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Teaching Word Identification and Fluency in Elementary Reading
RED 3210, Section 24R1, Class # 28630
Fall 2023, University of Florida

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Caitlin Gallingane, Ph.D.
Clinical Associate Professor
University of Florida
School of Teaching and Learning
College of Education
2802 Norman Hall
352-273-4237
cgallingane@coe.ufl.edu

Office Hours:

Mondays, 11:30am to 12:30pm and Thursdays, 11:30am to 12:30 pm

Office Hours will be held in **NRN 1013 (classroom) or NRN 2802 (office)** each week.

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, **Thursdays, periods 2 – 4 (8:30 – 11:30),** according to the schedule provided in this syllabus. Class meetings will be held in **Norman Hall, room 1013**. 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 3210, 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 RED3210. 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. 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*. 3rd Ed. Arena Press.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (7th 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 https://improvingliteracy.org/brief/alphabetic-principle-phonological-awareness-reading-words

Bates, C. C. (2013). Flexible grouping during literacy centers: A model for differentiating instruction. *Young Children, 68*(2), 30-33.

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.

Fountas, I. C., & Pinnell, G. S. (2012). Guided reading: The romance and the reality. *The Reading Teacher, 66*(4), 268-284.

Hindin, A., & Paratore, J.R. (2014). *Supporting parents as valuable partners in their children's literacy learning* [IRA E-ssentials]. https://literacyworldwide.org/get-resources/ila-e-ssentials/8063

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.

Hudson, A. K., & Williams, J. A. (2015). Reading every single day: A journey to authentic reading. *The Reading Teacher, 68*(7), 530-538.

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. (2019). *Strategies for reading assessment and instruction* (6th ed.). 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 <u>through the UF VPN</u> 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. Information and directions may be found here: https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/*

UFLI Materials:

Each student will need a UFLI tutoring manual, accompanying UFLI tutoring forms and assessments, and materials to administer the UFLI Foundations tutoring program. **The UFLI tutoring manual must be purchased from the publisher using a custom link.** 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 and/or in the UFLI materials kit; **pages may 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 unexcused 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 <u>electronic</u> 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 in 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. Due to the group and experiential nature of some participation activities completed in class, alternate activities may be provided in the case of *excused* absences only. 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;

the grade for this assignment comes from the instructor evaluation only. Microteaching lesson preparation and presentation **will be completed in 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 **25%**, 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 **20%** 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. Please note, although this is clearly covered by the requirement to submit original work described above, it is **unacceptable to use any artificial intelligence (AI) such as chatGPT or any other technology to generate your answers or work**. Students who submit work generated by anyone or anything other than themselves, at the instructor's discretion, will, at minimum, earn a zero for the assignment and may face additional consequences. Use of AI to generate original work is unacceptable. 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. 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. Unexcused absences and tardiness will result in grade reduction.

- o All absences due to illness must be reported to the course instructor. **Medical documentation/verification must be submitted** to the course instructor 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.
- o Extreme circumstances (e.g., a death in the family) and emergencies will be addressed on a case-by-case basis at the discretion of the instructor. Communication about extreme or sudden events is highly encouraged as it becomes possible.
- o In-class participation activities and application exercises may be made up outside of class for *excused* absences only. Due to the group and experiential nature of some activities that cannot be replicated outside of class, alternate activities may be provided for *excused* absences only.
- o Absences related to personal reasons (e.g., family visits or trips, outside work commitments, social or sorority/fraternity events, etc.) will NOT be excused.

- o 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 emergency absences and absences **with prior notification** and **submitted medical documentation** 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 that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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/). 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, 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.

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

(F) = formative assessment task
(S) = summative assessment task (rated in LiveText)

