

READ 5333
Section 460
(50143)

Foundations of Reading Instruction
The University of Texas at Tyler
School of Education

Course: READ 5333-460
Semester & Year: Summer II 2025 (July 7, 2025-August 9, 2025)
Location: Graduate - Online
Instructor Information: Dr. Joanna Neel
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I check email multiple times daily.
Office Hours: Zoom Virtual Office: Mondays-Thursdays 7:00AM-8:00AM
Mondays-Thursdays 7:00PM-8:00 PM
Other Appointment Times Available Upon Request
First Day of Class: Monday, July 8, 2024
Holiday: July 4, 2024
Census Date: July 11, 2024
Last Day to Withdraw: July 30, 2024
Last Day of Class: Aug. 10, 2024

Course Description: Students enrolled in this course will be given opportunities to learn the following topics as well as the research supporting each topic: phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading, and writing. Students will be given opportunities to practice teaching each of the topics, as well. The Science of Teaching Reading and research proven literacy theories are key components of this course.

Knowledge Base(s) and Rationale:

This graduate level course explores topics in literacy that include foundational literacy components. foundational scientific research concerning reading skills development and reading comprehension.

Course content includes the following for the preparation of reading professionals:

- *International Literacy Association (ILA, 2017)*

- *Texas Examination of Educator Standards (TEXES)*
- *Texas Educator Standards (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),*
- *Texas State Board for Educator Certification Standards (TSBECS, 2016)*
- *Texas Prekindergarten Guidelines (TPG 2015),*
- *International Society for Technology in Education Standards for Educators (ISTE),*
- *Interstate New Teacher Assessment and Support Consortium (InTASC) Standards,*
- *College and Career Readiness Standards (CCRS)*
- *Science of Teaching Reading Competencies*
- *Texas Reading Academies Content*
- *Texas House Bill no. 2162.*

Student Learning Outcomes (SLOs):

Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop an understanding of phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading and writing. and the acquisition and role of each topic in first and second language literacy development.
2. Develop an understanding of historical and current research, policy, and practice related to phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading and writing.
3. Critically examine the ways in which phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading, and writing transacts with literacy in the lives of children, youth, as well as adults, both in and out of classrooms.
4. Apply the knowledge gained about phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading and writing to develop a research-based orientation to literacy and its teaching in K-12 settings.

Standards Matrix:

Student Learning Outcomes	Activities	Assessment	Standards Alignment
3.Critically examine the ways in which phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading, and writing transacts with literacy	Professional Learning Communities: Candidates will share their knowledge of each component of reading with school-based colleagues. In addition, the candidates will critique the major theoretical,		ILA: 1.1 ELAR TEKS

<p>in the lives of children, youth, as well as adults, both in and out of classrooms.</p> <p>4. Apply the knowledge gained about phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading and writing to develop a research-based orientation to literacy and its teaching in K-12 settings.</p>	<p>conceptual, historical, and evidence-based components across grade levels.</p> <p>Professional Learning Communities: Candidates will share their knowledge of each component of reading with school-based colleagues. In addition, the candidates will critique the major theoretical, conceptual, historical, and evidence-based components across grade levels.</p>		
<p>Develop an understanding phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading and writing to develop a research-based orientation to literacy and its teaching in K-12 settings.</p>	<p>Course Readings & Self-Selected Research Articles from list provided in Canvas module over the topics of phonological awareness, letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading, and writing</p>	<p>Research Synthesis: Written Synthesis One -page synthesis discussing the reading assignments and videos in each module.</p> <p>Portfolio Artifact: Record 3-4 Minute Teaching Video for designated topics in each module</p>	<p>ILA: 1.1, 6.1, 6.2</p> <p>TEExES: Standard IV</p> <p>TES: 6:Cii</p> <p>TSBECS:IV(4.11s)</p> <p>InTASC: 9</p> <p>CCRS: IIA(2)(11)</p>
<p>Develop an understanding of historical and current research, policy, and practice related to phonological awareness; phonemic awareness: letter</p>	<p>Course Readings & Research Articles</p>	<p>Research Response: Written Synthesis: One -page synthesis</p>	<p>ILA: 6.3</p> <p>TEExES: Standard IV</p> <p>TES: 6:Cii</p>

