 77.99 C	64.0 – 67.99 D
91.0 – 93.99 A-	81.0 – 83.99 B-	71.0 – 73.99 C-	61.0 – 63.99 D-

## POLICIES

### Academic Honesty:

Students are bound by the guidelines and regulations established by the University of Florida's policies on academic honesty and integrity. The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium. The following is The Honor Pledge as stated in the student handbook: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."* The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. Examples of violations include plagiarism, unapproved collaboration on projects, submission of any part of another student's work (past or present), resubmission of your own past work, using significant portions of text found on websites or in other resources regardless of correct citations, and unauthorized collaboration and discussion on out-of-class activities. For more information, please review the guidelines: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

### Attendance:

Class attendance is MANDATORY and essential to success in the course. Students are expected to attend ALL class sessions on time and demonstrate professional participation during all activities both in and out of class. Absences and tardiness will result in grade reduction. **The existing Elementary Education Program Attendance Policy does NOT apply to this course.**

- All absences due to illness must be reported to the course instructor within 24 hours of the absence. **Medical documentation must be submitted** to the course instructor within 24 hours of the absence if the student is requesting to submit work past the due date or to make-up a missed quiz or exam. Work submitted late with no medical documentation will have a 20% grade reduction.
- It is not possible to make up most in-class activities counting toward the participation grade regardless of reason or documentation due to the group and experiential nature of those activities.
- Absences related to personal reasons (e.g., family visits or trips, outside work commitments, social or sorority/fraternity events, medical emergencies involving non-family-members, etc.) will NOT be excused.
- Extreme circumstances (e.g., a death in the family) will be considered on a case-by-case basis at the discretion of the instructor.
- Students are responsible for satisfying all academic objectives and requirements of the course and will be held accountable for all material covered in missed classes. Make-up exams, quizzes, or extended due dates for assignments will not be allowed for any absence **without prior notification**, except in the event of an emergency. Make-ups or extended due dates may be arranged for absences **with prior notification** and **if medical documentation is submitted** and at the discretion of the instructor.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Please refer to the university attendance policies for more information:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

#### **Timeliness and Format of Assignment Submissions:**

All assignments must be typed using a word processing program and are required to be submitted electronically on Canvas according to direction from the instructor – *unless specifically indicated otherwise by the instructor*. Assignments are due at the beginning of class on the dates indicated. Students are advised to retain a copy of all assignments in both hard copy and electronic format when possible, in the event of loss or damage to submitted assignments. If you are having difficulty meeting assignment time lines, please contact the instructor **prior** to due dates. The instructor has the discretion to adjust due dates and accept late submissions; however, **assignments submitted late may lose up to 20% from the final grade, regardless of due date adjustments**.

#### **Accommodations:**

Students with disabilities who experience learning barriers and who would like to request academic accommodations should connect with the Disability Resource Center ([www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Students must meet with the instructor individually to discuss how the accommodations will apply to the course. Please schedule a meeting during office hours after receiving documentation from the DRC.

#### **Student Health and Wellness Services:**

Students with academic concerns related to this course should contact the instructor in person or via email. Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling and Wellness Center, 352-392-1575. Visit their website for more information: <http://www.counseling.ufl.edu/>. Also, crisis intervention is always available 24/7 from: Alachua County Crisis Center: 352-264-6789.

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

**Student Academic Resources:**

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

**Evaluations:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>."

**In-Class Recording:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.



### Uniform Core Curriculum:

The state of Florida requires all entry-level educators to master the knowledge, skills and dispositions of the Florida Educator Accomplished Practices (FEAPs). In addition, there are Florida Reading Endorsement Competencies (RECs) and Florida ESOL Performance Standards that each entry-level educator must meet in order to fulfill program requirements and seek state certification.

This course addresses select FEAPs and ESOL standards for which students will complete a key task as measurement of mastery of each indicator. These tasks will be rated as “Exceptional,” “Accomplished,” “Developing,” or “Unsatisfactory.” To pass this course, you must complete the task successfully and receive a rating of “Developing” or higher.

This course addresses select RECs for which students will complete a key task as measurement of mastery of each indicator. These tasks will be rated as “Unsatisfactory” or “Accomplished.” To pass this course, you must complete all the tasks successfully and receive a rating of “Accomplished.”