Competency 1: Foundations of Reading Instruction	
Performance Indicator A: Oral Language	
1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **oral language** development.	(F) Application Exercises (S) Exams
Performance Indicator B: Phonological Awareness	
1.B.1 Understand the differences between **phonological awareness** (e.g., words, **syllables**, **rimes**) and **phonemic awareness** (**phonemes**) and that they develop independently from one another.	(F) Reading Responses (S) Exams
1.B.2 Understand the role and importance of **phonemic awareness** in the development of **phonic decoding** skills that lead to independent reading capacity.	(F) Application Exercises (S) Exams
1.B.3 Understand **evidence-based** and **multisensory practices** to develop students' **phonemic awareness** (e.g., **Elkonin boxes** or magnetic letters).	(F) Reading Responses (S) Exams
1.B.4 Understand how variations in **phonology** across dialects and speech patterns can affect **phonemic awareness** as it relates to language development and reading (e.g., phonological processing, **body-coda**, **phonemic** analysis and synthesis).	(F) Application Exercises (S) Exams
1.B.6 Understand that **evidence-based phonics** instruction improves **phonemic awareness** and results in enhanced **encoding** and **decoding** skills.	(F) Application Exercises (S) Exams
1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia** and how they affect **phonemic awareness**.	(F) Application Exercises (S) Exams
1.B.9 Understand the role of **phonological awareness informal** and **formal assessment**, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.	(F) Application Exercises (S) UFLI Case Study
Performance Indicator C: Phonics	
1.C.1 Understand the structure of English **orthography** and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.	(F) Application Exercises (S) Exams
1.C.2 Understand **grapheme**-**phoneme** patterns and how they relate to spelling and written expression.	(F) Application Exercises (S) Exams
1.C.3 Understand **structural analysis** and **morphology** of words.	(F) Application Exercises (S) Exams
1.C.4 Understand that **evidence-based** spelling and writing practices can enhance **phonics** instruction and connect reading and writing (e.g., **Elkonin boxes**, spelling of Greek and Latin roots and **affixes**).	(F) Application Exercises (S) Exams
1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **phonics** development.	(F) Application Exercises (S) Exams

1.C.7 Understand the role of **phonics informal** and **formal assessment**, including documentation of results, to inform instruction to meet individual student strengths and needs.	(F) Application Exercises (S) UFLI Case Study
Performance Indicator D: Fluency	
1.D.1 Understand that the components of reading **fluency** are **accuracy**, **rate** and **prosody** which impact reading **comprehension**.	(F) Reading Responses (S) Exams
1.D.2 Understand that effective readers adjust their reading **rate** to accommodate the kinds of **texts** they are reading and their purpose for reading to facilitate **comprehension**.	(F) Reading Responses (S) Exams
1.D.3 Understand how **automaticity** in word-level skills and oral reading **fluency** in connected **text** impact reading **comprehension**.	(F) Reading Responses (S) Exams
1.D.4 Understand that independent readers activate their **background knowledge**, **self-monitor** and self-correct (i.e., **metacognition**) to enhance **fluency** as a bridge to **comprehension** of **text**.	(F) Reading Responses (S) Exams
1.D.5 Understand that reading **fluency** and reading endurance requires daily practice with support and **corrective feedback** to increase **accuracy**, **rate** and **prosody**.	(F) Application Exercises (S) Exams
1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **fluency** development and reading endurance.	(F) Application Exercises (S) Exams
1.D.7 Understand the role of **fluency informal** and **formal assessments**, including documentation of results, to inform instruction to meet individual student strengths and needs.	(F) Application Exercises (S) UFLI Case Study
Performance Indicator E: Vocabulary	
1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia,** and how they affect **vocabulary** development.	(F) Application Exercises (S) Exams
Performance Indicator F: Comprehension	
1.F.3 Understand the varying demands of **text** on readers' **comprehension**, including the demands of domain-specific **texts**.	(F) Reading Responses (S) Exams
1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of **texts**, with discussion and feedback, to sufficiently build students' capacity for **comprehension.**	(F) Reading Responses (S) Exams
1.F.6 Understand the importance of planning, providing and documenting daily opportunities for reading connected **text** with **corrective feedback** to support **accuracy**, **fluency**, reading endurance and **comprehension**.	(F) Reading Responses (S) Exams
1.F.10 Understand **evidence-based** practices to improve reading **comprehension** for students, including those with characteristics of reading difficulties and **dyslexia**, based on their strengths and needs.	(F) Application Exercises (S) Exams
Performance Indicator G: Integration of reading components	
1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.	(F) Reading Responses (S) Integrated Lesson Planning
1.G.5 Understand **evidence-based** practices for selecting literature and domain specific print and **digital text** appropriate to students' age, interests and reading proficiency.	(F) Application Exercises (S) Exams