<p>identification, phonics; sight words; fluency; vocabulary; comprehension; reading and writing.</p>		<p>discussing the reading assignments and videos in each module.</p> <p>Portfolio Artifact: Record 3-4 Minute Teaching Video for designated topics in each video</p>	<p>InTASC: 6</p>
<p>Critically examine the ways in which phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading, and writing transacts with literacy in the lives of children, youth, as well as adults, both in and out of classrooms.</p>	<p>Course Readings & Research Articles</p>	<p>Reading Response: Written Synthesis One- page synthesis discussing the reading assignments and videos in each module.</p> <p>Portfolio Artifact: Record 3-4 Minute Teaching Video for designated topics in each module.</p>	<p>ILA: 6.3</p> <p>TEXES: Standard IV</p> <p>TES: 6:Cii</p> <p>InTASC: 6</p>
<p>Apply the knowledge gained about to develop a research-based orientation to the following literacy topics and how to teach these topics in K-12 settings. Literacy topics taught in this course include: phonemic awareness: letter identification, phonics; sight</p>	<p>Course Readings Research Articles</p>	<p>Reading Response: Written Synthesis One- page synthesis discussing the reading assignments</p>	<p>ILA: 6.3, 6.4</p> <p>TEXES: Standard IV</p> <p>TES: 6:Cii</p> <p>TPG: viii</p> <p>ISTE: 2.4</p>

words; fluency; vocabulary; comprehension; reading, and writing.		and videos in each module. Portfolio Artifacts: Record 3-4 Minute Teaching Video for designated topics in each module	InTASC:10 CCRS: VA(2), VB(1)(3) VC(1)
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AI: Artificial Intelligence:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler’s Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler’s Academic Integrity Policy. For this course, students can use AI platforms to help prepare for assignments and projects. While most of the submitted work should be your original effort, you are allowed to use AI tools for revision and editing tasks, such as identifying logical flaws, clarifying confusing or underdeveloped sections, and correcting citations. If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

COURSE EVALUATION AND REQUIREMENT DESCRIPTION

Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities.

The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

1. Reading Response/ Written Synthesis (Five written synthesis 6 points each: 30 points).

Description: As graduate students it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) to grow. Through weekly assigned

opportunities for writing synthesis over readings and/or videos, podcasts, and the like, you will practice reading deeply, writing your ideas noting connections with material and explain how you will implement what you have read and learned into your teaching practices.

Main Tasks: Written Synthesis: Write one-page synthesis of your findings from what you have read in the articles, text, and videos in each module, discussing findings and how the knowledge about this topic will be implemented into your teaching.

Engage deeply with class texts; respond actively, substantively, thoughtfully, to complete a written synthesis of the readings of books, articles, videos and more that are assigned within our classroom community for each of the five modules. You will write a total of five synthesis.

Because this is a graduate level course, expectations for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—are high and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions, and exploring implications and applications of knowledge gained for your own professional work.

When responding to assigned readings or activities for writing assignments, I suggest using the following questions as a *general guide for organizing your responses*:

- a. What are the main point(s) made or issue(s) raised in the assigned readings?
- b. What are some of your own connections to the readings via your life experiences, your observations, your readings, or viewings of other text/film/media?
- c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
- d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?
- e. What are you thinking about *differently* because of this/these reading(s)? What questions does it raise for you?

Evaluation: Your written responses will be evaluated on the level of depth of reflection you note when writing your reflections, the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism and details you exhibit when noting how you will implement the new knowledge into your literacy teaching.

