University of North Texas at Dallas
The College of Education
Department of Teacher Education and Administration
FALL 2011

EDRE 4850.090: Assessment and Evaluation of Reading 3 hrs.			
Department of	**Reading**	**Division of**	**Education and Human Services**

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Classroom Location:	**Bldg. 1 Rm. 322**
Class Meeting Days & Times:	**Mondays and Wednesdays 5:30-6:50 and Online**

Course Catalog Description:	Examine a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the main focus is on non- intrusive, naturalistic procedures. Observations are required.

Prerequisites:	**EDRE 4450 or EDRE 4820**
Co-requisites:	

Required Text:	Clay, M. M. (2005). *An Observation Survey of Early Literacy Achievement*. Heinemann. Clay, M. M. (2007). *Follow Me Moon* OR *No Shoes*. Heinemann. Cooter, B. & Flynt, S. (2007). *Comprehensive Reading Inventory. Pearson.* Reutzel, D. R. & Cooter, B. (2011). *Strategies for Reading Assessment and Instruction (4th ed.)* Pearson.

Recommended Text and References:	Walker, Barbara, J. (2007). *Diagnostic Teaching of Reading: Techniques for instruction and assessment* (6th ed.). Upper Saddle River, NJ: Pearson/Merrill

	Prentice Hall.
	
	Required additional readings:
	     Readings are available on Blackboard.
	
	    ➢ Go to http://ecampus.unt.edu
	
	    ➢ Enter your EUID as the username and your AMS password as the password. If you don't know either of these, go here to get them: http://ams.unt.edu
	
	    • **Required Electronic Text:**
	    The Texas Essential Knowledge and Skills for English Language Arts. The Texas Essential Knowledge and Skills for English Language Arts and Reading Framework is available on-line at the following address: http://www.tea.state.tx.us/rules/tac/chapter110/index.html You may want to either print out the language arts guidelines, or just use the guidelines on-line on as you create your lesson plans.
	
	    Recommended Websites
	    You may also want to access the websites for the major literacy professional associations. These include the International Reading Association (http://www.reading.org) and the National Council of Teachers of English (http://www.ncte.org).
	
	    Companion website
	    http://wps.prenhall.com/chet_literacy_cluster_1/0,8776,1164686-,00.html
	
	    You are encouraged to subscribe to the following websites.
	    Fountas & Pinnell Leveled books website
	    http://www.fountasandpinnellleveledbooks.com/default.aspx
	    The online reading program
	    www.readinga-z.com
	
	    Journals published by the International Reading Association (IRA). The International Reading Association (IRA) publishes many of the most important literacy-related journals in education (e.g., *The Reading Teacher*, *Journal of Adult and Adolescent Literacy*, and *Reading Research Quarterly*). If you are not a member of IRA, I strongly encourage you to join. There are great rates for students! Please go to the IRA website for more information (http://www.reading.org).
	
	    Some additional materials and books will be placed on reserve in the library for your use throughout the semester.

Access to Learning	UNT Dallas Library:

Resources:	phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:

The goal of this course is to develop in the following six areas of competence:
They are:

1. Content and curricular knowledge refers to the grounding of educators in content knowledge and knowledge construction and in making meaningful to learners the content of the P-16 curriculum.
2. Pedagogical knowledge of teaching and assessment refers to the ability of educators to assess, plan, implement, and evaluate teaching and learning in terms of its consistent engagement of learners.
3. Promotion of equity for all learners refers to the skills and attitudes that enable educators to advocate for all students within the framework of the school program.
4. Encouragement of diversity refers to the ability of educators to appreciate, affirm, and engage the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. Engaged professional learning refers to the commitment of educators to ethical and caring practice and to continued learning and professional development.