1.G.6 Understand the relationships among **decoding**, automatic word recognition, **fluency** and **comprehension**.	(F) Reading Responses (S) Exams
1.G.7 Understand intentional, **explicit**, **systematic** and **sequential evidence-based** practices for **scaffolding** the interconnection of each of the following: **graphophonemics**, **syntax**, **semantics**, **pragmatics**, **vocabulary**, **schema** and **text structures** required for **comprehension**.	(F) Application Exercises (S) Integrated Lesson Planning
1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect the integration of the components of reading instruction.	(F) Application Exercises (S) Exams
1.G.9 Understand how to engage and support caregivers and families in the **evidence-based** language and reading development activities for their children and adolescents.	(F) Application Exercises (S) Exams
1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.	(F) Application Exercises (S) Exams
1.G.11 Understand the role of **informal** and **formal reading assessments**, including documentation of results, to make instructional decisions to address individual student strengths and needs.	(F) Data Analysis and Instructional Planning (S) Integrated Lesson Planning
Competency 2: Applications of Evidence-based Instructional Practices	
Performance Indicator A: Oral Language	
2.A.6 Apply **evidence-based** practices for students with reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **oral language** development.	(F) Application Exercises (S) Exams
Performance Indicator B: Phonological Awareness	
2.B.1 Apply **explicit**, **systematic** and **sequential evidence-based** practices in **phonological awareness** and **phonemic awareness**.	(F) Application Exercises (S) Integrated Lesson Planning
2.B.2 Apply **evidence-based phonemic awareness** instruction for the development of **phonic decoding** skills that lead to independent reading capacity.	(F) Microteaching (S) UFLI Case Study
2.B.3 Provide opportunities using **evidence-based** and **multisensory practices** for students to develop **phonemic awareness** (e.g., **Elkonin boxes** or magnetic letters).	(F) Application Exercises (S) Integrated Lesson Planning
2.B.4 Apply knowledge of how variations in **phonology** across dialects and speech patterns affect the development of **phonemic awareness**.	(F) Application Exercises (S) Integrated Lesson Planning
2.B.5 Apply knowledge of how variations in **phonology** across dialects and speech patterns affect written and **oral language** (e.g., speech and language disorders, language and dialect differences).	(F) Application Exercises (S) Integrated Lesson Planning
2.B.6 Provide **evidence-based phonics** instruction to improve **phonemic awareness** and enhance **encoding** and **decoding** skills.	(F) Application Exercises (S) UFLI Case Study
2.B.7 Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **phonemic awareness**.	(F) Application Exercises (S) Exams
2.B.9 Administer and document appropriate **phonological awareness informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.	(F) Application Exercises (S) UFLI Case Study
Performance Indicator C: Phonics	