2. Teaching Demonstration Videos-Three -Four Minutes Each. (Five (5) Videos X 6 points each= 30 points) Complete a 3-4 Minute Teaching Demonstration Video of you modeling/teaching EACH for each of the following literacy topics: phonological awareness, letter identification, phonics; phonemic awareness; sight words; fluency; vocabulary; comprehension; reading, and writing.

Videos are to be posted in Canvas AND the WIX Electronic Literacy Portfolio.

3. Anchor Book Study – Practice Possibilities (5 points).

You will read the program anchor textbook, *Culturally Responsive Teaching: Theory, Research, and Practice*, and participate in practical application exercises that will push your thinking regarding culturally responsive teaching.

4.

PART A: One Specific grade Level Professional Learning Community Session. (10 Points)

1.1 Starting summer 2024 semester, candidates in READ 5333 will plan a PLC presentation to be implemented in the fall for one specific grade level on one literacy topic: phonological awareness, letter identification, phonics; phonemic awareness; sight words; fluency; vocabulary; comprehension; reading, and writing. Candidates will plan interactive ways for one specific grade level to integrate how they can teach the required ELAR state standards. They will provide and discuss research-proven content and strategies learned in this course. Candidates will include in their plan ways to guide teachers in planning and implementing their selected literacy strategy. Candidates will add this PLC plan in their Wix program portfolio.

PART B: Multiple Grade Level Professional Learning Community Session. (10 PTS)

1.1: Starting summer 2024 semester, candidates in READ 5333 will share their knowledge of each component of reading with school-based colleagues. Candidates will create a professional learning community session for multiple grade level teams (K,1,2,3,4,5) around a literacy topic that is needed on their campus from literacy topics including: phonological awareness, letter identification, phonics; phonemic awareness; sight words; fluency; vocabulary; comprehension; reading, and writing. They will provide interactive ways for each grade level to share how they can teach the required ELAR state standards. During the PLC they will provide and discuss research-proven content and strategies that they have learned in this course. They will guide teachers in seeing a spiraled progression of strategies for the specific literacy topic they have selected. Candidates will submit key observations/reflections centering on their own learning, learning processes, and salient take-aways for the enhancement of practice as a teacher and reading professional.

5. Final Exam – Research Article Critique (15 points)

1.1: Candidates will critique the major theoretical, conceptual, historical, and evidence-based components across grades levels. Over the course of the semester, candidates are required to read at least five *Reading Research Quarterly* articles. Candidates will choose and critique three of the research articles and answer questions such as: What stake in literacy does the author appear to hold? What students, views, and research is omitted?; In what ways have these same/similar ideas been taken up historically?

6. Program Portfolio Artifact (QEP) (5 points)

Portfolio Artifact Description: This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select an ILA national standard AND a TExES

state standard for Reading Specialists about which this artifact is evidence of your mastery; (3) write your description of the course artifact; and (4) write your argument/rational for the course artifact.

PORTFOLIO NARRATIVE DIRECTIONS - You will write an entry, accounting for your **COURSE ARTIFACT** assignment, for your end-of Program Portfolio. You will write two dense (at least 6 sentences each), well-written paragraphs:

1: **DESCRIPTION** of the **COURSE ARTIFACT** assignment and how **YOU** completed it. (One Paragraph)

2: **ARGUMENT/RATIONALE** for the inclusion of your **COURSE ARTIFACT** as **EVIDENCE** of you meeting one of the ILA Standards (1-7) and one of the TExES Standards (I-IV). In other words, what standards and why (how) does your **COURSE ARTIFACT PROVE** that you are competent in the chosen standards? Provide specific evidence from your project in support of your argument for why various aspects prove your competency. Directly tie your argument/rationale back to the ILA and TExES Standards. (One Paragraph)

Evaluation and Grading Guidelines and Criteria: All written work should be typed (double-spaced, using 12 pt. New Times Roman font, one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. Use [APA style](#) when citing references used in your work. The criteria for determining your final grade are outlined below.

