



**Department of
Language, Literacy, Ed.D., Exceptional Education, and Physical Education**

Course Information:

Title: RED 6846: Practicum in Reading	Section: 900S26	Credit Hours: 3 Credit Semester Hours
Semester: Spring 2026: March 9 th -May 7 th , 2026	Mode of Delivery: Online Asynchronous	

Course Instructor and Professor:

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Conceptual Framework

"The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow."

Course Prerequisites

- RED 6749 History and Foundations of Reading and Literacy within STEM Disciplines in Education
- RED 6545 Issues in Vocabulary and Word Study
- RED 6544 Cognition, Comprehension, and Content Area Reading
- RED 6540 Assessment in Developing Literacies

Regular Instructor

- Dr. Rachel Hatten

Course Description

Practicum in Reading is a graduate course covering topics relevant to assessment and remediation of literacy in school-aged children. Students work with children who are experiencing reading problems. Intervention is also directed at implementing reading strategies within STEM area texts.

Course Objectives

1. Develop an understanding of the factors which relate to appropriate and meaningful assessment of reading abilities. (FEAP 4 a-f; Florida Reading Competencies 6:1; CR 2,4,6; AP 1,7; ILA 1)
2. Develop awareness of intervention instruction with children experiencing reading difficulties. (FEAP 1e; 2d, h; 3c, h; Florida Reading Competencies 6.9,6.10; CR 4,5,6; AP 5,1; ILA 1,2)
3. Develop understanding of interviewing to gain insight into the relationship between the home and the school environment. (CR 6; AP 7,8; ILA 3,5)
4. Develop understanding of testing methods, both formal and more authentic assessments, and demonstrate the ability to select appropriate assessment methods for specific cases and within STEM area texts. (FEAP 5d; Florida Reading Competencies 6:9;CR 2,6;AP 1,5,7,8,9; ILA 3)
5. Develop understanding in interpreting, triangulating, and integrating diagnostic and school information to best make recommendations for effective instruction for literacy development and for use of literacy within STEM area texts. (FEAP 4a-f; Florida Reading Competencies 6.9;CR 2,4,6; AP 1,5,9; ILA 3)
6. Develop understanding for improving reading in the areas of word recognition, meaning vocabulary, comprehension, writing, and STEM content are reading. (FEAP 3b, f, g; Florida Reading Competencies 6.2,6.3, 6.4, 6.6, 6.7,6.8; CR 4,6; AP 5,7,8,10; ILA 1,2)

7. Develop understanding of the moral and ethical dimensions of reading assessment and instruction. (FEAP 6; CR 2,6; AP 5,8; ILA 2,3)
8. Develop understanding of the cultural, linguistic, and ethnic diversity in the context of reading assessment and instruction- specifically the need to build upon student strengths rather than emphasizing student weaknesses, as well as how diversity can be accommodated within the use of STEM area informational texts. (FEAP 2d, 3h; Florida Reading Competencies 6.9, 6.10, 6.11, 6.12; CR 2; AP 5; ILA 1, 2)
9. Develop understanding of effective communication with peers, parents, administrators, and children. (FEAP 4e; CR 6; ILA 5)

Course Goals (Student Learning Outcomes)

1. Students will develop an understanding of the factors, which relate to appropriate and meaningful assessment of reading abilities in Case Studies involving assessment and instruction of literacy. (FEAP 4 a-f; Florida Reading Competencies 6:1; CR 2,4,6; AP 1,7; ILA 1)
2. Students will learn to work successfully with children experiencing reading difficulties during supervised teaching sessions in Case Studies involving assessment and instruction of literacy. (FEAP 1e; 2d, h; 3c, h; Florida Reading Competencies 6.9,6.10; CR 4,5,6; AP 5,1; ILA 1,2)
3. Students will learn how to interview parents to gain insight into the relationship between the home and the school environment in videotaped interviews in Case Studies involving assessment and instruction of literacy. (CR 6; AP 7,8; ILA 3,5)
4. Students will recognize the characteristics of different testing methods, both formal and more authentic assessments, and demonstrate the ability to select appropriate assessment methods for specific cases and within STEM area texts in Case Studies involving assessment and instruction of literacy. (FEAP 5d; Florida Reading Competencies 6:9;CR 2,6;AP 1,5,7,8,9; ILA 3)
5. Students will learn how to interpret, triangulate, and integrate diagnostic and school information to best make recommendation for effective instruction for literacy development and for use of literacy within STEM area texts. (FEAP 4a-f; Florida Reading Competencies 6.9;CR 2,4,6; AP 1,5,9; ILA 3)
6. Students will utilize recommendations for improving reading in the areas of word recognition, meaning vocabulary, comprehension, writing, and STEM content are reading in Case Studies involving assessment and instruction of literacy. (FEAP 3b, f, g; Florida Reading Competencies 6.2,6.3, 6.4, 6.6, 6.7,6.8; CR 4,6; AP 5,7,8,10; ILA 1,2)
7. Students will analyze the moral and ethical dimensions of reading assessment and instruction. (FEAP 6; CR 2,6; AP 5,8; ILA 2,3)
8. Students will recognize cultural, linguistic, and ethnic diversity and develop understandings of diversity issues in the context of reading assessment and instruction- specifically the need to build upon student strengths rather than emphasizing student weaknesses, as well as how diversity can be accommodated within the use of STEM area informational texts in Case Studies involving assessment and instruction of literacy. (FEAP 2d, 3h; Florida Reading Competencies 6.9, 6.10, 6.11, 6.12; CR 2; AP 5; ILA 1, 2)
9. Students will demonstrate the ability to communicate effectively with peers, parents, administrators, and children in in Case Studies involving assessment and instruction of literacy. (FEAP 4e; CR 6; ILA 5)

Course Topics

- Diagnosis and assessment of reading difficulties
- Intervention strategies
- Teaching intervention lessons
- Reflecting on teaching
- Effective teacher commenting on practice

Course Specific Student Learning Outcomes and Methods of Assessment

The conceptual framework, program goals, and emphasis in this course lead to a set of expected student learning outcomes and related assessment measures. These expectations are featured in the following table.