Learning Objectives/Outcomes: At the end of this course, the student will
1. Demonstrate knowledge of the relationship between instruction and assessment;
2. Demonstrate knowledge of assessment as a continuous and ongoing process;
3. Develop an ability to administer and interpret a variety of informal reading, writing, listening, and speaking assessments based on authentic literacy tasks;
4. Demonstrate observational and diagnostic skills specific to a targeted student's literacy behaviors and develop means of recording and reflecting upon those observations in order to drive and enhance instruction;
5. Be able to complete a running record and miscue analysis of the oral reading of a student and understand the results' implications for instruction;
6. Be able to compile a profile of a student's work that contains descriptions and analyses of work completed with the student, plus identifies instructional alternatives for future instruction;
7. Understand the appropriate uses of scores from standardized tests;
8. Understand the strengths and weaknesses of both formal and informal assessments;
9. Plan, implement, and evaluate reading and writing instruction in the areas of oral language, word identification, vocabulary, and comprehension;
10. Demonstrate knowledge of strategies to collaborate with appropriate teachers and specialists related to the assessment and instructional planning for struggling readers and writers, and

informing the student and their parents about the student's literacy strengths and weaknesses..

Course Evaluation Methods

Assessment Philosophy- This is a performance-based course. Grading for this course will be based on performance related to specific course requirements. *Performance is considered on a continuum of understanding and practice that will take place across time and will be considered on an **individual basis.*** Do not compare your performance to that of other students. Grades are weighted by categories. Students should be aware that simply completing an assignment does not merit the total number of possible points. The following guidelines will be used in determining points earned. All scored materials are kept by the professor after candidates have reviewed them. Therefore, candidates need to keep a paper copy and an electronic copy of each document submitted.
If you are expecting a final grade of "A," do "A" work on every assignment, regardless of the weight.

Description of Grading System
Grading Scale:

90% - 100%	A	Superior, clearly superior, far above expectation
80% - 89%	B	Good, completed the assignment according to directions
70% - 79%	C	Adequate
60% - 69%	D	Did not meet expectations, but completed assignments
59% and below	F	Clearly below expectation or assignment not turned into the instructor

Grading Equivalents:

A = 4 = + = Completed Assignment clearly abv. expectations= Av. Grade: 95
B = 3 = √+ = Completed assignment above average expectations   85
C = 2 = √ = Completed assignment, met minimal expectations   75
D = 1 = √- = Completed the assignment, but did not meet expectations   65
F = 0 = - = Nothing handed in   0

Final Grade will be calculated on the following category weighted percentages:

Attendance/Participation	5%
Case Study	25%
Exam 1 (Assessment)	10%
Literature Circles	10%
Vocabulary Log	5%
Chapter Presentation	15%
Midterm Exam	15%
Final Exam	15%
TOTAL	**100%**

**Students should maintain a Professional Disposition- requirement across all assignments

Major Assignments
- ✓ Class Participation and Attendance

- ✓ Case Study: Administer, analyze, and synthesize assessments

- ✓ Lesson Plans (10): Design and implement instructional frameworks based on assessments/aligned with Case Study

- ✓ Literature Circles: classroom readings and discussions

- ✓ In-class work; article, reflections, learning logs, critical writing assignments,

- ✓ Quick Writes and Reading Reflections

- ✓ Chapter Presentation (Rubric Attached)

- ✓ Exams

<div align="center">Class Participation/Attendance</div>

Class sessions will include a variety of formats, including whole-class and small-group discussions, individual writing, videos, micro-teaching experiences, computer work, guest presentations, brief lectures, materials workshops, and teacher/student presentations.

Attendance and Participation Policy:
Attendance and active, constructive, and positive participation at all class meetings is required. The level and quality of our learning in this class depends largely on the level of attendance and quality of class participation and discussions. Thus, you should come to all classes and tutoring sessions well prepared to assume an active, thoughtful, and positive role in the scheduled activities by having read all required readings and completed all class assignments/preparations for the class and/or tutoring experience. This course plays an important role in your professional preparation for teaching. As such, attendance is a crucial professional responsibility. <u>If you know ahead of time that you must miss more than one class session or will not be able to attend all class sessions for the full duration of each class period, please plan to take this course during a different semester when you will be able to attend all class sessions.</u> Additionally, the success of your peers in this course and the success of students with whom you will work depend on your level of commitment. **Please call me immediately if you have an emergency and must miss a class (214-707-6034). <u>PLEASE NOTE: More than three absences will result in an "F" grade of your final course grade.</u> After two unexcused absences your grade may be lowered a letter grade. Making the instructor aware of the absence does not excuse the absence.**