2.C.1 Apply **explicit**, **systematic** and **sequential evidence-based** instruction in single- and **multisyllabic word reading**, including **orthographic mapping** for regular and irregular words.	(F) Microteaching (F) Application Exercises (S) Integrated Lesson Planning
2.C.2 Apply **evidence-based** instruction in **grapheme-phoneme** patterns in spelling and written expression.	(F) Microteaching (F) Application Exercises (S) UFLI Case Study
2.C.3 Apply **evidence-based** instruction in **structural analysis** and **morphology** of words.	(F) Application Exercises (S) Integrated Lesson Planning
2.C.4 Incorporate **evidence-based** spelling and writing practices that connect reading and writing (e.g., **Elkonin boxes**, spelling of Greek and Latin roots and **affixes**).	(F) Application Exercises (S) UFLI Case Study
2.C.5 Apply **evidence-based** practices for students with reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **phonics** development.	(F) Application Exercises (S) Exams
2.C.7 Administer and document appropriate **phonics informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.	(F) Application Exercises (S) UFLI Case Study
Performance Indicator D: Fluency	
2.D.1 Apply intentional, **explicit**, **systematic** and **sequential** instructional practices to develop **accuracy**, **rate** and **prosody** (e.g., **paired reading**, **repeated reading**, **echo reading**, **cued phrase reading**).	(F) Microteaching (S) Integrated Lesson Planning
2.D.2 Teach readers to adjust their reading **rate** to accommodate the kinds of **texts** they are reading and their purpose for reading to facilitate **comprehension**.	(F) Application Exercises (S) Integrated Lesson Planning
2.D.3 Apply **evidence-based** practices to develop **automaticity** in word-level skills and oral reading **fluency** in connected **text**.	(F) Application Exercises (S) Integrated Lesson Planning
2.D.5 Provide daily opportunities for readers to practice reading, with support and **corrective feedback**, to increase **accuracy**, **rate**, **prosody** and reading endurance.	(F) Application Exercises (S) UFLI Case Study
2.D.6 Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **fluency** development and reading endurance.	(F) Application Exercises (S) Exams
2.D.7 Administer and document **fluency informal** and **formal assessments** to inform instruction to meet individual student strengths and needs.	(F) Application Exercises (S) UFLI Case Study
Performance Indicator E: Vocabulary	
2.E.7 Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia,** based on their strengths and needs to improve **vocabulary** development.	(F) Application Exercises (S) Exams
Specific Indicator F: Comprehension	
2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of **texts**, with discussion and feedback, to build students' capacity for **comprehension**.	(F) Application Exercises (S) Integrated Lesson Planning
2.F.5 Use the interaction of readers' characteristics (**background knowledge**, interests, strengths and needs) along with-motivation, **text complexity** and purpose for reading to impact **comprehension** and student engagement.	(F) Application Exercises (S) Integrated Lesson Planning
2.F.6 Plan, provide and document daily opportunities for reading of connected **text** with **corrective feedback** to support **accuracy**, **fluency**, reading endurance and **comprehension**.	(F) Application Exercises (S) Integrated Lesson Planning

2.F.10 Apply **evidence-based** practices to improve reading **comprehension** for students, including those with characteristics of reading difficulties and **dyslexia**, based on their strengths and needs.	(F) Application Exercises (S) Exams
Specific Indicator G: Integration of Reading Components	
2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.	(F) Reading Responses (S) Integrated Lesson Planning
2.G.5 Use **evidence-based** practices for selecting literature and domain specific print and **digital text** appropriate to students' age, interests and reading proficiency.	(F) Application Exercises (S) UFLI Case Study
2.G.6 Apply knowledge of the relationships among **decoding**, automatic word recognition, **fluency** and **comprehension** in reading instruction.	(F) Application Exercises (S) Integrated Lesson Planning
2.G.7 Apply intentional, **explicit**, **systematic** and **sequential evidence-based** practices for **scaffolding** the interconnection of each of the following: **graphophonemics**, **syntax**, **semantics**, **pragmatics**, **vocabulary**, **schema** and **text structures** required for **comprehension**.	(F) Application Exercises (S) Integrated Lesson Planning
2.G.8 Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia**, based on their strengths and needs to integrate the components of reading.	(F) Application Exercises (S) Exams
2.G.9 Engage and support caregivers and families in **evidence-based** language and reading development activities for their children and adolescents.	(F) Application Exercises (S) Exams
2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.	(F) Application Exercises (S) Exams
2.G.11 Triangulate documented data from appropriate **informal** and **formal reading assessments** to inform instruction to address individual student strengths and needs.	(F) Data Analysis and Instructional Planning (S) Integrated Lesson Planning
Competency 3: Foundations and Applications of Assessments	
3.3 Administer various **informal reading assessments** across each component of reading development and understand their purposes and functions.	(F) Data Analysis and Instructional Planning (S) UFLI Case Study
3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative reading assessments, including for use in **triangulating data** and planning instruction.	(F) Application Exercises (S) UFLI Case Study
3.7 Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of **dyslexia**.	(F) Application Exercises (S) Exams
3.8 Understand how reading disabilities, including **dyslexia**, vary in presentation and degree and know when to refer a student for additional assessment.	(F) Application Exercises (S) Exams
3.9 Know how to read and interpret standardized reading **diagnostic** test results administered by psychologists, speech-language professionals and educational evaluators.	(F) Application Exercises (S) Exams
3.10 Understand how to document and use data within a **systematic problem-solving process** to **differentiate** instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and **dyslexia**.	(F) Data Analysis and Instructional Planning (S) UFLI Case Study