Graduate Student Learning Outcomes	Course Assignments	Methods of Assessment
<i>By the conclusion of the course:</i>	<i>Students will complete the following assignments to address the student learning outcomes:</i>	<i>Student learning outcomes will be assessed by the following methods:</i>
Students will develop an understanding of the factors, which relate to appropriate and meaningful assessment of reading abilities. (FEAP 4 a-f; Florida Reading Competencies 6:1; CR 2,4,6; AP 1,7; ILA 1) Students will learn how to interview parents to gain insight into the relationship between the home and the school environment in videotaped interviews. (CR 6; AP 7,8; ILA 3,5) Students will examine and critique formal and informal assessments used to identify reading needs in the various areas of literacy, namely phonemic awareness, phonics, fluency, vocabulary, comprehension. In connection with these, students will also critique assessments used to identify reading needs in motivation and writing. In doing so, specific attention will be given to various forms of diversity and their impact on each reading assessment.	- Case study includes: - Report about assessments and instruction - Summaries of readings and connections among (a) summaries of readings; (b) reports about assessment and instruction, and (c) personal and professional experiences	- Qualitative feedback from Instructor - Qualitative feedback from Peers - Rubric
Students will recognize the characteristics of different testing methods, both formal and more authentic assessments, and demonstrate the ability to select appropriate assessment methods for specific cases and within STEM area texts. (FEAP 5d; Florida Reading Competencies 6:9; CR 2,6; AP 1,5,7,8,9; ILA 3) Students will use their analysis of a case study to identify and describe the ways in which a variety of formal and informal assessments can be used to identify the specific reading needs of a student. They will pay careful attention to various forms of diversity.	- Case study includes: - Report about assessments and instruction - Summaries of readings and connections among (a) summaries of readings; (b) reports about assessment and instruction, and (c) personal and professional experiences	- Qualitative feedback from Instructor - Qualitative feedback from Peers - Rubric
Students will learn to work successfully with children experiencing reading difficulties. (FEAP 1e; 2d, h; 3c, h; Florida Reading Competencies 6.9,6.10; CR 4,5,6; AP 5,1; ILA 1,2) Students will learn how to interpret, triangulate, and integrate diagnostic and school information to best make recommendation for effective instruction for literacy development and for use of literacy within STEM area texts.(FEAP 4a-f; Florida Reading Competencies 6.9;CR 2,4,6; AP 1,5,9; ILA 3) Students will utilize recommendations for improving reading in the areas of word recognition, meaning vocabulary, comprehension, writing, and STEM content area reading. (FEAP 3b, f, g; Florida Reading Competencies 6.2,6.3, 6.4, 6.6, 6.7,6.8; CR 4,6; AP 5,7,8,10; ILA 1,2) Students will demonstrate the ability to communicate effectively with peers, parents, administrators, and children. (FEAP 4e; CR 6; ILA 5) Students will use their analysis of a case study to identify elements of an intervention plan that address the needs of a student based on the reading needs identified in formal and informal assessments used in the case study. They will pay careful attention to various forms of diversity.	- Case study includes: - Report about assessments and instruction - Summaries of readings and connections among (a) summaries of readings; (b) reports about assessment and instruction, and (c) personal and professional experiences	- Qualitative feedback from Instructor - Qualitative feedback from Peers - Rubric
Students will analyze the moral and ethical dimensions of reading assessment and instruction. (FEAP 6; CR 2,6; AP 5,8; ILA 2,3) Students will synthesize knowledge of convergent research about a specific component of reading assessment. In sourcing readings beyond the course, they will pay careful attention to various forms of diversity.	- Case study includes: - Report about assessments and instruction - Summaries of readings and connections among (a) summaries of readings; (b) reports about assessment and instruction, and (c) personal and professional experiences - STEM Area Literacies Scholarly Practical Handout	- Qualitative feedback from Instructor - Qualitative feedback from Peers - Rubrics
Students will recognize cultural, linguistic, and ethnic diversity and develop understandings of diversity issues in the context of reading assessment and instruction- specifically the need to build upon student strengths rather than emphasizing student weaknesses, as well as how diversity can be accommodated within the use of STEM area informational texts. (FEAP 2d, 3h; Florida Reading Competencies 6.9, 6.10, 6.11, 6.12; CR 2; AP 5; ILA 1, 2) Students will critically evaluate their views about literacy assessments and reflect on the ways in which their perspectives influence how they envision literacy assessments as reflective of student learning. They will address their views about how diversity affects reading assessments in their writings.	- Case study includes: - Report about assessments and instruction - Summaries of readings and connections among (a) summaries of readings; (b) reports about assessment and instruction, and (c) personal and professional experiences	- Qualitative feedback from Instructor - Qualitative feedback from Peers - Rubrics

Course Requirements

- A. Case Study and Participation 60%**
 Ongoing Case Study: 40%
 Peer Responses/Participation: 20%
- B. STEM Area Literacies Scholarly Practical Handout 40%**

A. Case Study and Participation (60% total)

Students will maintain an ongoing Case Study throughout the course and respond to peers' case studies. All work will be completed in shared Google documents. Activities correspond to:

- Module 1: Introduction and Reading/Literacy Assessment
- Module 2: Advanced Literacy Assessment and Instruction

I. Ongoing Case Study (40%)

Remember that you are engaging in this process to develop as a literacy teacher and leader who understands how formal and informal reading assessments function and how they support effective teaching and learning. This work requires you to connect theory to practice. Working directly with students provides a meaningful, though limited, opportunity to experience real-world contexts and apply assessment concepts in authentic settings. A sample case study will be available in Canvas. The ongoing Case Study includes:

1. Reports on assessment and instruction conducted with a G2-12 student
 - a. Submit a signed consent form during Week 1 and provide a learner profile. The profile should be a description of the G2–12 learner that reflects key aspects of diversity, such as geographic background, language use, race/ethnicity, religion, home practices, social class, cultural perspectives, and use of English. In your description, compare these characteristics to your own and explain how the learner's experiences and background differ from yours.
 - b. Report and reflect on assessments administered
 - c. Analyze collected data and results
 - d. Consider how diversity influences assessment outcomes
 - e. Describe how results guide instructional planning
 - f. Identify relevant standards that relate to intervention areas
 - g. Develop personal and professional reflections on your process
 - h. Produce a final multimodal, video, or narrative report for the parent, teacher, and other stakeholders that summarizes your work with the student and your instructional recommendations
2. Connections among readings, practice, and personal/professional experience
 - a. Students will prepare weekly reflections that do the following:
 - i. Engage honestly with readings
 - ii. Address new learning and changing perspectives
 - iii. Use proper scholarly citations
 - iv. Paraphrase rather than quote extensively
 - v. Connect module tasks to readings and practice

II. Participation: Four (4) Responses to Peer Case Studies (20%)

In addition to developing and updating your Case Study, you will complete a total of *four (4)* responses to your peers' Case Studies. Responses should:

- Connect readings to peers' work
- Offer constructive critique
- Provide additional references
- Share professional experiences
- Maintain respectful and professional tone

Overall participation includes:

- Regular course engagement
- Timely submission of work
- Support for peers
- Professional communication
- Consistent Canvas access
- Communication with instructor as needed

Students begin with 60 points for this section. Points are deducted for incomplete, late, or superficial work. Rubric: Appendix A.

