



RED 4943
Reading Practicum
83097 900
Fall 2026

Instructor Name

Lisa Kelly, PhD

University Course Description

The purpose of this capstone course is for pre-service teachers to demonstrate differentiated reading instruction for youth experiencing difficulties in reading. Pre-service teachers will apply research-based practices for explicit, systematic, and differentiated literacy instruction.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

The course is hybrid.

Student Learning Outcomes

1. Understand and interpret formal, informal, and diagnostic assessments to plan instruction, monitor student progress, and guide instruction over time for all students, including students identified with reading difficulties, those with characteristics of

dyslexia, and English language learners from all backgrounds (Florida Reading Competency 5.1, 5.2, & 5.13; FEAP 1a, 1e, 4a, & 4c; FLCS LAR 4).

2. Demonstrate explicit, systematic, sequential, and multi-sensory evidence-based practices in differentiating oral language, phonics/phonemic awareness, fluency, vocabulary, comprehension, and writing instruction for all students, including students identified with reading difficulties and those with characteristics of dyslexia (Florida Reading Competencies 5.3-5.11 & 5.18; FEAP 1b, 1c, 1d, 1f, 3a, 3d, 3h, & 5b).
3. Choose appropriate, motivating, and increasingly complex digital and print texts within differentiated instruction (Florida Reading Competencies 5.12 & 5.14).
4. Demonstrate a variety of instructional practices to provide purposeful reading instruction (Florida Reading Competency 5.15; FEAP 3j).
5. Professionally communicate information about student reading data and development with families, caregivers, teachers, and teacher leaders to support growth (Florida Reading Competencies 5.16 & 5.17).

Course Objectives

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- Professionally communicate information about student reading data and development with families, caregivers, teachers, and teacher leaders to support growth (Florida Reading Competencies 5.16 & 5.17).

Required Texts and/or Readings and Course Materials

- Walpole, S., & McKenna, M. C. (2017). *How to plan differentiated reading instruction: Resources for grades K-3* (Second edition.). The Guilford Press. **FREE USF E-TEXT:** <https://ebookcentral.proquest.com/lib/usf/detail.action?docID=4878184>
- Walpole, S. (2020). *Differentiated literacy instruction in grades 4 and 5: Strategies and resources* (Second edition.). The Guilford Press. **FREE USF E-TEXT:** <https://ebookcentral.proquest.com/lib/usf/detail.action?docID=5896065>
- Graham, S., MacArthur, C. A., & Hebert, M. (Eds.). (2019). *Best practices in writing instruction* (Third edition.). Guilford Press. **FREE USF E-TEXT:** <https://ebookcentral.proquest.com/lib/usf/detail.action?docID=5603731>
- Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook*. 3rd Edition. CORE.

How to Succeed in this Course

To succeed in your capstone practicum course, you should thoughtfully reflect upon and refine your literacy instructional practice as a teacher-scholar. Consistently attending class, actively participating in class discussions and activities, diligently completing all assignments, and applying research-based practices in your full-time field placement is critical. You should position yourself as a professional educator to responsively differentiate instruction for readers' specific strengths and needs. In reflections of your teaching practice, analyses of assessment data, and plans for instruction, you should continuously seek to improve your instruction and professional capacity.

Grading Scale

Grading Scale

Percentage - Letter Grade

97-100 A+

94 – 96 A
90 – 93 A-
87 – 89 B+
84 – 86 B
80 – 83 B-
77 – 79 C+
74 – 76 C
70 – 73 C-
67 – 69 D+
64 – 66 D
60 – 63 D-
0 – 59 F

*Plus/Minus Grading: A minimum grade of C- is required.

Qualitative Grade Breakdown

In addition to assessment grades, other qualitative criteria will be used to evaluate your learning processes and products throughout the semester. The following qualitative guidelines will also be used to determine your final grade.

A-, A, A+ Consistent and thoughtful participation in all class discussions and activities. Excellent quality and serious thought put into all assignments. Evidence that all readings were read carefully and thoughtfully discussed.

B-, B, B+ Effort to participate in most class discussions and activities. Extra effort and above average quality in class assignments and projects. Evidence that reading was completed and contemplated.

C-, C, C+ Occasional participation in class discussions and activities. Assignments adequately completed. Evidence some reading was completed.

D/F Lack of participation in class discussions. Assignments incomplete and/or poorly done. Lack of evidence that reading was completed.