Field Component: Practice-Based Experience (CASE STUDY)

Candidates will spend time during the semester testing and tutoring students in fulfillment of the field practicum related to the coursework. Application and background check forms will be distributed in class to gain access to work with students. This practice student should be an average or below student, (not a GT student).

(1)Diagnostic Analysis
Based on your assessment of your tutee and the knowledge learned in this course, you will write an initial 2-page report analyzing your tutee's literacy related strengths and needs. Write your analysis for each of the following categories: your tutee's interests and attitude, spelling inventory, IRI/QRI, and writing (*optional*). State your goals for the tutee.

(2)Progress Report
You will identify a child to tutor. During these sessions, you will administer a variety of assessment and evaluation tools and provide related remedial instruction. You will summarize your tutoring sessions, interpret the collected data diagnostically, and develop instructional recommendations. Evidence of these tasks will be assembled into a progress report that includes results and recommendations. The progress report will be shared with the instructor and the child's parents or teacher in a final conference. Specific due dates for drafts of Guidelines for assignments and procedures for grading this document will be provided in a separate handout and on Blackboard. Please note: You will make 2 copies when you submit to me. You will upload your final report to TK20.

(3)Case Study Report
For this final paper (minimum of 5 pages, double spaced), you will prepare a case study on your tutee and your work with your tutee over the course of the semester. Your case study will include an analysis of your tutee's beginning and end-of-semester assessment results, an overview of the instructional goals that you developed based on the assessments and a reflection of the lessons you conducted during the ten sessions. You will discuss how student's literacy assessment informs your instructional practices. You also discuss how interaction with your tutee, your professor, and classmates impacts your instructional practices. You will use the information from your initial diagnostic analysis, and you will reference the lesson plans you prepared from throughout the semester to help you write your final case study. Your case study must be detailed and written with clarity, cohesiveness, and depth. Additional information about this assignment as well as guidelines for grading this assignment will be provided in a separate handout.

You are also asked to share your case study with the class. Your presentation will be done in a small group conference. In your presentation, you need to include the following components:
- ➢ Who was your tutee? (e.g., academic and personal data)
- ➢ Your tutee's strengths (State what he or she could do at least 2 strengths)
- ➢ Your tutee's literacy learning difficulties (State at least 2 difficulties)
- ➢ Share teaching strategies that worked well (State at least 2 strategies)
- ➢ What did you learn from this tutoring experience with your tutee? (Discuss four components: Read to, Read with, Write with, and Word study)

Out of Class Reflections (Post on Blackboard)

You will write _five_ out-of-class reflections for the chapter readings and articles across the semester (assigned by the professor. The length of the written reflections is likely to vary across readings and with respect to your particular interest in, and understanding of, the topics being covered. As a general rule, however, written reflections should be a half to 1 single-spaced typed page. Please use the following guidelines for your written reflections:

> Identify and discuss important issues/ideas/points introduced in the chapter readings. That is, what are some of the key ideas the authors want you to consider? What does the author have to say about these points and why they are important? Why do you consider these issues/points important to you as a future teacher. ? What do you think about these points? What, if any, ideas did you take issue with in the readings? Why? The general idea for these reflections is to engage critically and creatively with the author's ideas and relate the author's ideas to your evolving and developing understanding of being a diagnostic teacher.