No exceptions are made to these rules even if you do not plan to teach after graduation. Students who do not complete all key tasks with a passing rating, will receive either an “Incomplete” or a failing grade for the course. Students who receive an “Unsatisfactory” rating will have the opportunity to redo a Key Task or remediate and in some cases, complete a comparable task assigned by the instructor.

The rating guide frameworks below will be used to evaluate your performance on tasks assessing specific FEAPs and RECs indicators covered in this course. The language of each FEAP or REC indicator completes the statements. For more information, please visit the LiveText Student Portal.

FEAPs	
Exceptional	The candidate extensively integrates knowledge to be able to _____. The candidate is prepared to apply this skill in a practical setting.
Accomplished	The candidate demonstrates knowledge of how to _____. The candidate is prepared to apply this skill in a practical setting.
Developing	The candidate is acquiring the necessary knowledge to _____. The candidate is not yet prepared to demonstrate this skill in a practical setting.
Unsatisfactory	The candidate demonstrates little knowledge of how to _____.

RECs	
Accomplished	The candidate demonstrates knowledge of how to _____. The candidate is prepared to apply this skill in a practical setting.
Unsatisfactory	The candidate demonstrates little knowledge of how to _____.

## FLORIDA READING ENDORSEMENT COMPETENCIES

<b>Competency 1: Foundations in Language &amp; Cognition</b> Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.	
<b>Performance Indicator A: Comprehension</b>	
(1.A.3) Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).	Exams
(1.A.4) Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.	Exams
<b>Performance Indicator B: Oral Language</b>	
<b>Performance Indicator C: Phonological Awareness</b>	
(1.C.1) Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).	Exams
(1.C.2) Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).	Exams
(1.C.3) Understand that writing, in conjunction with phonological awareness, enhances reading development.	Exams
(1.C.4) Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).	Exams
(1.C.6) Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.	UFLI Case Study
<b>Performance Indicator D: Phonics</b>	
(1.D.1) Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.	Exams
(1.D.2) Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).	Exams
(1.D.3) Understand structural analysis of words.	Exams
(1.D.4) Understand that both oral language and writing can be used to enhance phonics instruction.	Exams
(1.D.5) Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.	UFLI Case Study
<b>Performance Indicator E: Fluency</b>	
(1.E.1) Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.	Exams
(1.E.2) Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.	Exams

(1.E.3) Understand the relationships among fluency, word recognition, and comprehension.	Exams
(1.E.5) Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.	UFLI Case Study
<b>Performance Indicator F: Vocabulary</b>	
<b>Performance Indicator G: Integration of the reading components</b>	
(1.G.3) Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.	Exams
<b>Competency 2: Application of Research-Based Instructional Practices</b> Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.	
<b>Performance Indicator A: Comprehension</b>	
<b>Performance Indicator B: Oral Language</b>	
<b>Performance Indicator C: Phonological Awareness</b>	
(2.C.1) Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).	Integrated Lesson Planning
(2.C.2) Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).	Integrated Lesson Planning
(2.C.4) Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).	UFLI Case Study
(2.C.5) Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.	UFLI Case Study
<b>Performance Indicator D: Phonics</b>	
(2.D.1) Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.	UFLI Case Study
(2.D.3) Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).	UFLI Case Study
(2.D.4) Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.	UFLI Case Study
<b>Performance Indicator E: Fluency</b>	
(2.E.1) Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader's theater, etc.).	Integrated Lesson Planning
(2.E.2) Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).	Integrated Lesson Planning
(2.E.3) Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.	UFLI Case Study
<b>Specific Indicator F: Vocabulary</b>	

<b>Specific Indicator G: Integration of the reading components</b>	
<b>Competency 3: Foundations of Assessment</b> Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem solving process.	
(3.1) Understand and apply measurement concepts and characteristics of reading assessments.	UFLI Case Study
(3.2) Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.	UFLI Case Study
(3.6) Analyze data to identify trends that indicate adequate progress in student reading development.	UFLI Case Study
<b>Competency 4: Foundations of Applications of Differentiated Instruction</b> Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.	
(4.4) Identify factors impeding student reading development in each of the reading components or the integration of these components.	Exams
(4.5) Recognize how how characteristics of both language and cognitive development impact reading proficiency.	Exams
(4.6) Recognize the characteristics of proficient readers to more effectively differentiate instruction.	Exams
(4.7) Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.	Exams
(4.9) Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.	UFLI Case Study
(4.10) Differentiate reading instruction for English language learners with various levels of first language literacy.	Integrated Lesson Planning
(4.11) Scaffold instruction for students having difficulty in each of the components of reading.	Integrated Lesson Planning
(4.14) Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.	UFLI Case Study