3.12 Identify appropriate assessments and **accommodations** for **progress monitoring** all students.	(F) Data Analysis and Instructional Planning (S) UFLI Case Study
3.15 Identify and implement appropriate and allowable **accommodations** as specified in the **Individual Educational Plan** or **504 Plan** when assessing students with disabilities in the area of reading.	(F) Application Exercises (S) Exams
3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.	(F) Application Exercises (S) Exams
Competency 4: Foundations and Applications of Differentiated Instruction	
4.1 Differentiate evidence-based reading instruction in **oral language**, **phonological awareness**, **phonics**, **fluency**, **vocabulary** and **comprehension**, ranging from enrichment practices to **intensifying interventions**.	(F) Data Analysis and Instructional Planning (S) Integrated Lesson Planning
4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components based on **informal** and **formal assessments**.	(F) Data Analysis and Instructional Planning (S) Exams
4.6 Recognize the characteristics of competent and skilled readers to **differentiate** instruction more effectively.	(F) Reading Responses (S) Exams
4.8 Select and use developmentally appropriate **multisensory** materials that address students' strengths and needs in order to **differentiate** instruction.	(F) Microteaching (S) Integrated Lesson Planning
4.9 Plan for **differentiated** instruction that utilizes increasingly complex **text**, embeds assessment, includes **scaffolding** and provides re-teaching when necessary for individuals and small groups.	(F) Application Exercises (S) UFLI Case Study
4.11 Implement **evidence-based intervention practices** for students with substantial reading difficulties, including those who exhibit the characteristics of **dyslexia**.	(F) Application Exercises (S) Exams
4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of **dyslexia** in each of the components of reading.	(F) Application Exercises (S) Exams
4.13 Implement a classroom level plan for monitoring student reading progress and **differentiating** instruction for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	(F) Data Analysis and Instructional Planning (S) Integrated Lesson Planning
4.14 Monitor student progress and use data to **differentiate** instruction for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.	(F) Data Analysis and Instructional Planning (S) Integrated Lesson Planning
4.18 Implement appropriate and allowable instructional **accommodations**, including use of technology, as specified in the **Individual Educational Plan** or **504 Plan** when **differentiating** reading instruction for students with disabilities, including students with characteristics of **dyslexia**.	(F) Application Exercises (S) Exams
Competency 5: Demonstration of Accomplishment	

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, *Structure of English*; Chapter 2, *Structure of Spanish*; Chapter 5, *Phonemic Awareness*; Chapter 6, *Phonics*; Words Their Way: Chapter 3, *Word Study Principles and Practices*	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, *The Big Picture*; Words Their Way: Chapter 3, *Word Study Principles and Practices*	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, *Structure of Spanish*; Words Their Way: Chapter 1, *Developmental Word Knowledge*	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, *Phonemic Awareness*; Chapter 6, *Phonics*; Chapter 10, *Fluency Instruction*	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 <u>before</u> 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 Activating Background Knowledge ***Reading Responses***		❐ Post introduction video ❐ Complete knowledge survey pre-test ❐ *Complete information form*
Session 2 August 31	Phonological and Phonemic Awareness ***Microteaching***	– TRS – Chapters 1, *The Structure of English,* and 2, *The Structure of Spanish* – WTW – Chapter 4	❐ Post reading response ❐ *Submit PA application exercise*
Session 3 September 7	PA Instructional Practices ***Integrated Lesson Planning***	– TRS – Chapter 5	❐ Post reading response ❐ *ILP – Submit PA lesson organizer #1*
UFLI Training September 13 September 20 September 27 October 4	8:30am to 3:30pm Norman Hall Conference Center ***Attendance at all training sessions is MANDATORY***	UFLI Tutoring Manual	❐ Post Blendable Sounds video ❐ Tutoring Practice Exercises as assigned on Canvas
Session 4 September 14	Word Recognition Alphabetic Principle Phonics and Word Study *Microteaching*	– TRS – Section 3 Introduction pages 163-168 only – TRS – Chapters 3 and 4 – Article – *The Alphabetic Principle* (International Literacy Association)	❐ Post reading response ❐ *Submit phonics elements quiz*