Guidelines for Grading Written Reflections:

Written reflections will be assessed using the following 3 categories: "Exceptional", "Good", and "Okay". Please use an informal tone in your writing. Additionally, please write your thoughts and ideas in connected discourse using appropriate A.P.A. guidelines. Assessments will be assigned to your summary/critique according to the following criteria:

Exceptional (10 points) = This assessment will be assigned sparingly and is reserved for truly insightful, thoughtful, and in-depth work. See description of assignment above for specific information about content for this assignment.

Good (8-9 points) = Most assessments will typically be in this range. An assessment of "Good" reflects careful attention to the criteria listed above for this assignment.

Okay (6-7 points) = An assessment of "Okay" will be made if the criteria listed above are addressed satisfactorily.

Occasionally you will be asked to do a quick write related to assigned readings and discussion for the day. The quick write will be done during or at the end of class and _you must be present at the time of the quick write, as there will be no make-ups_. These will be done randomly during the semester when warranted. See wrtg. Folder for QW directives and protocol

Literature Circles

Because class members will be expected to be a part of all class exercises and discussion, students will need to complete reading assignments and prepare notes and questions **BEFORE** each class session.

All readings must be completed **before** class in order for the class discussion format to be successful. After completing the assigned readings (both text and journal articles), you may be asked to reflect and

share interesting and important ideas and provide a rationale for why these are significant to you in the format of a Learning Log.

Literature Circles (Daniels, 1994), Vertical Teaming, Horizontal Teams
The first day of class, you will join a group of three. You will work in this group for a variety of purposes throughout the semester. Responsibilities within the group will be:
- ✓ Discussions over readings for class (Literature Circles: Review Description Below)
- ✓ Check all scoring on testing
- ✓ Share packets of leveled texts/book leveling project
- ✓ Observe and support with all testing and student summaries
- ✓ Support in lesson planning and reflection
- ✓ Collect all missed assignments and cover content missed in class
- ✓ Act as a "reminder" and "check point" for all assignments
- ✓ Brainstorm Ideas and Teaching Strategies for students
- ✓ Make recommendations for Case Study Ideas
- ✓ Review Lesson Plans
- ✓ Other Assignments made by the instructor

Literature Circles:
You will be assessed according to:
- the quality of your contribution to your lit circle discussion
- the extent to which you keep up with your responsibilities to your group
- the quality of your ideas on your Lit Circle Notes
- the quality of your group's discussion

<div align="center">

Lit Circle Overview of the Roles

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Students will rotate the assigned roles for the assigned readings:

Discussion Director: Your role demands that you identify the important aspects of your assigned text, and develop questions your group will want to discuss. Focus on the major themes or "big ideas" in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group's discussion.	**Illuminator:** You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or *important*. Your notes should include the quotations but also why you chose them, and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

Connector: Your job is to connect what you are reading with what you are studying or with the world outside of school. You can connect the story to events in your own life, news events, political events, or popular trends. Another important source of connections is books you've already read. The connections should be meaningful to you and those in your group.	**Illustrator:** Your role is to draw what you read. This might mean drawing a scene as a cartoon like sequence, or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event relates to the others. Use the notes area to explain how your drawing relates to the text. Label your drawings so we know who the characters are. Make your drawing on the back of this page or on a separate sheet of paper.
Word Watcher: While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.	**Summarizer:** Prepare a brief summary of the day's reading. Use the questions to the right to help you decide what to include. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered list or a timeline.

Instructional Lesson Plans and Reflections
(Aligned with Case Study)

During the semester you will design instructional lesson plans for tutoring with a child age 6-12 years old. You will be asked to write a reflection after each tutoring. Guidelines for lesson plans and the reflection form will be provided in a separate handout.

You will write a lesson plan for each student you are tutoring. *Do not attempt to teach any lesson without detailed, written plans.*

- You will need a **working copy** with you as you are working with your students that you must use and write notes on during your teaching session and will turn in after you complete the lesson, lesson reflection, and personal reflection.

- After each teaching session with your students, you will write a lesson reflection that describes the assessments you administered and the opportunities to learn which you provided for your student and how your student responded. These reflections should be written as soon as possible so you will not forget important details or statements made by your student.

