Date November 15, 2021

Alignment of Master’s of Language and Literacy to Science of Reading Standards

Source <https://tea.texas.gov/sites/default/files/tx293_final_framework_3.2020.pdf>

| Science of Reading Competency | Course/Rationale | Assessments to Demonstrate Competency |
| --- | --- | --- |
| Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading. | EDLL 5340 *Literacy Acquisition*  This course provides a broad but coherent understanding of scientifically-based reading research in language, reading, and writing acquisition. Topics related to this competency include: skills emphasis, meaning emphasis and balance reading instruction; the effects of policies such as the National Reading Panel and National Early Literacy Panel on instruction; struggling learners; emergent literacy topics (phonological awareness, letter sound association, etc.) and word recognition (decoding); fluency; vocabulary; comprehension; motivation; dyslexia; and Response to Intervention.  EDLL 5343*Practicum in Literacy*  In this course, graduate students engage in an intense, reflective tutoring experience with a learner (grades K-12). This course provides teachers with instructional practices for Tier 2 and Tier 3 small group reading interventions. Through a series of ongoing reflective synchronous discussions and micro-analyses of video-taped teaching sessions, students engage in topics related to this competency: differentiating instruction; assessing students’ strengths and needs; matching learners to appropriate reading levels and interests; pacing of instruction.    EDLL 5345 *Early Literacy Development and Pedagogy*  A balanced literacy perspective will be presented as a framework for applying interrelated components of reading and writing in early literacy instruction for learners of diverse backgrounds and needs. Graduate students learn the sequential development of early literacy concepts, the research-based practices for instruction in early literacy, and formal assessments to help differentiate instruction. Topics related to this competency include: Purposes and conventions of print, phonological awareness, alphabetic principle, larger orthographic units and multisyllabic words, strategic word learning, vocabulary, comprehension, fluency.  EDLL 5346 *Increasing Reading Proficiency for All Readers*  The course examines assessment and instruction of “struggling readers” while problematizing this label with the intention of highlighting how all learners can benefit from specific forms of support in literacy instruction. In this course, students discuss and design effective literacy instruction relative to phonemic awareness, phonics, word identification, fluency, comprehension, and vocabulary.  In addition, students analyze multiple reading assessment results to design and implement effective literacy instruction that is responsive to individual strengths, needs, and interests.  EDLL 5350 *Developing Traditional and New Literacies in Elementary Settings*  This course provides practices in literacy instruction, both traditional and new literacies, that involve differentiating instruction to meet the needs of all students. Topics related to this competency include: Cambourne’s conditions of literacy learning; guided reading; Reading Recovery; Daily 5; New Literacies, digital reading, and online inquiry. | 1. Discussion on forums.  2. Reading Response Blogs  3. Conceptual Paper:  Students demonstrate their knowledge of theoretical and historical evidence-based foundations of literacy.  1. Lesson plans and reflections.  2. Initial assessment of learner’ strengths and needs.  3. Written update documenting progress of learner.  4. Final assessment documenting progress of learner and recommendations for families.  1.Reading Response Blogs  2. Assessment of a student: Graduate students select a learner (K-12) who can use instruction in word study. Students conduct an initial assessment, two mini-lessons, and a final assessment.  1. Reading Response Synopses & Discussion  2. Article Inquiry Handout  3. Comprehensive Case Study with a Grade 2-12 learner focusing on reading assessments and intervention plans.  1. Reading Response Blogs  2. Reflective essay: Graduate students reflect on what they have learned in the course and how it would affect their future instructional decision-making. |
| Competency 002 (Foundations of Reading Assessment) Understand foundational concepts, principles, and best practices related to reading assessment. | EDLL 5342 *Classroom-based Literacy Assessment for Differentiated Instruction.*  This course examines the use of both summative and formative assessment measures as a means to provide information useful for evaluating student performance and planning instruction. Topics related to this competency include: definitions of summative and formative assessments; observations and anecdotal notes; early literacy measures; running records and miscue analysis; fluency assessments; assessments for vocabulary and comprehension; assessments to determine digital literacy skills; writing rubrics and analysis of writing samples.  EDLL 5343*Practicum in Literacy*  In this course, graduate students engage in an intense, reflective tutoring experience with a child grade K-12. This course engages teachers with informal assessment practices such as running records, analysis of writing samples, anecdotal observations, checklists of foundational skills, spelling inventories to determine students strengths, needs, reading levels, and interests. Ongoing reflective synchronous discussions and micro-analyses of video-taped teaching sessions allow students to use assessment data to determine appropriate instruction for their learner.  