Sessions	Topics	Readings	Tasks
Session 5 September 21	Decoding Word Analysis *Microteaching* ***UFLI Case Study***	– TRS – Chapter 6 – WTW – Chapter 3	❏ Post reading response ❏ *Submit word sorts*
Session 6 September 28	Encoding Stages of Spelling Development Irregular Words *Microteaching*	– TRS – Chapter 7 WTW – Chapter 1, 5, and 6	❏ Post reading response ❏ ILP – Submit PA lesson plan first draft ❏ *Submit spelling list analysis* ❏ *ILP – Submit Phonics lesson organizer #1*
Session 7 October 5	Multisyllabic Words *Microteaching*	– TRS – Chapter 8 – WTW – Chapter 2, 7, and 8	❏ Post reading response ❏ *Submit syllable analysis practice*
Session 8 October 12	Midterm Exam – Individual		
Session 9 October 19 *No Class Session!*	PA and Phonics Assessment [online course activities in Canvas]	– Excerpt – *Introduction to Assessing Reading* (pgs. 5-11) in *Assessing reading: Multiple measures*. (Diamond & Thorsnes)	❏ Submit assessment review forms ❏ ILP – Submit Phonics Lesson Plan first draft
Session 10 October 26	Fluency Text Complexity Fluency Assessment	– TRS – Section 4 Introduction – Chapter – *Text Complexity in a New Light* (chapter 1) in *Text complexity: Stretching readers with texts and tasks* (Fisher, Frey, & Lapp) – TRS – Chapter 9	❏ Post reading response ❏ Submit UFLI Case Study for midpoint check ❏ *Submit text complexity practice*

Sessions	Topics	Readings	Tasks
Session 11 November 2	(continue) Fluency Assessment Fluency Instructional Practices *Microteaching*	– TRS – Chapter 10 – Excerpt – *Interpreting the Running Record* in *An observation survey of early literacy achievement* (Clay) – Excerpt – *Understanding Miscues Using MSV Analysis* in *Strategies for reading assessment and instruction* (Reutzel & Cooter)	❏ Post reading response ❏ *Submit video critiques* ❏ *Submit running record and miscue analysis practice from class* ❏ *ILP – Submit Fluency center activity organizer #1*
Session 12 November 9	Assessment to Monitor Progress in Reading Characteristics of Proficient Reading Reading Difficulties and Dyslexia	– TRS – Section 6 Introduction, page 613 only – Article – *Literacy Assessment: What Everyone Needs to Know* (International Literacy Association) – Article – *Children experiencing reading difficulties: What we know and what we can do* (International Literacy Association) – Article – *Dyslexia in the classroom: What every teacher needs to know* (International Dyslexia Association) – Article – *Dyslexia and the brain: What does current research tell us?* In *The Reading Teacher* (Hudson, High, & Al Otaiba) – Article – *Supporting parents as valuable partners in their children's literacy learning* (Hindin & Paratore)	❏ Post reading response ❏ *Submit case study documentation*

Sessions	Topics	Readings	Tasks
Session 13 November 16	Integrated Reading Instruction Organizing the Reading Block for Differentiation Reading Workshop Guided Reading **Data Analysis and Instructional Planning**	– Chapter – *Response to Intervention: Differentiating Reading Instruction for all Readers* (Chapter 2) in *Strategies for reading assessment and instruction* (Reutzel & Cooter) – Chapter – *Grouping Practices, Independent Learning Activities, and Effective Instruction* (Chapter 3) in *The Handbook of Effective Literacy Instruction* (Taylor & Duke) – Article – *Flexible grouping during literacy centers: A model for differentiating instruction* (Bates) – Article – *Reading every single day: A journey to authentic reading* (Hudson & Williams) – Article – *Guided reading: The romance and the reality* (Fountas & Pinnell)	❏ Post reading response ❏ *ILP – Submit reading block schedule*
Session 14 November 30 *No Class Session!*	Core Reading Programs [online course activities in Canvas]	– Excerpts from *The Essential Guide to Selecting and Using Core Reading Programs* (Dewitz): pgs. 28-33, 63-86, 212-215	❏ Post reading response ❏ Submit core reading program exploration documents ❏ Complete knowledge survey post-test
Finals Week December 11-12	❏ **Final Exam** – Group Activities and Individual – December 11, 1:00-3:00pm ❏ **UFLI Case Study Due** – December 11, by 4:00pm ❏ **Integrated Lesson Planning (ILP) – Final Submission due** – December 12, by 4:00pm		