Lesson Plan Components should contain these basics:

- **Learning Objectives and TEKS and STAAR Objectives** ("the student will know or be able to do…")
- **Relevance** (how this learning objective connects to the real world, the lives of students, and why it is important for them to know this content or to have this skill)
- **Activities** (what will students do to practice, develop understanding, enrich concepts/skills, etc.)
- **Instructional Strategies** (what is most appropriate to achieve learning objectives and create highly engaged students?)
- **Questioning:** Plan your questions in advance so that you are sure to have the majority come from the higher levels of Blooms (application, analysis, synthesis, evaluation).
- **Assessments** (what formative/summative assessment will you give to demonstrate whether or not students understand and can master learning objectives)
- **Re-teach/Intervention** (what re-teach, small group/individual intervention will you provide for those who don't "get" it?)
- **Time Allotments** for activities, assessments, etc.
- **Lesson Reflections** (must be on the lesson plan after each session)

Chapter Presentation (Rubric Attached)

Facilitate exploration/understanding of specific chapters, topics, readings. On specific class periods you and/or (a) collaborator(s) will assume the role of class facilitators on specific chapters/topics/and/or readings. The division of chapters/topics/readings will be determined the first week of class. Each class meeting, you and/or (a) collaborator(s) will implement innovative content reading lessons/explorations on your topics/readings that facilitate peer reading, discussion, and reflection using unique pre, during, and post reading strategies. **This does not mean that these are the only chapters you read nor that your classmates are not responsible for reading the chapters and interacting/contributing.** However, you and/or (a) collaborator(s) will be responsible for facilitating exploration of specific topics and models. **More detail for this assignment will be explained in class.**

    a. *class session of chapter/topic share—*

- You will engage the class in exploration of the chapters/readings via an engaging, teaching/learning/discussion strategy.**(NOTE—BE AWARE THAT YOU WILL NOT BE THE ONLY ONE(S) SHARING THAT NIGHT . . .SO PLEASE PLAN ACCORDINGLY—WE WILL DISCUSS THE TIME LIMITS AFTER THE CALENDAR IS FINALIZED)**

- This exploration should utilize the reading responses that classmates have brought and/or knowledge gleaned/questions arising from the reading. (In other words . . . not a lecture). (Note: While Powerpoint is a valuable tool and demonstrates technological expertise and is an effective way to share key information, just showing/sharing a Powerpoint presentation is not considered an interactive teaching/learning/discussion strategy). Be sure to utilize an interactive instructional/learning strategy.

Vocabulary Log*:* You will be maintaining a list of key terms and concepts covered throughout this course. New terms will be added on regularly for you to catalog into your log. You may choose the organizational method you would like to use. If you began this log previously, you are encouraged to continue adding to it.

General Assignments*:* miscellaneous homework assignments dictated by needs of the class.

Quizzes, Tests, Exams*:* Determined by the instructor. Students will receive a study guide for all major exams.

BlACKBOARD is the course management system that will be used heavily in this class as a form of obtaining course content, communication & assignments. It is the student's responsibility to familiarize him/herself with Blackboard. **Students will not generally receive hard copy handouts.** Electronic copies and links will be provided for the student to download and make paper copies. All students are responsible for checking their email address as listed on the website for this class. If your email address is not correct, you may miss assignments and updates on visits to the public schools. All students will be responsible for regularly checking the class website for announcements, assignments, discussion board and other pertinent information.

Late or Missed Assignments:
1. It is my assumption that all work will be turned in on time. Assignments are due at the BEGINNING of class on the due date. Late assignments are accepted only once at the discretion of the professor, and, if accepted, scores are reduced by 10 pts. You will only have 2 days (after the missed day) to hand in a late assignment.
2. Missed exams may be taken *at the discretion of the professor* and the score will be reduced by at least 10% of the available points. There is no provision for make-up of in-class activities such as QW, in class projects, quizzes or the final exam.
3. The professor will retain all scored documents for her records. Therefore, students must keep a paper copy and an electronic copy for their portfolio and their own records.