Last day to Withdraw from Course: July 29, 2025

Projects & Grading Criteria

Assignment	Weight	Points	Due Dates
Written Synthesis of Content from each Module (5 Total)	30%	30 Points	Weekly: One synthesis due each week.
Book Study Chapter	5 %	5 Points	Week 2
PART A: One Specific grade Level Professional Learning Community Session.	10 %	10 Points	Week 3
Record 5 (3-4) Minute Teaching Demonstration Videos	30 %	30 Points (Five Videos X 6 points each= 30)	Weekly: One Video due each week.
PART B: Multiple Grade Level Professional Learning Community Session.	10%	10 Points	Week 4

Final Exam – Research Article Critique (15 points)	15%	15 Points	Week 5
Portfolio Artifact	0%	0 Points	Week 5
TOTAL=	100%	100 Points	

Performance standards			
Points	Percent	Grade	Standard
93-100	93%	A	(Excellent) Superior
84-92	84%	B	(Good) Above Average
75-83	75%	C	(Undeveloped) Average
66-74	66%	D	(Poor) Below Average
00-65	65% or below = “F”	F	(Unacceptable) Mediocre

Required Texts, Materials, & Supplies:

NOTE: BOTH BOOKS ARE REQUIRED FOR EACH COURSE IN THE PROGRAM.

*Get the edition noted – older editions are not acceptable.

5. Geneva, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). New York: Teachers College.
6. Publication Manual of the American Psychological Association: 7th Edition, 2020
Copyright [APA 7th Edition](#)

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. *The same textbook may also be available from an independent retailer, including an online retailer.*

3. Additional readings to supplement course content will be selected from various journal publications (see sample journals below), book chapters and reports.
 - a. *American Educational Research Journal* (www.aera.org)
 - b. *Educational Leadership* (www.ascd.org)
 - c. *Journal of Adolescent and Adult Literacy* (www.reading.org)
 - d. *Journal of Educational Psychology* (www.apa.org)
 - e. *Journal of Learning Disabilities* (www.ldanatl.org)
 - f. *Journal of Literacy Research* (<http://www.literacyresearchassociation.org/>)
 - g. *Language Arts* (www.ncte.org)
 - h. *Reading Research Quarterly* (www.reading.org)
 - i. *Tapestry Journal* (www.tapestry.usf.edu)
 - j. *The Reading Teacher* (www.reading.org)

Course Alignment:

Learning Outcomes	Course Topics	Readings & Projects
	Introduction to the Foundations of Reading Instruction and the TEKS	<ul style="list-style-type: none"> • Specific readings will be assigned weekly from course texts, articles, and videos.
Develop an understanding of historical and current research, policy, and practice related to phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading and writing.	Phonological Awareness Instruction Phonemic Awareness Instruction Letter Identification Instruction Phonics Instruction	<ul style="list-style-type: none"> • Specific readings will be assigned weekly from course texts, articles, and videos.
Develop an understanding of phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading and writing. and the acquisition and role of each topic in first and second language literacy development. Critically examine the ways in which phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading, and writing transacts with literacy in the lives of children, youth, as well as adults, both in	Sight Words Instruction Fluency Instruction Vocabulary Instruction In READ 5333 candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy through individualized modules that include reading <i>Reading Research</i> articles focused on the literacy topic of their choice. Artifact: Gather abstracts from five different RRQ articles for teachers to provide teachers contexts for teaching specific topics.	<ul style="list-style-type: none"> • Specific readings will be assigned weekly from course texts, articles and videos. • Artifact: Gather abstracts from five different RRQ articles and develop strategies for teachers to provide teachers contexts for teaching specific topics.

and out of classrooms.		
Apply the knowledge gained about phonological awareness; phonemic awareness: letter identification, phonics; sight words; fluency; vocabulary; comprehension; reading and writing to develop a research-based orientation to literacy and its teaching in K-12 settings.	Comprehension Instruction Writing Instruction	<ul style="list-style-type: none"> Specific readings will be assigned weekly from course texts, articles and videos.