EDLL 5346 *Increasing Reading Proficiency for All Readers*  The course examines assessment and instruction of “struggling readers” while problematizing this label with the intention of highlighting how all learners can benefit from specific forms of support in literacy instruction. In this course, students discuss and design effective literacy instruction relative to phonemic awareness, phonics, word identification, fluency, comprehension, and vocabulary.  In addition, students analyze multiple reading assessment results to design and implement effective literacy instruction that is responsive to individual strengths, needs, and interests. | 1. Reading response blogs.  2. Observation assignment: Students conduct an observation on a learner they would like to know more about. Students document strengths, interests, and create goals for instruction.  3. Running record assignment: Students conduct a series of running records on a learner who struggles with reading. Students determine independent, instructional, and frustrational reading levels, conduct miscue analysis, and determine goals for future instruction.  4. Writing rubric and analysis assignment: Graduate students collect writing samples from a learner and utilize writing rubrics to determine writing strengths, needs, and goals for instruction.  1. Lesson plans and reflections.  2. Initial assessment of learner’s strengths and needs.  3. Written update documenting progress of learner.  4. Final assessment documenting progress of learner and recommendations for families.  1. Reading Response Synopses & Discussion  2. Article Inquiry Handout  3. Comprehensive Case Study with a Grade 2-12 learner focusing on reading assessments and intervention plans. |
| Competency 003 (Oral Language Foundations of Reading Development):*Understand foundational concepts, principles, and best practices related to the development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.* | EDLL 5340 *Literacy Acquisition*  This course provides a broad but coherent understanding of scientifically-based reading research in language, reading, and writing acquisition. Topics related to this competency include: how oral language plays a critical role in emergent literacy development; factors that influence oral language development (family practices and economic factors); vocabulary, and biliteracy development.  EDLL 5345 *Early Literacy Development and Pedagogy*  A balanced literacy perspective will be presented as a framework for applying interrelated components of reading and writing in early literacy instruction for learners of diverse backgrounds and needs. Graduate students learn the sequential development of early literacy concepts, the research-based practices for instruction in early literacy, and formal assessments to help differentiate instruction. Topics related to this competency include: vocabulary and oral language development (the need for strong oral language skills, factors influencing vocabulary and oral language development, and ways to promote oral language development in early literacy classrooms), and orthographic units and multisyllabic words (affixes and prefixes).  EDLL 5356 *Trends and Issues in Adolescent Literacy*  The purpose of this course is to give participants the opportunity to identify and discuss seminal and current literacy problems, trends, and issues related to literacy instruction and assessment in middle and secondary schools. Particular focus will be placed on making reading/writing connections and making literacy sustainable for adolescents. Other objectives include pondering and discussing a variety of teaching practices as well as applying research findings to planning and teaching literacy objectives. Students enrolled in this course will explore methods for teaching literacy and reflect upon how these processes can be enhanced in their own classrooms with adolescents. | 1. Discussion on forums.  2. Reading Response Blogs  3. Conceptual Paper:  Students demonstrate their knowledge of theoretical and historical evidence-based foundations of literacy.  1.Reading Response Blogs  2. Assessment of a student: Graduate students select a student (K-12) who can use instruction in word study (spelling development) or oral language. Students conduct an initial assessment, two mini-lessons, and a final assessment.  1. Defining adolescent literacy based on policy briefs and white papers  2. Reflective responses to current research about adolescent literacy  3. Interview project pertaining to an issue in adolescent literacy (e.g., engagement, comprehension of complex text, disciplinary literacies; reading and composing in digital environments)  4. Developing an adolescent literacy curricular framework |
| Competency 004 (Phonological and Phonemic Awareness):Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills. | EDLL 5340 *Literacy Acquisition*  This course provides a broad but coherent understanding of scientifically-based reading research in language, reading, and writing acquisition. Topics related to this competency include: research demonstrating the importance of phonological awareness in early literacy development.  *EDLL 5345 Early Literacy Development and Pedagogy*  A balanced literacy perspective will be presented as a framework for applying interrelated components of reading and writing in early literacy instruction for learners of diverse backgrounds and needs. Graduate students learn the sequential development of early literacy concepts, the research-based practices for instruction in early literacy, and formal assessments to help differentiate instruction. Topics related to this competency include: the distinction between phonological and phonemic awareness; the role of phonological and phoneme awareness play in the development of early literacy; the progression of phonological awareness development in children; research-based strategies (sound sorts) for promoting phonological awareness, use of formative assessments to inform differentiated instruction for different learners. | 1. Discussion on forums.  2. Reading Response Blogs  3. Conceptual Paper:  Students demonstrate their knowledge of theoretical and historical evidence-based foundations of literacy.  1.Reading Response Blogs  2. Assessment of a student: Graduate students select a student (K-12) who can use instruction in word study (including phonological awareness). Students conduct an initial assessment, two mini-lessons, and a final assessment. |