## FLORIDA ESOL PERFORMANCE STANDARDS

		Course Objective	Readings	Activities	Assessment
2.1.b	Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.	3, 5, 7	Teaching Reading Sourcebook: Chapter 1, <i>Structure of English</i> ; Chapter 2, <i>Structure of Spanish</i> ; Chapter 5, <i>Phonemic Awareness</i> ; Chapter 6, <i>Phonics</i> ; Words Their Way: Chapter 3, <i>Word Study Principles and Practices</i>	Large group class discussion, language and phonics elements practice with whiteboards	Exams, Integrated Lesson Planning
2.1.d	Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.	5	Teaching Reading Sourcebook: p. 1-18, <i>The Big Picture</i> ; Words Their Way: Chapter 3, <i>Word Study Principles and Practices</i>	Application exercises	Microteaching
2.3.b	Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.	1	Teaching Reading Sourcebook: Chapter 2, <i>Structure of Spanish</i> ; Words Their Way: Chapter 1, <i>Developmental Word Knowledge</i>	Large group class discussion, language and phonics elements practice with whiteboards	Reading Responses, Exams
4.1.e	Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.	6, 7, 8	Teaching Reading Sourcebook: Chapter 5, <i>Phonemic Awareness</i> ; Chapter 6, <i>Phonics</i> ; Chapter 10, <i>Fluency Instruction</i>	Large group class discussion, practice modifying lesson plans	Integrated Lesson Planning

## FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

1d.	Selects appropriate formative assessments to monitor learning.	UFLI Case Study
1e.	Uses diagnostic student data to plan lessons.	UFLI Case Study
3i.	Support, encourage, and provide immediate and specific feedback to students to promote student achievement.	UFLI Case Study
4b.	Designs & aligns formative & summative assessments that match learning objectives and lead to mastery.	UFLI Case Study
4c.	Uses a variety of assessment tools to monitor student progress, achievement and learning gains.	UFLI Case Study
4d.	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	UFLI Case Study

## COURSE SCHEDULE

The following schedule is offered as a guide. *CHANGES MAY OCCUR* as the course progresses and adjustments may need to be made regarding topics, readings, and/or assignment due dates. **All readings and response posts should be completed before the class session on the day for which they are assigned.**

**\*Assignment\*** = indicates that an assignment description and rubric will be discussed during the class session

*Italics* = indicates that an activity to submit will be completed during the class session

**TRS** = *Teaching Reading Sourcebook* text

**WTW** = *Words Their Way* text

All readings outside of the required textbooks can be located on ARES, the UF Course Reserves system.

Sessions	Topics	Readings	Tasks
Session 1 August 24	Introduction to Course Expectations Syllabus <b>*Reading Responses*</b>		<input type="checkbox"/> Post introduction video <input type="checkbox"/> <i>Complete information form</i> <input type="checkbox"/> Complete knowledge survey pre-test
Session 2 August 29	The Reading Process Stages of Reading Development Components of Reading Instruction Florida B.E.S.T. Standards	– TRS – <i>The Big Picture</i> – TRS – Section 2 Introduction – TRS – Section 3 Introduction pages 161-163 only	<input type="checkbox"/> Post reading response <input type="checkbox"/> <i>Complete application exercise on stages of reading development</i>
Session 3 August 31 <b>No Class Session!</b>	Features of Effective Instruction  [online course activities in Canvas]	– Excerpt – <i>Features of Effective Instruction</i> (pgs. 24-26) in <i>Fundamentals of literacy instruction and assessment, Pre-K-6</i> (Hougen & Smartt)  – assignment description – <i>Microteaching</i>	<input type="checkbox"/> Post reading response <input type="checkbox"/> online activities in lieu of class session
Session 4 September 7	Phonological and Phonemic Awareness Effective Instruction <b>*Microteaching*</b>	– TRS – Chapters 1, <i>The Structure of English</i> , and 2, <i>The Structure of Spanish</i> – WTW – Chapter 4	<input type="checkbox"/> Post reading response <input type="checkbox"/> Post Blendable Sounds video
Session 5 September 12	PA Instructional Practices Lesson Planning <b>*Integrated Lesson Planning*</b>	– TRS – Chapter 5 – assignment description – <i>Integrated Lesson Planning</i>	<input type="checkbox"/> Post reading response <input type="checkbox"/> <i>ILP – Submit PA lesson organizer #1</i>