Student Support
Extra help is available on an individual or small group basis. The goal is for ALL students to be successful and to provide the necessary support. It is the student's responsibility to request help in a timely manner. Please do not wait until you are in trouble to make an appointment.

University Policy - Attendance
Student Life & Student Handbook
Consistent and attentive attendance is vital to academic success, and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of students' grades.
Instructors are strongly encouraged to keep a record of student attendance. They should note absences due to documented student illness, serious illness or death in the student's immediate family, official school activity, state-recognized religious holiday, or other verified absences deemed appropriate by the instructor. Students must consult with instructors regarding the completion of make-up work.
Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student failing the course. An incomplete may be granted if the student has a passing

grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor

The following are the guidelines regarding excused absences:

1. Documentation (Physician note and obituaries) for absences will only be accepted within 30 days of the absences.

2. Documented absence does not preclude a student from still being responsible for assigned work and/or test. It is the student's responsibility to contact professors regarding assignments.

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Professional Behavior Expectations:

1) Attend class for entire time and be on time.
2) Turn off cell phone and store it in your purse or book bag.
3) Be courteous to everyone – listen when others speak, answer and ask questions often, and be alert (if you are too tired to stay engaged in class, then stay home).
4) Be prepared with all assignments before class begins and do not plan to do other assignments during class.
5) All work should be typed, printed, and brought to class ready to turn in --- your instructor is not responsible for printing your work--- do not plan on sending it by email. Late assignments will not be accepted unless approved by the instructor.

Class Meetings

(See Attachment For Assignment Due Dates and Readings)

F-T-F-Face to Face (meeting at UNTD)

DATE	CLASS MEETING
Monday, August 29	FTF
Wednesday, August 31	FTF
Monday, September 5	HOLIDAY (no class)
Monday, September 12	FTF
Wednesday, September 14	FTF
Monday, September 19	FTF
Wednesday, September 21	FTF
Monday, September 26	FTF
Wednesday, September 28	FTF
Monday, October 3	ONLINE
Wednesday, October 5	ONLINE
Monday, October 10	FTF
Wednesday, October 12	FTF
Monday, October 17	ONLINE
Wednesday, October 19	ONLINE
Monday, October 24	FTF
Wednesday, October 26	FTF
Monday, October 31	ONLINE
Wednesday, November 2	ONLINE
Monday, November 7	FTF
Wednesday, November 9	FTF
Monday, November 14	FTF
Wednesday, November 16	ONLINE
Monday, November 21	LIBRARY DAY
Wednesday, November 23	ONLINE
Monday, November 28	FTF
Wednesday, November 30	FTF
Monday, December 5	FTF
Wednesday, December 14	FTF (FINAL EXAM)

Key terms: By the end of this course, students are expected to be able to articulate the following terms accurately.

1. Diagnostic teacher

2. Formal assessment

3. Norm-Referenced Test

4. Criterion-Referenced Test

5. Informal assessment

6. Informal reading inventory

7. Graded word list

8. Spelling inventory

9. Running record

10. Miscue analysis

11. Concepts about print

12. Attitude and interest inventory

13. Phonemic awareness

14. Sight word

15. Structural analysis

23. Reading comprehension

16. Print processing

17. Meaning processing

18. Phonics

19. Readability level

24. Fluency

25. Language experience approach (LEA)

26. Guided listening-thinking activity (GLTA)

27. Word study

28. Spelling stages/Reading stages

- Emergent speller/emergent reader
- Letter name-alphabetic speller/beginning reader
- Within word pattern speller/transitional reader
- Syllable and affix speller/intermediate reader
- Derivational relation speller/advanced reader

29. Reading levels

- Independent
- Instructional
- Frustration

30. Types of materials
   - Basal readers
   - Leveled books
   - Chapter books
   - Series books
   - High-interest, low readability books
   - Picture books
   - Wordless picture books
   - Predictable books
   - Patterned books