Grade Categories and Weights

Major Assignment Category	Percent of Final Grade
Case Study: Differentiated Reading Intervention* • Data Analysis & Instructional Goal Setting (15%) • Intervention Lesson Plans (20%) • Teaching Video Self-Reflection (15%) • Scholarly Presentation (20%) • Family Letter (10%)	80%
Weekly Participation	20%
Total=	100%

* **Critical Tasks:** All tasks designated as critical must be completed with a 70% (a score of 3/5 or above on each criterion) in order to pass the course. During courses and clinical experiences, candidates are assessed on critical performance tasks identified by faculty within candidates' programs of study and designed to make decisions about candidates' level of proficiency in the knowledge, skills, and dispositions necessary to help students learn. These critical tasks are used to assess the most significant outcomes of each course, and they are linked to several sets of professional standards, including the Florida Educator Accomplished Practices.

*CampusFolio: All tasks designated as critical must be completed with a score of 3 or above on each criterion in order to pass the course. An assignment that receives a score below 3 on any criterion must be resubmitted until a score of 3 or better is achieved and that score will be entered into CampusFolio. However, the original grade on the assignment will be the score used to compute the final grade for the course. All

revisions must be completed before the last class meeting. CampusFolio is free to students.

Major Assignments:

Case Study: Differentiated Reading Intervention (*Critical Task) (Florida Reading Competency 5)

In alignment with your final field-based internship, you will engage in a case study to design and deliver evidence-based practices for teaching literacy with students identified with reading difficulties. As the culminating capstone experience leading towards reading-endorsement, you will be positioned as a teacher-scholar developing your professional capacity in differentiated, explicit, and joyful literacy instruction. This capstone case study experience consists of the following main components. See Canvas for full assignment descriptions.

Data Analysis & Instructional Goal Setting (FRC 5.1; FEAP 1a, 1e, 4a, 4c, FLCS LAR 4)

Teacher candidates will interpret formal, informal, and diagnostic assessment data to determine specific reading strengths and needs of a small group of students identified with reading difficulties. Teacher candidates will analyze quantitative and/or qualitative data from each from each assessment for each student. Utilizing data-based analyses, teacher candidates will synthesize conclusions on strengths and needs of each student. Additionally, teacher candidates will create instructional goals to guide explicit, systematic, differentiated, and joyful reading instruction. Instructional goals will include a plan for collecting formative assessment data throughout the case study.

Intervention Lesson Plans (FRC 5.2-5.15 & 5.18; FEAP 1b-1d, 1f, 3a, 3d, 3h, & 5b)

Teacher candidates will submit lesson plans of their differentiated reading interventions. Lesson plans will include evidence-based practices for supporting students' development in oral language, phonemic awareness, phonics, fluency, self-monitoring, vocabulary, comprehension,

writing, and higher-order knowledge construction with increasingly complex multimodal texts. Teacher candidates will demonstrate how they differentiated and individualized instruction, including for students identified with reading difficulties, those with characteristics of dyslexia, and students who are English language learners. Lesson plans will document formative assessment used to monitor student progress and inform instruction over time.

Teaching Self-Reflection (FRC 5.15; FEAP 3j)

Teacher candidates will reflect on video recording of their reading interventions to improve their future practice and responsive instruction. Teacher candidates will annotate the video with timestamped reflections of teaching moves and student learning. Acting upon these reflections, teacher candidates will construct an actionable goal for future literacy instruction.

Family Letter (FRC 5.16)

To engage families and caregivers in supporting students' reading development, teacher candidates will compose a family letter explaining your differentiated instruction, methods for supporting reading development at home, and your teaching insights from the case study.

Scholarly Presentation (FRC 5.1, 5.2, & 5.17)

To communicate implications and reflections from your case study, teacher candidates will disseminate your case study summary, findings, and insights to multiple stakeholders. To communicate data and instruction with educators, colleagues, and the professor of record, teacher candidates will compose and present a final presentation of their case study.

Participation/Attendance Policies:

To develop your professional literacy practice as a future teacher, attendance and promptness are required. Active participation and preparation for the class are essential. Consistent and complete

attendance is required because young readers and writers are relying on you as a developing reading-endorsed teacher. The following attendance and participation policies are in effect:

REQUIRED ATTENDANCE: Attendance will sometimes be required face-to-face in our regular classroom, online as a class synchronously, or with the professor for 1:1 consultation.

ABSENCES: Attendance is required. You will earn points for each class you attend. Points cannot be earned if you miss a class. There may also be points attached for check-in communication emails or individual conferences that will take the place of scheduled class times on some days. More than 2 absences for any reason may lower your final grade.

TARDY/LEAVE EARLY: More than one tardy/leave earlies (total) (for any reason) may lower your weekly attendance points because you will miss demonstrations, class activities, or literacy content. Any tardy or early departure over 30 minutes is considered an absence.

PROFESSIONALISM: Each time you demonstrate a lack of participation in class or lack of preparation for class (for any reason) your grade will be lowered by a minimum of 5%. This includes, but is not limited to, checking email, texting, shopping, unrelated talking, phone calls, sleeping, etc.