Session 6 September 14	Word Recognition Alphabetic Principle Phonics and Word Study <i>Microteaching</i>	<ul style="list-style-type: none"> <li>– TRS – Section 3 Introduction pages 163-168 only</li> <li>– TRS – Chapters 3 and 4</li> <li>– Article – <i>The Alphabetic Principle</i> (International Literacy Association)</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> <i>Submit phonics elements quiz</i>
Session 7 September 19	Decoding Word Analysis <b>*UFLI Case Study*</b> <i>Microteaching</i>	<ul style="list-style-type: none"> <li>– TRS – Chapter 6</li> <li>– WTW – Chapter 3</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> <i>Submit word sorts</i>
Session 8 September 21	Encoding Stages of Spelling Development Irregular Words <i>Microteaching</i>	<ul style="list-style-type: none"> <li>– TRS – Chapter 7</li> <li>– WTW – Chapter 1, 5, and 6</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> <i>Submit spelling list analysis</i> <input type="checkbox"/> <i>ILP – Submit Phonics lesson organizer #1</i>
Session September 26	Multisyllabic Words PA and Phonics Assessment Exam Information and Review <i>Microteaching</i>	<ul style="list-style-type: none"> <li>– TRS – Chapter 8</li> <li>– WTW – Chapter 2, 7, and 8</li> <li>– Excerpt – <i>Introduction to Assessing Reading</i> (pgs. 5-11) in <i>Assessing reading: Multiple measures</i>. (Diamond &amp; Thorsnes)</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> <i>Submit structural analysis practice sheets</i> <input type="checkbox"/> <i>Submit assessment review forms from class</i> <input type="checkbox"/> <i>ILP – Submit PA lesson plan first draft</i>
Session 9 September 28	Midterm Exam		
Session 10 October 3	Fluency Text Complexity	<ul style="list-style-type: none"> <li>– TRS – Section 4 Introduction</li> <li>– Chapter – <i>Text Complexity in a New Light</i> (chapter 1) in <i>Text complexity: Stretching readers with texts and tasks</i> (Fisher, Frey, &amp; Lapp)</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> <i>Submit qualitative complexity rubrics</i> <input type="checkbox"/> <i>Submit quantitative complexity practice</i>
Session 11 October 5	Fluency Instructional Practices <i>Microteaching</i>	<ul style="list-style-type: none"> <li>– TRS – Chapter 10</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> <i>Submit video critiques</i> <input type="checkbox"/> <i>ILP – Submit Fluency center activity organizer #1</i> <input type="checkbox"/> <i>ILP – Submit Phonics Lesson Plan first draft</i>

Session 12 October 10	Fluency Assessment Assessment to Monitor Progress in Reading <i>Microteaching</i>	<ul style="list-style-type: none"> <li>– TRS – Chapter 9</li> <li>– Excerpt – <i>Interpreting the Running Record in An observation survey of early literacy achievement</i> (Clay)</li> <li>– Excerpt – <i>Understanding Miscues Using MSV Analysis in Strategies for reading assessment and instruction</i> (Reutzel &amp; Cooter)</li> <li>– TRS – <i>The Big Picture</i> [reread/review]</li> <li>– TRS – Section 6 Introduction page 613</li> <li>– Article – <i>Literacy Assessment: What Everyone Needs to Know</i> (International Literacy Association)</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> Submit running record and miscue analysis practice from class <input type="checkbox"/> Submit assessment review forms from class
Session 13 October 12	Characteristics of Proficient Reading Causes of Reading Failure Reading Difficulties and Dyslexia  Exam information and review	<ul style="list-style-type: none"> <li>– Article – <i>Children experiencing reading difficulties: What we know and what we can do</i> (International Literacy Association)</li> <li>– Article – <i>Dyslexia in the classroom: What every teacher needs to know</i> (International Dyslexia Association)</li> <li>– Article – <i>Dyslexia and the brain: What does current research tell us?</i> In <i>The Reading Teacher</i> (Hudson, High, &amp; Al Otaiba)</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> Submit case study documentation from class
Session 14 October 17	Final Exam		<input type="checkbox"/> ILP – Submit final Integrated Lesson Planning project <input type="checkbox"/> Submit UFLI Case Study for midpoint check