This is an intensive and fast-paced course. Please be advised accordingly. (FEAP 1a-f, 2a-l, 3a-j, 4a-f, CR 2,4,6; Florida Reading Competencies 6:1-12; ILA 1,2,3,5; AP 1,3,5,7,8,9,10)

B. STEM Area Literacies Scholarly Practical Handout (40% total)

Students will develop a 7–10 page (excluding references) written or multimodal handout based on at least ten (10) peer-reviewed scholarly articles related to literacy assessment and instruction in STEM.

- Some articles may be selected from the syllabus, while others may be sourced independently.
- Students will identify a specific area of literacy and STEM and a targeted grade level. The handout should be designed to support colleagues, administrators, parents, and community members in understanding effective assessment and instructional practices in this area.
- The handout will address key concerns identified in the literature, recommended improvement strategies, and students' perspectives on how these recommendations can support diverse K–12 learners.
- Students will discuss implications for diverse student populations.
- The handout must include an introduction and a conclusion.
- The final product should be relevant and useful to the schools, communities, churches, and other professional settings in which master's students work and should be shared with these audiences upon completion.

A sample handout will be provided (FEAP 5b).

The rubric for assessing your STEM Area Literacies Scholarly Practical Handout is available in **Appendix B** at the end of this syllabus. You will begin the course with a total of **40** points for the Scholarly Practical Handout or Scholarly Paper. Points will be deducted based on the **Appendix B** rubric based on your completion of the task. *This is an intensive and fast-paced course. Late handouts and papers are not accepted in our learning community. Please be advised accordingly.*

Course Assessment and Grading

The quality of your assignments, discussions, and active participation in this class will determine your final grade. Each of your assignments, discussions, and your participation will be assessed based on a point system and calculated toward the total percentage of 100%.

Assignment	Percentag	Points
Case Study • Module 1: <i>Introduction and Formal and Informal Reading and Literacy Assessment: Assessment and Instruction based on Phonemic Awareness, Phonics, Fluency, Motivation to Read</i> • Module 2: <i>Formal and Informal Reading and Literacy Assessments: Assessment and Instruction based on Vocabulary, Comprehension, Writing</i>	40%	40
Participation • Module 1: <i>Introduction and Formal and Informal Reading and Literacy Assessment: Assessment and Instruction based on Phonemic Awareness, Phonics, Fluency, Motivation to Read</i> • Module 2: <i>Formal and Informal Reading and Literacy Assessments: Assessment and Instruction based on Vocabulary, Comprehension, Writing:</i>	20% 5% 5% 5% 5%	20 0-10 points 0-10 points
STEM Area Literacies Scholarly Practical Handout	40%	40
TOTAL	100%	100

The total percentage accumulated in all assignments will then be converted into a letter grade as follows:

97-100%	A+	82-84.9%	B-	65-69.9%	D
94-96.9%	A	79-81.9%	C+	Below 65%	F
91-93.9%	A-	76-78.9%	C		
88-90.9%	B+	73-75.9%	C-		
85-87.9%	B	70-72.9%	D+		

Course Readings

Course readings will draw from the textbooks below and from the links to the websites that follow. You are free to peruse articles from the “current” and “dated” lists below in addition to our readings as you work towards meeting the specific needs of each of your students. PDFs of readings can be accessed via USF Libraries. Engaging in a search for articles based on recommendations in this course is critical to your ability to gather information related to reading instruction and literacy assessment as a leader.

- **Textbooks**

- Afflerbach, P. (2012). Understanding and using reading assessment, K–12. International Reading Association. ISBN: 0872078310 or 978-0872078314. **(Required: Every student should purchase this text)**
- Caldwell, J. & Leslie, L. (2013). Intervention strategies to follow informal reading inventory assessment: So what do I do now? Print ISBN: 9780132907088, 0132907089 **(Required: Every student should purchase this text)**
- Serafini, F. (2010). Classroom reading assessment. Portsmouth, NH: Heinemann. ISBN: 978-0325027128 or 0325027129. **(Optional: Please purchase this text only if you are focused on Grades 1-5/6. A free electronic copy is provided just in case you do not wish to purchase this: kindly see attached)**
- Brozo, W. G., & Afflerbach, P. (2011). Adolescent literacy inventory: Grades 6-12. New York: Pearson/Allyn & Bacon. ISBN: 0205569994 or 9780205569991. **(Optional: Please purchase this text only if you are focused on Grades 6-12)**

- **Required Website and Other Readings**

- Common Core State Standards: <http://www.corestandards.org>
- Florida's BEST Standards: <http://www.fldoe.org/core/fileparse.php/18736/urlt/ELAStandards.pdf>
- McAndrews, S. L. (2012). *Diagnostic literacy assessments and instructional strategies: A literacy specialist's resource*. International Reading Association Assessments and Resources. Retrieved June 10th, 2013 from <http://assessmentliteracy.weebly.com/uploads/7/8/6/8/7868888/assessments.pdf>.

- **Current Reading List from Which to Choose Articles to Guide Case Study**

- Afflerbach, P., Cho, B. Y., Kim, J. Y., Crassas, M. E., & Doyle, B. (2013). Reading: What else matters besides strategies and skills?. *The Reading Teacher*, 66(6), 440-448.
- Ahmadi, M. R., Ismail, H. N., & Abdullah, M. K. K. (2013). The importance of metacognitive reading strategy awareness in reading comprehension. *English Language Teaching*, 6(10), 235.
- Allington, R. L. (2013). What really matters when working with struggling readers. *The Reading Teacher*, 66(7), 520-530.
- Ankrum, J. W., Genest, M. T., & Belcastro, E. G. (2014). The power of verbal scaffolding: “Showing” beginning readers how to use reading strategies. *Early Childhood Education Journal*, 42(1), 39-47.
- Basaraba, D., Yovanoff, P., Alonzo, J., & Tindal, G. (2013). Examining the structure of reading comprehension: do literal, inferential, and evaluative comprehension truly exist?. *Reading and Writing*, 26(3), 349-379.