**READ 5333: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule SUMMER 2024**

Topical Outline & Schedule: The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

WEEK #1 MODULE #1 Begin Date Monday, Intro.	Activities and Assignments	DUE DATE
	<p>Important: <i>The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice will be given to students for any such changes.</i></p> <p>START of WEEK: For READ 5333, the start of each week is Monday. This means that materials and the lecture should be posted by Midnight (12:00 a.m.) on each Monday.</p> <p>END of WEEK: All your work is due BY Sunday nights at 11:59pm. This means that each week’s work must be completed and turned in by Sunday night by 11:59pm. It is up to you to organize your time and assignments to accomplish this.</p> <p>EXCEPTION: Week 5 – Last week of Summer I – see below.</p>	Sunday,
Week 1 Module 1	Thematic Overview I: Introduction to the Foundations of Reading Instruction and the TEKS; Phonological Awareness Instruction	11:59 pm

	<p><u>READ:</u></p> <ul style="list-style-type: none"> • <u>ila-meeting-challenges-early-literacy-phonics-instruction.pdf</u> • <u>Literacy Today March April 2021.pdf</u> • <u>Reading Research Quarterly - 2020 - Ehri -</u> • <u>The Science of Learning to Read Words A Case for Systematic Phonics Instruction.pdf</u> • <u>Reading Research Quarterly - 2021 - Hudson - Elementary Teachers Knowledge of Foundational Literacy Skills A Critical.pdf</u> • <u>The Reading Teacher - 2022 - Flanigan - The P Word Revisited 8 Principles for Tackling Today s Questions and.pdf</u> • <u>The Reading Teacher - 2022 - Mesmer - Beyond Labels and Agendas Research Teachers need to Know about Phonics and.pdf</u> <p>Read and Review research articles about Phonological Awareness- respond by writing a 3 paragraph synthesis of your findings and how you will implement this knowledge into your teaching.</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Complete the Pre-Assessment of Science of Teaching Reading • Written Synthesis: 3-paragraph synthesis of your findings from what you have read in the articles and this module. Discuss your finding and how you will implement this knowledge into your teaching. • Complete a 3-4 Minute Teaching Demonstration Video of you modeling/ teaching <i>phonological awareness</i>. 	<p>Sunday,</p>
<p>Week 2 Module 2</p>	<p>Thematic Overview II: Phonemic Awareness Instruction; Letter Identification Instruction: Phonics Instruction</p> <p>READ: <u>shanahan paper phonics.pdf</u></p> <p><u>The Reading Teacher - 2022 - Ehri - What Teachers Need to Know and Do to Teach Letter Sounds Phonemic Awareness Word.pdf</u> Download <u>The Reading Teacher - 2022 - Ehri - What Teachers Need to Know and Do to Teach Letter Sounds Phonemic Awareness Word.pdf</u></p>	<p>11:59 pm</p>

	<ul style="list-style-type: none"> • Reading Research Quarterly - 2022 - Rice - Phonemic Awareness A Meta-Analysis for Planning Effective Instruction.pdf • Literacy Today March_April 2021.pdfDownload Literacy Today March_April 2021.pdf • Reading Research Quarterly - 2021 - Hudson - Elementary Teachers Knowledge of Foundational Literacy Skills A Critical.pdf • Literacy Today March_April 2021-1.pdf • 9457_phonological_awareness_1-2020_final.pdf • ELA Comp 3 Alphabetic Principle(1).pptx Download ELA Comp 3 Alphabetic Principle(1).pptx <p>LECTURE NOTES: Uploaded in Canvas</p> <p>VIEW:</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • <i>Written Synthesis: 3-paragraph synthesis of your findings from what you have read in the articles and this module. Discuss your finding and how you will implement this knowledge into your teaching.</i> <ul style="list-style-type: none"> • <i>Complete a 3-4 Minute Teaching Demonstration Video of you modeling/ teaching phonemic awareness.</i> • <i>Anchor Book Study due:</i> <p style="text-align: center;"><i>You will read the program anchor textbook, Culturally Responsive Teaching: Theory, Research, and Practice, and participate in practical application exercises that will push your thinking regarding culturally responsive teaching.</i></p>					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">udy Chapter</td> <td style="width: 25%;">5 %</td> <td style="width: 25%;">5 Points</td> <td style="width: 25%;">Week 2</td> </tr> </table>	udy Chapter	5 %	5 Points	Week 2	
udy Chapter	5 %	5 Points	Week 2			
<p>Week 3 Module 3</p>	<p>Thematic Overview III: Sight Words Instruction; Fluency Instruction, Vocabulary Instruction</p> <p>READ: Timothy Shanahan Blog: Sight Words: https://www.shanahanonliteracy.com/blog/should-i-teach-students-to-memorize-sight-words-and-monitor-their-progressLinks to an external site.</p> <p>LECTURE NOTES: Uploaded in Canvas.</p>	<p>11:59 pm</p>				