| Competency 005 (Print Concepts and Alphabet Knowledge):Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructionalpractices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle. | EDLL 5340 *Literacy Acquisition*  This course provides a broad but coherent understanding of scientifically-based reading research in language, reading, and writing acquisition. Topics related to this competency include: research demonstrating the importance of print concepts, letter naming, letter-sound association, and the alphabetic principle in literacy development.  EDLL 5342 *Classroom-based Literacy Assessment for Differentiated Instruction.*  This course examines the use of both summative and formative assessment measures as a means to provide information useful for evaluating student performance and planning instruction. Topics related to this competency include: Clay’s Observation Survey of print concepts; formative observations of early literacy skills; formative checklists of alphabet knowledge, and summative assessments such as PALS and DIBELS.  *EDLL 5345 Early Literacy Development and Pedagogy*  A balanced literacy perspective will be presented as a framework for applying interrelated components of reading and writing in early literacy instruction for learners of diverse backgrounds and needs. Graduate students learn the sequential development of early literacy concepts, the research-based practices for instruction in early literacy, and formal assessments to help differentiate instruction. Topics related to this competency are: print concepts, letter naming, predicable and decodable texts, letter-sound association, the alphabetic principle; and the use of research-based practices such as letter sorts, nursery rhymes to develop phonological awareness. | 1. Discussion on forums.  2. Reading Response Blogs  3. Conceptual Paper:  Students demonstrate their knowledge of theoretical and historical evidence-based foundations of literacy.  1. Reading response blogs.  2. Observation assignment: Graduate students conduct an observation on a learner they would like to know more about. Students observe a student, conduct a survey about print concepts and use early literacy assessments to document learner’s strengths, interests, and create goals for instruction.  1.Reading Response Blogs  2. Assessment of a student: Graduate students select a student (K-12) who can use instruction in word study (including print concepts and alphabet knowledge). Students conduct an initial assessment, two mini-lessons, and a final assessment |
| Competency 006 (Phonics and Other Word Identification Skills): Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonics and other word identification skills and related spelling skills. | EDLL 5343*Practicum in Literacy*  In this course, graduate students engage in an intense, reflective tutoring experience with a child grade K-12. This course provides teachers with instructional practices for Tier 2 and Tier 3 small group reading interventions. Through a series of ongoing reflective synchronous discussions and micro-analyses of video-taped teaching sessions, students assess their learner with spelling inventories, analyze writing samples, and utilize other early literacy assessments learned in other courses to provide instruction in word study.  *EDLL 5345 Early Literacy Development and Pedagogy*  A balanced literacy perspective will be presented as a framework for applying interrelated components of reading and writing in early literacy instruction for learners of diverse backgrounds and needs. Students learn the sequential development of early literacy concepts, the research-based practices for instruction in early literacy, and formal assessments to help differentiate instruction. Topics related to this competency are: the role of phonics in accurate word recognition (decoding), reciprocity of encoding and decoding processes, developmental sequence of phonics with increasing complexity (word families, consonant digraphs, blends, inflectional endings, short and long vowels, silent e, vowel teams, r-controlled words, dipthongs, etc.). | 1. Lesson plans and reflections involving word study.  2. Initial assessment of learner’s strengths and needs. Students use spelling inventories, analyze writing samples, and use other early literacy assessments as appropriate.  3. Written update documenting progress of learner.  4. Final assessment documenting progress of learner and recommendations for families.  1.Reading Response Blogs  2. Assessment of a student: Graduate students select a student (K-12) who can use instruction in word study (including phonics and word identification skills). Students conduct an initial assessment using spelling inventories, two mini-lessons, and a final assessment.  3. Through discussion forums students are presented with emergent and elementary writing samples and discuss the strengths of the writer, goals for spelling instruction. |