- Bennett, S. V., Gunn, A. A., van Beynen, K., & Morton, M. L. (2022). Religiously diverse multicultural literature for early childhood. *Early Childhood Education Journal*, 50(4), 663-673.
- Bennett, S. V., Gunn, A. A., & Leung, C. B. (2016). Comprehension Strategy Instruction with Literature Circles and Response Journals: Promoting Preservice Teachers' Metacognitive Thinking about a Multicultural Text. *Literacy Practice & Research*, 42(1).
- Bennett, S. V., Gunn, A. A., Gayle-Evans, G., Barrera, E. S., & Leung, C. B. (2018). Culturally responsive literacy practices in an early childhood community. *Early Childhood Education Journal*, 46(2), 241-248.
- Binks-Cantrell, E., Washburn, E. K., Joshi, R. M., & Hougen, M. (2012). Peter effect in the preparation of reading teachers. *Scientific Studies of Reading*, 16(6), 526-536.
- Bromley, K. (2012). Using smartphones to supplement classroom reading. *The Reading Teacher*, 66(4), 340-344.
- Cho, B. Y. (2013). Adolescents' constructively responsive reading strategy use in a critical internet reading task. *Reading Research Quarterly*, 48(4), 329-332.
- Ciampa, K. (2012). Reading in the digital age: Using electronic books as a teaching tool for beginning readers. *Canadian Journal of Learning and Technology*, 38(2), n2.
- Conradi, K., Jang, B. G., Bryant, C., Craft, A., & McKenna, M. C. (2013). Measuring adolescents' attitudes toward reading: A classroom survey. *Journal of Adolescent & Adult Literacy*, 56(7), 565-576.
- Dalton, B. (2013). Engaging children in close reading: Multimodal commentaries and illustration remix. *The Reading Teacher*, 66(8), 642-649.
- Damico, J. S., Baildon, M., & Panos, A. (2020). Climate justice literacy: Stories-we-live-by, ecolinguistics, and classroom practice. *Journal of Adolescent & Adult Literacy*, 63(6), 683-691.
- Damico, J. S., & Panos, A. (2018). Civic media literacy as 21st century source work: Future social studies teachers examine web sources about climate change. *The Journal of Social Studies Research*, 42(4), 345-359.
- Dougherty Stahl, K. A. (2012). Complex Text or Frustration-Level Text: Using Shared Reading to Bridge the Difference. *The Reading Teacher*, 66(1), 47-51.
- Edwards, P., Smith, P., & McNair, J. (Invited, Submitted, 2022). Toward culturally relevant literacies with children and families of color. In R. Tierney, Fazal Rizvi, Kadriye Ercikan (Eds.): *Literacies & Languages Volume* (In D. Yaden & T. Rogers, Eds.) *International Encyclopedia of Education* (4th Edition). Elsevier.
- Fisher, D., & Frey, N. (2012). Close reading in elementary schools. *The Reading Teacher*, 66(3), 179-188.
- Fisher, D., Frey, N., & Nelson, J. (2012). Literacy achievement through sustained professional development. *The Reading Teacher*, 65(8), 551-563.
- Fisher, D., & Frey, N. (2014). Close reading as an intervention for struggling middle school readers. *Journal of Adolescent & Adult Literacy*, 57(5), 367-376.
- Gunn, A. A. (2014). Focus on Middle School: Honoring My Students' Names! Using Web 2.0 Tools to Create Culturally Responsive Literacy Classrooms: Detra Price-Dennis, Editor. *Childhood Education*, 90(2), 150-153.
- Gunn, A. A., Bennett, S. V., & Peterson, B. J. (2021). "She Looks Like Me": Putting High-Quality Multicultural Literature in Children's Hands During COVID-19. *Journal of Research in Childhood Education*, 1-18.
- Gunn, A. A., & Bennett, S. V. (2022). Teachers as change agents: social justice theory to practice. *Journal for Multicultural Education*.
- Gunn, A. A., Bennett, S. V., Alley, K. M., Barrera IV, E. S., Cantrell, S. C., Moore, L., & Welsh, J. L. (2021). Revisiting culturally responsive teaching practices for early childhood preservice teachers. *Journal of Early Childhood Teacher Education*, 42(3), 265-280.
- Guthrie, J. T., Klauda, S. L., & Ho, A. N. (2013). Modeling the relationships among reading instruction, motivation, engagement, and achievement for adolescents. *Reading Research Quarterly*, 48(1), 9-26. Accessible from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4583135/>
- Hadley, E. & Dickinson, D. (2019). Cues for word-learning during shared book-reading and guided play in preschool. *Journal of Child Language*, 46(6), 1202-1227. doi:10.1017/S0305000919000552
- Hadley, E. B., Newman, K. M., & Mock, J. (2020). Setting the stage for TALK: Strategies for encouraging language-building conversations. *The Reading Teacher*, 74(1), 39-48.
- Hadley, E. B., Dickinson, D. K., Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Building semantic networks: The impact of a vocabulary intervention on preschoolers' depth of word knowledge. *Reading Research Quarterly*, 54(1), 41-61.
- Hadley, E. B., & Mendez, K. Z. (2021). Learning Words That Matter: Selecting Vocabulary Words for Young Children. *The Reading Teacher*, 74(5), 595-605
- Barnes, E. M., & Hadley, E. B. (2022). Participants, Purpose, Place: Planning for Content-Area Talk. *The Reading Teacher*.