	<p>VIEW:</p> <p>Fluency Video:</p> <p>https://content.jwplatform.com/previews/zq6eTtw5?exp=1686925200&sig=5335c83c99ba6141f4ddd5c2c4e69c5eLinks to an external site.</p> <p>Tim Rasinki: Fluency:</p> <p>https://youtu.be/FZUw6DaCKCsLinks to an external site.</p> <p style="text-align: center;"></p> <p>Tim Rasinski: Art of Teaching Reading</p> <p>https://youtu.be/DoKVbNwhkjELinks to an external site.</p> <p>ASSIGNMENTS:</p> <p><i>Written Synthesis- Write a 3-4 paragraph (1 page) Synthesis over the videos & readings that focus on fluency</i></p> <p><i>Record a 3-4 minute video of you modeling a strategy that focuses on fluency, vocabulary, or sight word instruction.</i></p> <p><i>PART A: One Specific grade Level Professional Learning Community Session. (10 Points)</i></p>	
<p>Week 4 Module 4</p> <p>LAST DAY TO WITH-DRAW July 29</p>	<p>Thematic Overview IV: Comprehension Instruction, Writing Instruction Part 1</p> <p>Developing Strategic Readers:</p> <p>https://publuu.com/flip-book/24429/90996/page/36Links to an external site.</p> <p>Supporting Reading Comprehension:</p> <p>https://publuu.com/flip-book/24429/135735/page/26Links to an external site.</p> <p>LECTURE NOTES:</p> <p>VIEW:</p> <p>Evidence-based literacy instruction video by Nell Duke:</p> <p>https://youtu.be/06Waqu3H2HoLinks to an external site.</p>	<p>11:59 pm</p> <p>Sunday,</p>

	<p>Evidence-based literacy instruction video</p> <p>https://youtu.be/sW6lhEo3QnU<u>Links to an external site.</u></p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Written Synthesis: 3-paragraph synthesis of your findings from what you have read in the articles and this module. Discuss your finding and how you will implement this knowledge into your teaching. • Complete a 3-4 Minute Teaching Demonstration Video of you modeling/ teaching comprehension and / or writing. • PART B: Multiple Grade Level Professional Learning Community Session Due. 	
<p>Week 5 LAST WEEK Module 5</p>	<p>Science of Teaching Reading and Texas Reading Academies Overview & Module.</p> <p>Materials Posted in Canvas.</p> <p><i>Final Exam – Research Article Critique (15 points)</i></p>	<p>11:59 pm</p>

COURSE POLICIES:

This is a graduate course that is online and worth three graduate credits. If you are in the course, then it is up to you to meet the requirements and deadlines established. If you are traveling (for example) it still is expected that you will do what you must to meet course expectations.