Given this is a course in which online participation and demonstration are required, you will need to keep your camera on. Our video software allows for background effects, and you may use them to blur your personal space.

PROMPTNESS IN ASSIGNMENT SUBMISSIONS: All your work, including online assignments, must be submitted by the due date for feedback. **EACH LATE ASSIGNMENT** will lower your **GRADE ON THE ASSIGNMENT** by 10% for each day that it is late and if I have not granted an extension. If you must turn in a late assignment, I must be notified in advance, and you will need to provide a goal and submission deadline within the week. Late assignments for reasons beyond your control will be handled case

by case. If you submit an assignment that is inaccessible to me, the assignment will be considered “late.” For example, if you submit a link for which you did not provide proper access and I must reach out to you to open or resubmit the link, your assignment is late.

FERPA

Course assignments have been approved through the Hillsborough County Public School Research Review process. Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and Hillsborough County Public Schools both want to ensure that student records are protected, and that teachers and potential teachers have the most appropriate training opportunities. Student Information (K-12) collected for this task will NOT include information that identified the individual student and any student identifiable information/data collected will NOT be retained (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) past the completion of the course and the assignment of a grade by the instructor/professor.”

Instructor Feedback Policy & Grade Dissemination

Grades are posted through Canvas.

Major Topics and Course Schedule

Course Schedule Fall 2026

This course is hybrid. Always refer to Canvas for the most current information. Our schedule may change to adapt to the field-based nature of this course.

Date	Literacy Practitioner Research Topics	Module & Readings	Assignments Due
Week 1	Differentiated, Explicit, & Joyful Literacy Interventions for Literacy Action Research	Module 1 • Spear Swerling (2016) • Walpole & McKenna (2017) Chapter 2 • Honig et al. Chapter 2	
Week 2	Small Group Differentiated Instruction for Decoding Skills	Module 2-3 • Walpole & McKenna (2017) Chapters 4-6	• Literacy Teacher-Scholar Discussion Board
Week 3 University Holiday No classes			

Date	Literacy Practitioner Research Topics	Module & Readings	Assignments Due
Week 4	Small Group Differentiated Instruction for Comprehension & Vocabulary	Module 4 • Walpole & McKenna (2017) Chapter 7 • Walpole et al., (2020) Chapter 8 • Graham et al., (2019) Chapter 1	• Classroom Community Reflections
Week 5	Literacy Action Research: Data-Based Instructional Goals	Module 5 • Walpole & McKenna (2017) Chapter 3	• Data Analysis & Goal Setting
Week 6	Literacy Action Research: Planning Differentiated, Explicit, & Joyful Interventions	Module 6	• Lesson Plan (1)
Week 7	Literacy Action Research: Facilitating Small Group Discussion	Module 7	• Lesson Plan (2)

Date	Literacy Practitioner Research Topics	Module & Readings	Assignments Due
Week 8	Literacy Action Research: Cycles of Reflection & Action	Module 8	• Lesson Plan (3) • Teaching-Self-Reflection Video 1
Week 9	Literacy Action Research: Reflecting on Student Literacy Learning	Module 9	• Lesson Plan (4)
Week 10	Literacy Action Research: Teaching with Increasingly Complex Texts	Module 11	• Lesson Plan (5)
Week 11	Literacy Action Research: Scaffolding Literacy Instruction towards Higher-Order Thinking & Transformation	Module 12	• Final Intervention Lesson Plan Log

Date	Literacy Practitioner Research Topics	Module & Readings	Assignments Due
Week 12	Literacy Action Research: Reflecting on Teaching Practice	Module 13	Teaching Self-Reflection Video 2
Week 13	Professional Collaboration for Differentiated, Explicit, & Joyful Instruction	Module 14 Walpole & McKenna (2017) Chapter 8	
Week 14	Prepare presentations & family letters		
Week 15	Final Teacher-Scholar Presentations: Celebrating your Scholarly Practice! 😊		- Teacher-Scholar Presentations (In-Class) - Family Letter

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work Policy:

Assignments submitted beyond the due date may will lower the grade by 10% per day and assignments will not be accepted if overdue by more than seven days.

Extra Credit Policy:

There are no scheduled extra credit assignments. If extra credit is granted due to unexpected situations, details about the logistics will be provided at that time.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed.

Rewrite Policy:

If you are asked to revise and resubmit any Critical Task assignment for any reason, you may only earn the minimum passing score.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida’s mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. “Objective” means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the

Canvas Student Guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Professionalism & Technology: This is a hybrid course and you are expected to demonstrate professionalism with technology usage in both in person and online settings. See attendance and participation policies in the previous Grade Categories and Weights section for full requirements for demonstrating professionalism and appropriate technology usage in class.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757.

Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for

their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)