| Competency 007 (Syllabication and Morphemic Analysis Skills): Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills. | EDLL 5343*Practicum in Literacy*  In this course, students engage in an intense, reflective tutoring experience with a child grade K-12. This course provides teachers with instructional practices for Tier 2 and Tier 3 small group reading interventions. Through a series of ongoing reflective synchronous discussions and micro-analyses of video-taped teaching sessions, students assess their learner with spelling inventories, analyze writing samples, and utilize other early literacy assessments learned in other courses to provide instruction in word study.    EDLL 5345 Early Literacy Development and Pedagogy  A balanced literacy perspective will be presented as a framework for applying interrelated components of reading and writing in early literacy instruction for learners of diverse backgrounds and needs. Students learn the sequential development of early literacy concepts, the research-based practices for instruction in early literacy, and formal assessments to help differentiate instruction. Topics related to this competency are: using spelling inventories and writing samples to target spelling instruction; common syllable types (open, closed, consonant +le, etc.); the use of word sorts to provide differentiated instruction. | 1. Lesson plans and reflections involving word study.  2. Initial assessment of learner’s strengths and needs. Students use spelling inventories, analyze writing samples, and use other early literacy assessments as appropriate.  3. Written update documenting progress of learner.  4. Final assessment documenting progress of learner and recommendations for families.  1.Reading Response Blogs  2. Assessment of a student: Graduate students select a learner (K-12) who can use instruction in word study (including print concepts and alphabet knowledge). Students conduct an initial assessment using spelling inventories, two mini-lessons, and a final assessment.  3. Through discussion forums students are presented with emergent and elementary writing samples and discuss the strengths of the writer, goals for spelling instruction. |
| Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency. | EDLL 5340 *Literacy Acquisition*  This course provides a broad but coherent understanding of scientifically-based reading research in language, reading, and writing acquisition. Topics related to this competency include: definition of fluency, the role of fluency in reading comprehension, research demonstrating the importance of fluency on reading comprehension, research-based practices that develop fluency such as repeated readings, modeling fluent reading, readers’ theater, effectiveness of assessments that involve fluency such as DIBELS.  EDLL 5342 *Classroom-based Literacy Assessment for Differentiated Instruction.*  This course examines the use of both summative and formative assessment measures as a means to provide information useful for evaluating student performance and planning instruction. Topics related to this competency include: the validity and reliability of summative fluency assessments such as DIBELS.  EDLL 5345 *Early Literacy Development and Pedagogy*  A balanced literacy perspective will be presented as a framework for applying interrelated components of reading and writing in early literacy instruction for learners of diverse backgrounds and needs. Graduate students learn the sequential development of early literacy concepts, the research-based practices for instruction in early literacy, and formal assessments to help differentiate instruction. Topics related to this competency are: common factors that disrupt fluency; strategic word learning practices for promoting students’ word recognition (decoding) which leads to accuracy in fluency. | 1. Discussion on forums.  2. Reading Response Blogs  3. Conceptual Paper:  Students demonstrate their knowledge of theoretical and historical evidence-based foundations of literacy.  1. Reading response blogs.  2. Observation assignment: Graduate students conduct an observation on a learner they would like to know more about. Students can observe a student reading to determine initial assessment on fluency and conduct a formative assessment on fluency. Students document strengths, interests, and create goals for instruction.  3. Running record assignment: Students conduct a series of running records on a learner who struggles with reading. Students determine accuracy levels, note fluency, and determine goals for future instruction.  1.Reading Response Blogs  2. Assessment of a learner: Graduate students select a student (K-12) who can use instruction in word study (including word recognition strategies that promote fluency). Students conduct an initial assessment, two mini-lessons, and a final assessment. |
| Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills. | EDLL 5340 *Literacy Acquisition*  This course provides a broad but coherent understanding of scientifically-based reading research in language, reading, and writing acquisition. Topics related to this competency include: research on the importance of vocabulary development (the factors that widen the vocabulary gap between learners of different socioeconomic statuses); the role of vocabulary development on oral language and comprehension; the need for frequent and wide reading on vocabulary development; research-based practices that promote vocabulary development.  EDLL 5345 *Early Literacy Development and Pedagogy*  A balanced literacy perspective will be presented as a framework for applying interrelated components of reading and writing in early literacy instruction for learners of diverse backgrounds and needs. Students learn the sequential development of early literacy concepts, the research-based practices for instruction in early literacy, and formal assessments to help differentiate instruction. Topics related to this competency are: criteria for selecting words for study (Tier 1, Tier 2, Tier 3); research-based practices (such as read alouds) for vocabulary instruction; strategic word learning strategies that use context clues to determine meanings of words. | 1. Discussion on forums.  2. Reading Response Blogs  3. Conceptual Paper:  Students demonstrate their knowledge of theoretical and historical evidence-based foundations of literacy.  1.Reading Response Blogs  2. Assessment of a learner: Graduate students select a student (K-12) who can use instruction in word study (including vocabulary). Students conduct an initial assessment using two mini-lessons, and a final assessment. |
| Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts. | EDLL 5340 *Literacy Acquisition*  This course provides a broad but coherent understanding of scientifically-based reading research in language, reading, and writing acquisition. Topics related to this competency include: factors influencing comprehension (phonics, phonological awareness, general knowledge, vocabulary, fluency, etc.), research on the importance of comprehension strategies on overall comprehension.  EDLL 5342 *Classroom-based Literacy Assessment for Differentiated Instruction.*  This course examines the use of both summative and formative assessment measures as a means to provide information useful for evaluating student performance and planning instruction. Topics related to this competency include: formative assessments in reading comprehension (anecdotal notes, running records); the role of conversation to assess comprehension; the validity and reliability of summative comprehension assessments and state standardized tests.  EDLL 5345 *Early Literacy Development and Pedagogy*  A balanced literacy perspective will be presented as a framework for applying interrelated components of reading and writing in early literacy instruction for learners of diverse backgrounds and needs. Students learn the sequential development of early literacy concepts, the research-based practices for instruction in early literacy, and formal assessments to help differentiate instruction. Topics related to this competency are: different levels of comprehension (literal, inferential, critical); use of prior knowledge on comprehension; metacognitive reading strategies to clarify and deepen understanding of appropriately complex texts (i.e. visualizing, making connections, summarization, monitoring comprehension, etc.).  EDLL 5346 *Increasing Reading Proficiency for All Readers*  The course examines assessment and instruction of “struggling readers” while problematizing this label with the intention of highlighting how all learners can benefit from specific forms of support in literacy instruction. In this course, students discuss and design effective literacy instruction relative to phonemic awareness, phonics, word identification, fluency, comprehension, and vocabulary.  In addition, students analyze multiple reading assessment results to design and implement effective literacy instruction that is responsive to individual strengths, needs, and interests.  EDLL 5356 *Trends and Issues in Adolescent Literacy*  The purpose of this course is to give participants the opportunity to identify and discuss seminal and current literacy problems, trends, and issues related to literacy instruction and assessment in middle and secondary schools. Particular focus will be placed on making reading/writing connections and making literacy sustainable for adolescents. Other objectives include pondering and discussing a variety of teaching practices as well as applying research findings to planning and teaching literacy objectives. Students enrolled in this course will explore methods for teaching literacy and reflect upon how these processes can be enhanced in their own classrooms with adolescents. | 1. Discussion on forums.  2. Reading Response Blogs  3. Conceptual Paper:  Students demonstrate their knowledge of theoretical and historical evidence-based foundations of literacy.  1. Reading response blogs.  2. Observation assignment: Graduate students conduct an observation on a learner they would like to know more about. Students can observe a student reading to determine initial assessment on comprehension. Students document strengths, interests, and create goals for instruction.  3. Running record assignment: Students conduct a series of running records on a learner who struggles with reading. Students determine accuracy levels, note fluency, and determine goals for future instruction.  1.Reading Response Blogs  2. Assessment of a student: Graduate students select a learner (K-12) who can use instruction in word study (that promotes comprehension). Students conduct an initial assessment using two mini-lessons, and a final assessment.  1. Reading Response Synopses & Discussion  2. Article Inquiry Handout  3. Comprehensive Case Study with a Grade 2-12 learner focusing on reading assessments and intervention plans.  1. Defining adolescent literacy based on policy briefs and white papers  2. Reflective responses to current research about adolescent literacy  3. Interview project pertaining to an issue in adolescent literacy (e.g., engagement, comprehension of complex text, disciplinary literacies; reading and composing in digital environments)  4. Developing an adolescent literacy curricular framework |
| Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts. | EDLL 5351 *Children’s Literature in the School Curriculum.*  This course provides graduate students with a familiarity with a wide selection of children’s literature available and appropriate for early childhood through middle school readers. Graduate students will be able to: recognize/select quality literature for children using a variety of resources and criteria, aiming for age-appropriateness and literary excellence across genres; choose quality literature representative of diverse readers and to analyze literature for cultural (in)authenticity; understand effective practices for helping young readers understand and respond to literature; Understanding of the role of children’s literature in developing content knowledge as well as social, personal, and interpersonal insights; providing leadership in schools and the broader community to promote meaningful engagement with quality literature; work individually and in collaboration with peers to research and  present scholarship relative to children’s literature in professional settings.  EDLL 5356 *Trends and Issues in Adolescent Literacy*  The purpose of this course is to give participants the opportunity to identify and discuss seminal and current literacy problems, trends, and issues related to literacy instruction and assessment in middle and secondary schools. Particular focus will be placed on making reading/writing connections and making literacy sustainable for adolescents. Other objectives include pondering and discussing a variety of teaching practices as well as applying research findings to planning and teaching literacy objectives. Students enrolled in this course will explore methods for teaching literacy and reflect upon how these processes can be enhanced in their own classrooms with adolescents. | 1. Book reviews 2. Discussion forums 3. Development of a thematic annotated bibliography and reflection. 4. Review of research on developmentally appropriate practices..   1. Defining adolescent literacy based on policy briefs and white papers  2. Reflective responses to current research about adolescent literacy  3. Interview project pertaining to an issue in adolescent literacy (e.g., engagement, comprehension of complex text, disciplinary literacies; reading and composing in digital environments)  4. Developing an adolescent literacy curricular framework |
| Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts. | **EDLL 5344** *Content Area and Disciplinary Literacies.*  This course is an in-depth exploration into research-based literacy instructional practices in discipline-specific classrooms. Students will articulate research and theory that underlies authentic, purposeful, and effective literacy instruction in discipline-specific classrooms. Students will also be able to design and implement literacy-based instruction for diverse learners and use assessment data or analyze student work to determine effectiveness of literacy instruction in discipline-specific learning. Topics that relate to this competency include: understanding the transition from learning to read to reading to learn; defining the distinction between content area and disciplinary literacy strategies; identifying appropriate informational texts to meet the literacy needs of learners; expanding comprehension in a discipline using text sets; close reading strategies; critical literacy and its importance in disciplinary learning.  EDLL 5341 *Developing Academic Literacy in the Disciplines for Adolescents*  The purpose of this course is to introduce students to content area and disciplinary literacies theories and methods. Through the following goals, this course explores content area and disciplinary literacies as a way to provide learners with “lots of rich, literacy-based learning *experiences* across the school day” (Ivey & Fisher, 2006, p. xv).   1. Demonstrate how to assess and prepare learners for reading, writing, discussion, interpretation, and inquiry in content area classes 2. Develop ways to help students become strategic readers and writers with content area concepts 3. Select and apply strategies to help students comprehend new material and concepts in content area classes 4. Describe and demonstrate strategies to encourage students to use writing as a medium for learning 5. Demonstrate how to analyze, critique, and use textbooks and other forms of text to meet students’ diverse interests and needs 6. Describe how to assess students’ literacy growth and their needs for additional development 7. Discuss ways to draw on and extend students’ in-school and out-of-school literacy practices | 1. Discussion forums  2. Reading Response Blogs.  3. Text set assignment: Students create a set of digital and traditional texts along a disciplinary theme that addresses the literacy needs of all of their students. Students plan instruction from this text set.  4. Reflective essay addressing transfer of concepts to the classroom.  1. Literacy narrative reflecting over previous literacy experiences and implications for teaching adolescent literacy  2. Annotated bibliography to demonstrate how to analyze, critique, and use disciplinary and other forms of text to meet students’ diverse interests in content area learning  3. Reader response essay over course readings  4. Synthesis essay addressing how to assess and prepare learners for reading, writing, discussion, interpretation, and inquiry in content area classes |
| Competency 013 (Analysis and Response): Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented. | EDLL 5343*Practicum in Literacy*  In this course, graduate students engage in an intense, reflective tutoring experience with a learner (grades K-12). This course provides teachers with instructional practices for Tier 2 and Tier 3 small group reading interventions. Through a series of ongoing reflective synchronous discussions and micro-analyses of video-taped teaching sessions, students administer formative reading assessments, identify a significant need with comprehension and writing development, and conduct an appropriate intervention. Assessment assignments guide students in documenting adequate progress during the intervention. | 1. Lesson plans and reflections.  2. Initial assessment of a learner’s strengths and needs.  3. Written update documenting progress of a learner.  4. Final assessment documenting progress of a learner and recommendations for families. |