CANVAS/EMAIL:

You will need Canvas learning management system; sound capacity; and to check your Patriot email daily for schedule changes or announcements. A Canvas course has been created for this class, and all the information, including the syllabus, course schedule, and any changes thereto, will be posted. Links to on-line readings will be posted periodically. **Students are responsible for accessing and reading all materials.** In addition, students are **responsible** for checking **school email** as it is the primary method of communication for the course. This means students are **responsible** for 1) **immediately contacting the Information Technology services** to be certain any problem with email and/or access to Canvas is completely resolved; and 2) contacting me if either Canvas and/or email become a problem. If you experience technical problems or

have a technical question about this course, you can obtain assistance by email itsupport@patriots.utt Tyler.edu or phone (903)565-5555.

TURNING IN WORK:

Unless otherwise stated, all work will be turned in completed via Canvas (as specified in each assignment's instructions) on the date/time it is due. All work must have your NAME, the DATE, and the ASSIGNMENT written clearly along the top. All assignments will be turned in as ONE document.

LATE ASSIGNMENTS:

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating (e.g., emergency) circumstances may result in a lowering of the assignment grade.

Bibliography:

- Birr, E.M., Afflerbach, P.P., Enciso, P., Lesaux, N.K., (2020). Handbook of Reading Research, Volume V. Routledge, Oxfordshire, UK.
- Bomer, R. (2017). What would it mean for English language arts to become more culturally responsive and sustaining? *Voices from the Middle*, 24(3), 11-15.
- Calkins, L.M. (1994). *The art of teaching reading*. Heinemann, Portsmouth, NH.
- Goodman, K. (1996). *On Reading*. Heinemann. Portsmouth, NH.
- Goodman, K. (1993). *Phonics Phacts*. Heinemann. Portsmouth, NH.
- Harvey, S., Goudvis, A. (2000). *Strategies That Work*. Stenhouse Publishers. Portsmouth, NH.
- Rosenblatt, L. (1978). *The Reader, The Text, The Poem: The Transactional Theory of the Literary Work*, Carbondale, IL: Southern Illinois University Press (reprint 1914).
- Vygotsky, L.S. (1962). *Thought and Language*. MIT Press. Cambridge, MA.

In READ 5333 candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy through individualized modules that include reading *Reading Research* articles, ...

Artifact: Gather abstracts from five different RRQ articles for teachers to provide teachers contexts for teaching specific topics.

1.1: We need to add information about READ 5333 regarding how the course helps candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy. (I will also need a copy of the syllabus to add to our syllabi appendix, as well as any assignments that cover this sub-standard.) **4Professional Learning Community Presentation for One Specific Grade Level (10 Points)**

Plan a PLC Presentation for one specific grade level on one literacy topics: phonological awareness, letter identification, phonics; phonemic awareness; sight words; fluency; vocabulary; comprehension; reading, and writing. Please provide interactive ways for each grade level to share how they can teach the required ELAR TEKS. Provide and discuss research-proven content and strategies that you have learned in this course for teachers. Guide teachers in seeing a deeper understanding of the literacy strategy and how to teach strategies for the specific literacy topic you have selected. Note key questions centering on your own learning and those of your teachers, learning processes, and salient take-aways for the enhancement of practice as a teacher and reading professional.

1.1: Starting summer 2024 semester, candidates in READ 5333 will share their knowledge of each component of reading with school-based colleagues. In addition, the candidates will critique the major theoretical, conceptual, historical, and evidence-based components across grades levels.

5. Final Exam (15 points) Multiple Grade Level Professional Learning Community Session.

The final exam will consist of creating a professional learning community session for multiple grade level teams (K,1,2,3,4,5) around a literacy topic that is needed on your campus from these topics literacy topics: phonological awareness, letter identification, phonics; phonemic awareness; sight words; fluency; vocabulary; comprehension; reading, and writing. Please provide interactive ways for each grade level to share how they can teach the required ELAR TEKS. Provide and discuss research-proven content and strategies that you have learned in this course for teachers. Guide teachers in seeing a spiraled progression of strategies for the specific literacy topic you have selected. Note key questions centering on your own learning and those of your teachers, learning processes, and salient take-aways for the enhancement of practice as a teacher and reading professional.