- Halladay, J. L. (2012). Revisiting key assumptions of the reading level framework. *The Reading Teacher*, 66(1), 53-62.
- Harvey, S., & Goudvis, A. (2013). Comprehension at the core. *The Reading Teacher*, 66(6), 432-439.
- Hiebert, E. H., Samuels, S. J., & Rasinski, T. (2012). Comprehension-based silent reading rates: What do we know? What do we need to know?. *Literacy Research and Instruction*, 51(2), 110-124.
- Hinchman, K. A., & Moore, D. W. (2013). Close reading: A cautionary interpretation. *Journal of Adolescent & Adult Literacy*, 56(6), 441-450.
- Hutchison, A., Beschorner, B., & Schmidt-Crawford, D. (2012). Exploring the use of the iPad for literacy learning. *The Reading Teacher*, 66(1), 15-23.
- Jacobs, G. E. (2013). Designing assessments: A multiliteracies approach. *Journal of Adolescent & Adult Literacy*, 56(8), 623-626.
- Josephs, N. L., & Jolivet, K. (2016). Effects of Peer Mediated Instruction on the Oral Reading Fluency Skills of High School Aged Struggling Readers. *Insights on Learning Disabilities*, 13(1), 39-59.
- Kingsley, T., & Tancock, S. (2014). Internet inquiry. *The Reading Teacher*, 67(5), 389-399.
- Klvacek, M. L., Monroe, E. E., Wilcox, B., Hall-Kenyon, K. M., & Morrison, T. G. (2017). Follow the Reader: An Effective Strategy to Support Students Reading More Complex Text. *Reading Psychology*, 38(5), 542-551.
- Kozdras, D., King, J. R., & Schneider, J. (2014). Learning the Disciplinary Language and Literacies of Multimedia Composition. In *Exploring multimodal composition and digital writing* (pp. 350-363). IGI Global.
- Kozdras, D., Joseph, C., & Schneider, J. J. (2015). Reading games: Close viewing and guided playing of multimedia texts. *The Reading Teacher*, 69(3), 331-338.
- Kotaman, H. (2013). Impacts of dialogical storybook reading on young children's reading attitudes and vocabulary development. *Reading Improvement*, 50(4), 199-204.
- Kucan, L. (2012). What Is Most Important to Know About Vocabulary?. *The Reading Teacher*, 65(6), 360-366.
- Lapp, D., Moss, B., & Rowsell, J. (2012). Envisioning new literacies through a lens of teaching and learning. *The Reading Teacher*, 65(6), 367-377.
- Leu, D. J., Forzani, E., & Kennedy, C. (2015). Income Inequality and the Online Reading Gap. *The Reading Teacher*, 68(6), 422-427.
- Leu, D. J., Forzani, E., Rhoads, C., Maykel, C., Kennedy, C., & Timbrell, N. (2015). The new literacies of online research and comprehension: Rethinking the reading achievement gap. *Reading Research Quarterly*, 50(1), 37-59. Accessible at <https://www.infona.pl/resource/bwmeta1.element.wiley-rrq-v-50-i-1-rrq85>
- Malloy, J. A., Marinak, B. A., Gambrell, L. B., & Mazzoni, S. A. (2013). Assessing motivation to read. *The Reading Teacher*, 67(4), 273-282.
- Marinak, B. A. (2013). Courageous reading instruction: The effects of an elementary motivation intervention. *The Journal of Educational Research*, 106(1), 39-48.
- McClanahan, B., Williams, K., Kennedy, E., & Tate, S. (2012). A breakthrough for Josh: How use of an iPad facilitated reading improvement. *TechTrends*, 56(3), 20.
- McKeown, M. G., Crosson, A. C., Artz, N. J., Sandora, C., & Beck, I. L. (2013). In the media: Expanding students' experience with academic vocabulary. *The Reading Teacher*, 67(1), 45-53.
- McLaughlin, M., & Overturf, B. J. (2012). The common core: Insights into the K-5 standards. *The Reading Teacher*, 66(2), 153-164.
- McLaughlin, M. (2012). Reading comprehension: What every teacher needs to know. *The Reading Teacher*, 65(7), 432-440.
- Miller, D. (2012). Creating a classroom where readers flourish. *The Reading Teacher*, 66(2), 88-92.
- Morgan, D. N., & Rasinski, T. V. (2012). The power and potential of primary sources. *The Reading Teacher*, 65(8), 584-594.
- Morris, D., Trathen, W., Gill, T., Schlagal, R., Ward, D., & Frye, E. M. (2017). Assessing Reading Rate in the Primary Grades (1-3). *Reading Psychology*, 1-20.
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- **Dated Reading List from which to Choose Articles to Guide Case Study**
 - Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61, 364-373.
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 - Serafini, F. W. (2002). Dismantling the factory model of assessment. *Reading and Writing Quarterly*, 18, 67-85.
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- Tierney, R. J. (1995). Literacy assessment reform: Shifting beliefs, principled possibilities, and emerging practices. *The Reading Teacher*, 51, 374-390.
- Wanzek, J., Wexler, J., Vaughn, S., & Ciullo, S. (2010). Reading interventions for struggling readers in the upper elementary grades: A synthesis of 20 years of research. *Reading and Writing*, 23(8), 889-912.
- **Supplementary, Recommended and Optional Texts**
 - Allington, R. L. (2012). *What really matters for struggling readers*. Boston, MA: Pearson.
 - Caldwell, J., & Leslie, L. (2008). *Intervention strategies to follow Informal Reading Inventory assessment: So what do I do now?* (3rd ed.). Boston, MA: Pearson.
 - Fountas, I., & Pinnell, G. S. (2010). *The continuum of literacy learning, Grades PreK-8* (2nd ed.). Portsmouth, NH: Heinemann.
 - Graves, D. H. (2002). *Testing is not teaching*. Portsmouth, NH: Heinemann.
 - Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement* (2nd ed.). Portland, ME: Stenhouse.
 - Herrera, S.G., Murray, K.G., & Cabral, R.M. (2012). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students* (2nd ed.). Boston, MA: Pearson.
 - Irvin, J.L., Buehl, D.R., & Klemp, R. (2006). *Reading and the high school student: Strategies to enhance literacy* (2nd edition). New York: Pearson.
 - Orehevec, B., & Alley, M. (2003). *Revisiting the reading workshop: Management, mini-lessons and strategies*. New York: Scholastic.
 - Richardson, J. (2009). *The next step in guided reading* (1st ed.). New York, NY: Scholastic.
 - Stiggins, R. J., & Chappuis, J. (2012). *An introduction to student-involved assessment for learning* (6th edition). Boston, MA: Pearson.
- **Professional Organizations for Proposed Membership**
 - American Reading Forum (ARF) <https://www.americanreadingforum.org>
 - American Educational Research Association (AERA): <http://www.aera.net>
 - International Literacy Association (ILA): marketplace.reading.org
 - Literacy Research Association (LRA): secure.literacyresearchassociation.org
 - National Council of Teachers of English (NCTE): secure.ncte.org
 - Florida Literacy Association (FLA)
 - TSOL
 - Florida Research ...
- **Peer-Reviewed Journals Recommended for Article Searches**
Literacy
 - *Journal of Adolescent and Adult Literacy*
 - *Journal of Language and Literacy Education*
 - *Journal of Literacy Research*
 - *Language Arts*
 - *Literacy Practice and Research*
 - *Literacy Research, Theory, Methods and Practice*
 - *Literacy Research and Instruction*
 - *Reading Research Quarterly*
 - *The Reading Teacher*
 - *Research in the Teaching of English*
 - *Written Communication*
- **Recommended Websites for Exploring Assessment**
 - [Florida Center for Instructional Technology](#)
 - [ILA E-ssentials](#)
 - [National Assessment of Educational Progress](#)
 - [Partnership for Assessment of Readiness for College and Careers \(PARCC\)](#)
 - [Program for International Student Assessment](#)
 - [Progress for International Reading Literacy Study](#)
 - [Scholar](#)
 - [Smarter Balanced Assessment Consortium](#)
 - [Texas Reading Assessments](#)
 - [What Works Clearinghouse](#)

State Policies

Hillsborough County Public Schools Task Force Specific Class Activity Statement

This statement applies to all courses that require USF students to engage with K-12 students, student records, or school settings. To prepare students, faculty are encouraged to include as part of their courses a discussion about the FERPA requirements and what is and is not acceptable. This project has 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 identifies 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.”

University Policies

Standard Policies covering the following and other areas can be found at

http://www.grad.usf.edu/policies_Sect7_full.php#resp

- *Academic Integrity of Students*
- *Disruption of the Academic Process*
- *Student Academic Grievance Procedures*

A. Students with Disabilities

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request. See student responsibilities: <http://www.sds.usf.edu>

B. Turnitin Privacy Policy

In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. *Turnitin* provides an originality report letting the instructor know how much of the assignment is original. Please follow your instructor's instructions carefully regarding what identifying information to include.

- [How do I submit a Turnitin Assignment?](#)

C. Gender-Based Crimes

Educators must report incidents of gender-based crimes including sexual assault, sexual harassment, stalking, dating violence and domestic violence. If a student discloses in class, in papers, or to an instructor, the instructor is required by law to report the disclosure. The [Center for Victim Advocacy and Violence Prevention](#) (813-974-5757) is a confidential resource where you can talk about such situations and receive assistance.

D. University Emergency Policy

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Collaborate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

E. Academic Dishonesty

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" or "FF" (the latter indicating dishonesty) in the course.

Detection of Plagiarism:

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to Turnitin.com, or 3) ask students to submit their assignments to Turnitin.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

F. Web Portal Information

Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the [Academic Computing](http://www.usf.edu/academic-computing) website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at:

<http://www.usf.edu/about-usf/web-tools.aspx>

G. ADA Statement

Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation

H. USF Policy on Religious Observances:

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

I. Netiquette Guidelines

General Communication Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do on a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. 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.
3. 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.
4. 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.
5. 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

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board, unless is requested by the instructor.
3. 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.

College Policies and Procedures

Critical Task

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 of below 3 on any criterion must be resubmitted until a score of 3 or better is achieved and that score will be entered into the Assignment E-portfolio system. 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. Scores will be assigned to the Case Study which functions as a critical task for this course.

Course Policies and Procedures

Attendance as indicated by weekly participation on Canvas is mandatory. Promptness is expected. Active participation and preparation for weekly modules is essential. Assignments will be turned in on time.

1. Assignments are due on Canvas on the due date indicated in each Module.
2. Course materials, checklists, announcements, and communications will be conducted via Canvas and your USF email. You are responsible for checking Canvas, downloading materials and uploading assignments and artifacts. You are responsible for checking your email regularly and for reading announcements posted on Canvas or forwarded to your email. I generally reply to email promptly and within 24-48 hours.
3. All written work submitted in a document (i.e., Microsoft Word) to Canvas for this course must be typed (double-spaced, 12-point font, one-inch margins) and should reflect professionalism with regards to organization, grammar, spelling, punctuation, conciseness, clarity, and usage, unless otherwise specified. Please adhere to the American Psychological Association (APA) style 6th or 7th edition in preparation of all MS Word assignments for submission. A rubric will be provided for assignments as indicated by the Grading Scale. All other written assignments will receive qualitative feedback on completion.

You will begin the semester with 100 points (100%) of your grade. Points will be deducted from based on your performance in each graded area of the course throughout the semester. If you consistently receive points that do not reflect excellence, it is your responsibility to make an appointment to conference with me via phone, Zoom, or otherwise, to determine how you might improve your grade. During our meeting, we will discuss the ways in which your assignments may be modified to meet the expected criteria. It is expected that you will use the information from our discussions to improve your written products and therefore, your final grade.

4. Teachers, and by extension, professors, are expected to be responsive to the learning needs of students. I reserve the right to make minor adjustments to the syllabus to maximize your learning experience in this course. In the event that changes are made, you will receive prior notification and a revised version of the syllabus will be provided.

Course Modules and Deadlines

Learning Module 1

Introduction and Formal and Informal Reading and Literacy Assessment *Assessing and Instructing based on Background, Phonemic Awareness, Phonics, Spelling, Fluency, Motivation to Read*

March 9th – March 30th, 2026

Module Goals

- Develop an understanding of the terms “literacy assessment” and “literacy intervention”
- Recognize the interdependent connection between “literacy assessment” and “literacy intervention”
- Differentiate between “summative” and “formative” literacy assessment
- Develop a critical approach to literacy assessments and how they may or may not cater to the needs of students who present various forms of diversity
- Identify and critique informal and formal literacy assessments used to assess phonemic awareness, phonics, fluency, and motivation to read and instructional strategies to address needs in these areas
- Critique literacy assessments to determine if they measure what they were intended to
- Determine the ways in which various forms of diversity influence interpretations of literacy assessment
- Determine recommendations for literacy intervention based on information gathered from assessments with G2-12 student
- Describe how CCSS and other standards provide affordances to address results from literacy assessment during assessment

Module Material

- Reading 1: Afflerbach (2012), Chapters 1, 2, 3, 4, 5, 6
- Reading 2: Caldwell & Leslie (2008) Choose 2 Chapters based on your student's assessment and instruction needs
- Reading 3: Serafini (2010), Chapters 1, 2, 4, 5, 6 [Grades K-5]
- Reading 4: Brozo/Afflerbach (2011), Sections 1, 2, 3, 4, 5 [Grades 6-12]
- Reading 5: International Literacy Association Informal Assessments (2008) - [Assessments and Resources_IRA 2008_.pdf](#) [in Course Readings]
- Reading 6: Formal Assessments - [Tests - Reading Assessment.docx](#) [in Course Readings]
- Course Syllabus
- Relevant weekly assignment requirements outlined below

Module Sequence

- Introduce yourselves
- Read the course Syllabus carefully and follow Module 1 instructions to complete assigned tasks
- Read the assigned readings and take informal notes so you can prepare your reflection comments in the case study
- Complete the module tasks for this module by due date

Module Questions

The following questions serve as a guide as you read, write, and discuss in this module:

- What do the terms “literacy assessment” and “literacy intervention” mean?
- What is the connection between “literacy assessment” and “literacy intervention”?
- How would you differentiate between “summative” and “formative” literacy assessment?
- In what ways do literacy assessments cater to the needs of students who present various forms of diversity (or not)?
- What are the critiques of informal and formal literacy assessments used to assess phonemic awareness, phonics, fluency, and motivation to read?
- To what degree do literacy assessments measure what they were intended to (or not)?
- In what ways do various forms of diversity influence interpretations of literacy assessment?
- What recommendations would you put forward for literacy intervention based on your review of the assessment results you have gathered?
- How would you instruct your student using these assessment results as a guide?
- How do CCSS and other standards provide affordances to address results from literacy assessment and instruction?

Module Assessments and Resources

- **Assessments:**
 - *Informal Interview Parent Protocol*
 - *Informal Interview Teacher Protocol*
 - *Anecdotal Notes (based on observation)*
 - *Observation Protocol Elements for Kindergarten*
 - *Observation Protocol Elements for Lower Grades*
 - *Observation Protocol Elements for Higher Grades*
 - *Reading Interest Survey (Anderson, 2005)*
 - *Interest Inventory*
 - *Elementary Reading Attitude Survey (McKenna & Kear, 1990)*
 - *Adolescent Reading Motivation Survey (McKenna et al., 2012)*
 - *Emergent Literacy Assessments and Other Relevant Assessments (International Literacy Association Assessments, McAndrews, 2008)*
 - *Running Records (International Literacy Association, McAndrews, 2008)*
 - *Miscue Analyses (International Literacy Association, McAndrews, 2008)*
 - *Fluency Assessments (International Literacy Association, McAndrews, 2008)*
 - *Spelling Assessments (International Literacy Association, McAndrews, 2008)*
 - *Other Relevant Assessments (International Literacy Association, McAndrews, 2008)*

Learning Module 2

Formal and Informal Reading and Literacy Assessments: Assessing and Instructing based on Vocabulary, Comprehension, Writing

March 30th – May 7th, 2026

Module Goals

- Develop a critical approach to literacy assessments and how they may or may not cater to the needs of students who present various forms of diversity
- Identify and critique informal and formal literacy assessments used to assess vocabulary, comprehension, writing and instructional strategies to address needs in these areas
- Critique literacy assessments to determine if they measure what they were intended to
- Determine the ways in which various forms of diversity influence interpretations of literacy assessment
- Determine recommendations for literacy intervention based on assessment results gathered from G2-12 student
- Describe how CCSS and other standards provide affordances to address results from literacy assessment

Module Material

- Reading 7: Afflerbach (2012), Chapters 7, 8, 9
- Reading 8: Caldwell & Leslie (2008) Choose 2 Chapters based on your student's assessment and instruction needs
- Reading 9: Serafini (2010), Chapters 1, 2, 3, 4, 5, 6 [Grades K-5]
- Reading 10: Brozo/Afflerbach (2011) Sections 6, 7 [Grades 6-12]
- Reading 11: International Literacy Association Informal Assessments (2008) - [Assessments and Resources _IRA 2008_.pdf](#)
- Reading 12: Formal Assessments - [Tests - Reading Assessment.docx](#)
- Course Syllabus

Module Sequence

- Read the course Syllabus carefully and Module 2 instructions to complete assigned tasks
- Read the assigned readings and take informal notes as you prepare your updates to the Case Study
- Complete the module tasks for this module and complete assignments by due date

Module Questions

The following questions serve as a guide as you read, write, and discuss in this module:

- What are the critiques of informal and formal literacy assessments used to assess vocabulary, comprehension, writing?
- In what ways do literacy assessments cater to the needs of students who present various forms of diversity (or not)?
- To what degree do literacy assessments measure what they were intended to (or not)?
- In what ways do various forms of diversity influence interpretations of literacy assessment?
- What recommendations would you put forward for literacy intervention based on results from assessment of your student?
- How do CCSS and/or other standards provide affordances to address results from literacy assessment?

Module Assessments and Resources

- **Assessments:**
 - *Anecdotal Notes (based on observation)*
 - *Observation Protocol Elements for Kindergarten*
 - *Observation Protocol Elements for Lower Grades*
 - *Observation Protocol Elements for Higher Grades*
 - *Reader Strategies (International Literacy Association, McAndrews, 2008)*
 - *Cloze Procedure (International Literacy Association, McAndrews, 2008)*
 - *Vocabulary (International Literacy Association, McAndrews, 2008)*
 - *Writing Prompt*
 - *Other Relevant Assessments (International Literacy Association, McAndrews, 2008)*
 - *Relevant Assessments (Brozo & Afflerbach, 2011)*
 - *Guidelines for ILA Graded Word List Assessments*
 - *Contact me if you wish to use assessments not present in our course.*
- **Articles:**
 - *Identify articles listed in our Syllabus or otherwise that relate to the specific areas of need which can be used to support instructional strategies used in your lesson plans.*
- **Resources:**
 - *Example of Lesson Plans*
 - *Rubric for Analyzing Student Writing Samples*
 - *Scoring Expository Writing Lower Grades*
 - *Scoring Narrative Writing Lower Grades*
 - *Scoring Opinion Writing Lower Grades*

Informal Processes

- Determine, justify and administer writing assessments and analyze writing samples using rubrics provided (or rubrics of your choice) (justify and administer at least 1 appropriate assessment of choice)
- Determine, justify, and administer relevant reader strategic behaviors, comprehension, vocabulary assessments (as necessary) (justify and administer at least 2 appropriate assessments of choice) (justify and administer at least 2 appropriate assessments of choice)
- Develop and teach at least 4 lesson plans in areas of need based on assessment results
- Create report based on assessment and instruction and compile artifacts from assessments and instruction so that they are reflected in your Case Study

The current and dated professional article readings in our reference lists in the syllabus may be accessed via the USF Libraries database. If for any reason, you cannot access an article, do let me know and I will forward it on. Do select articles based on the area of assessment and instruction related to the need of your students. You are also expected to select articles that relate to the grade level on which you are focused. Choose wisely based on grade level and interest.

Thank you for carefully reading this syllabus which serves as a contract and a guide for our course. As Professor of Record for this course,
I reserve the right to make any changes as needed based on my observations and your feedback.
Best wishes for a successful and productive Spring 2026 semester!

APPENDICES

Appendix A: Rubric for *Case Study*

Standards for Assessing each *Case Study*

<i>Report on Assessment and/or Instruction</i> • A substantive report is provided of the instruction and assessment of the K-12 student • The substantive report includes a reference to the procedures for instruction and assessment, findings from this instruction and assessment in the module, and a reflection on the assessment and instruction in the module • The reflection on the report connects the findings to readings from the module <i>Summary of Readings and Connections</i> • Multiple issues or arguments emerging from all the readings required for the module are specifically explained and supported with in-text citations and corresponding references • The ways in which various authors develop and support the issues or argument in each reading is clearly described and explained • At least one strength and one weakness of the issues or argument are reasonably and explicitly identified and analyzed in relation to the specific current curriculum policies and practices with which you are familiar • The issue that you take, questions that you raise, or the puzzlement that you have about the issue or argument is persuasively presented drawing on at least one reference from the readings • Your discussion of assigned readings is connected to your assessment or instruction for the module <i>General Writing Requirements</i> • Written in APA style • Fewer than three errors in APA style throughout • Includes the following sections: (a) a title-page; (b) abstract page; (c) an introduction to the student focusing on demographics; (d) reports on assessment; (e) reports on instruction; (f) reflection summaries that connect assessment and instruction to the readings; (g) recommendations to parents and teachers; (h) reference page(s), and (i) an appendices or labeled artifacts section where you can present the completed evidence of your work with students.	Emerging Literacy Leader (16-20 points)
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<i>Report on Assessment and/or Instruction</i> • A cursory report is provided of the instruction and assessment of the K-12 student • The cursory report includes a reference to the procedures for instruction and assessment, findings from this instruction and assessment in the module, and a reflection on the assessment and instruction in the module • The reflection on the report minimally connects the findings to readings from the module <i>Summary of Readings and Connections</i> • Few issues or arguments emerging from all the readings required for the module are specifically explained and supported with in-text citations and corresponding references • The ways in which various authors develop and support the issues or argument in each reading is minimally described and explained • At least one strength and/or one weakness of the issues or argument are satisfactorily identified and analyzed in relation to the specific current curriculum policies and practices with which you are familiar • The issue that you take, questions that you raise, or the puzzlement that you have about the issue or argument is not persuasively presented drawing on at least one reference from the readings • Your discussion of assigned readings is fairly connected to your assessment or instruction for the module <i>General Writing Requirements</i> • Somewhat written in APA style • More than three errors in APA style throughout • Includes some of the following sections: (a) a title-page; (b) abstract page; (c) an introduction to the student focusing on demographics; (d) reports on assessment; (e) reports on instruction; (f) reflection summaries that connect assessment and instruction to the readings; (g) recommendations to parents and teachers; (h) reference page(s), and (i) an appendices or labeled artifacts section where you can present the completed evidence of your work with students.	Proficient (12-15 points)
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<i>Report on Assessment and/or Instruction</i> • A vague report is provided of the instruction and assessment of the K-12 student • The vague report includes a reference to the procedures for instruction and assessment, findings from this instruction and assessment in the module, and a reflection on the assessment and instruction in the module • The reflection on the report connects the findings to readings from the module <i>Summary of Readings and Connections</i> • Hardly if any issues or arguments emerging from all the readings required for the module are specifically explained and supported with in-text citations and corresponding references • The ways in which various authors develop and support the issues or argument in each reading is not described and explained • No strength/weakness of the issues or argument are reasonably and explicitly identified and analyzed in relation to the specific current curriculum policies and practices with which you are familiar • The issue that you take, questions that you raise, or the puzzlement that you have about the issue or argument is not presented drawing on at least one reference from the readings • Your discussion of assigned readings is not connected to your assessment or instruction for the module <i>General Writing Requirements</i> • Not written in APA style • Too many errors in APA style throughout making it difficult to access content • Includes few if any of the following sections or content related to these sections: (a) a title-page; (b) abstract page; (c) an introduction to the student focusing on demographics; (d) reports on assessment; (e) reports on instruction; (f) reflection summaries that connect assessment and instruction to the readings; (g) recommendations to parents and teachers; (h) reference page(s), and (i) an appendices or labeled artifacts section where you can present the completed evidence of your work with students.	Insufficient (1-12 points)
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Appendix B: Rubric for Responses to Peer Case Studies and Overall Participation

Standards for Assessing Participation

• Access, read and comment on at least one peer post weekly • Complete all the required posts using guidelines provided in syllabus and submit them on time • Complete all the required responses using guidelines provided in syllabus and submit them on time • Submit all the writing assignments using guidelines provided in syllabus in the right places and on time	Emerging Literacy Leader <i>(4-5 Points)</i>
• Access and read some posts but may not comment or provides superficial comments • Complete some posts using some guidelines provided in syllabus and may submit some of these on time • Complete some responses using some guidelines provided in syllabus and may submit some of these on time • Submit most writing assignments using some guidelines provided in syllabus in the	Proficient <i>(3 Points)</i>
• Do not consistently access and read all posts in each discussion session • Do not consistently complete and submit posts • Do not consistently complete some responses • Do not consistently complete writing assignments	Insufficient <i>(1-2 Points)</i>

Appendix C: Rubric for STEM Area Literacies Scholarly Practical Handout

	Distinguished	Satisfactory	Novice	Unacceptable	Total
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Basic Components - Title of the project, class acronym and title, professor's name, date of submission) - Paper is 7-10 pages long excluding references or the multimodal product is equivalent to a 10-page paper	5	2	1	0	
Introduction that includes a thorough Description of Area of Research Examined Example: established need for literacy instruction and assessment in science, established need for literacy instruction and assessment in mathematics, established need for literacy instruction and assessment in social studies, etc.	5	2	1	0	
Overview of Findings from the Peer-Reviewed Literature Related to Area of Research Examined	15	10	5	0	
Identification of Concerns/Issues Raised in Relation to the Area of Research Examined that include Personal views concerning if and how the Recommendations can be effective for STEM literacy and how this relates to diverse student populations	5	2	1	0	
Conclusion that includes a list of Recommended Resources for Peers and Colleagues who wish to use literacy instruction and assessment in the content area identified	5	2	1	0	
List of References (in APA style) – at least 10 peer-reviewed references are cited	5	2	1	0	
					/40