

## *Course Syllabus*

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### **Course Information**

*ED 4357 Diagnostic Reading sections 001 T/TR  
Fall 2016*

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### **Professor Contact Information**

*Dr. Candice Chandler*

*TDC 972-883-2730*

*Office:*

*Office Hours: - 20 minutes before class in CB1 classroom, or by appointment CB1 1.101*

*Email (UTD only): Candice.Chandler@utdallas.edu*

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

*Reading 1(ED 4352), ELAR/Reading 2 (ED 4363) or secondary reading( ED 4353)*

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### **Course Description**

This course examines a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although formal and informal procedures are introduced, the main focus is on the non-intrusive, naturalistic processes that occur in a classroom and result in instructional decisions. You are required to work with a student for a minimum of six one-hour sessions. **The student must be in the grade level for the certification you are seeking, and at least in the third grade. ( It may not be a family or extended family member)**

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### **Student Learning Objectives/Outcomes**

1. Students will develop and use of a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Given an informal reading inventory (Burns), the student will administer, assess, evaluate, and analyze the instructional strategies needed for an effective individualized diagnostic reading plan.

Using a case study template, the students will administer a reading attitude inventory, an interest inventory, and other reading assessments to complete the analysis and synthesis of the findings of the assessment tools to complete the case study.

2. The students will create a tutoring environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, and approaches and methods, curriculum materials, and appropriate use of assessments for elementary, middle school, and secondary students.

Given the tutoring lesson plan format, the student will design and implement 6-10 hours of individualized reading lessons (tutoring) based on the elements of reading, writing, other communicative arts (I.e. Visual),as well as, other reflective practices, and, assessments.

Utilizing the summary and self-reflection format for diagnostic reading, the learners will write summaries, self-reflections, and final summaries and final self-reflections for the tutoring experience addressing the elements identified in the rubric.

3. Students will implement a developmental continuum and identify students' proficiencies and difficulties.

Given the tutoring lesson plan format, the student will design and implement 6-10 hours of individualized tutoring lessons based on the assessment outcomes of proficiencies and difficulties identified in the case study.

Utilizing the summary and self-reflection format for diagnostic reading, the learners will write summaries, self-reflections, and final summaries and final self-reflections for the tutoring experience.

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### **Required Textbooks and Materials**

Opitz, Michael, Dorothy Rubin, and Jame A. Erikson, Diagnosis and Improvement in Reading Instruction (6th ed) 2011. Pearson, Allyn and Bacon ISBN: 0-13-705639

Roe, Betty, Paul Burns (2011). Informal Reading Inventory: PrePrimer to Twelfth Grade (8<sup>th</sup> ed) 2011, Houghton. You will be using original pages only for the case study assignments. ISBN:13:978-0-495-80894-7 YOU MUST HAVE ALL THE PAGES FOR BURNS IRI BOOK

Chandler: ED 4357 Diagnostic Reading Handbook purchased ( at off campus Bookstore only)

*Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program*  
to be purchased at the off Campus Bookstore.

**Course Materials Download and print the following booklets (may be purchased at Off campus Bookstore)**

**We will use them for lesson planning**

1) A copy of the Reading/Language Arts/English TEKS for either 1<sup>st</sup>-6<sup>th</sup>, EC-4<sup>th</sup> grade, 4<sup>th</sup> - 8<sup>th</sup> grades or 8<sup>th</sup> – 12<sup>th</sup> grades. You can access the TEKS at ([www.tea.state.tx.us](http://www.tea.state.tx.us)).

Many Texas school districts use the following site: [www.Lead4ward.com](http://www.Lead4ward.com) for intervention strategies, etc.

## Grading Policy

Assignments	Points	Your points
Test One(OTE #1)	200	
Test Two(OTE #2)	200	
Portfolio of tutoring with case study	200	
Case study with IRI worksheets, forms/tape	100	
Reader's Theater Script (25)Booktalk Presentation(50)	75	
Lesson Plan (4@ 15 points each)	60	
Summary& Self Reflections (4 @ 5 points each)	20	
Online/Internet Activities, TEA printouts (2), Biopoem	30	
Running Record	50	
Read Aloud ,with Bloom questions	35	
Professionalism	30	
<b>TOTAL POINTS POSSIBLE</b>	<b>1000</b>	

900-920 A- 880-899 B+ 800-820 B- 721-779 C 680-699 D+ 600-620 D-

921-1000 A 821-879 B 780-799 c+ 700-720 C- 621-679 D >599 F

In the gradebook, the Professional column will also include 1) studyguides, 2)ReadAloud/Bloom questions

## Course & Instructor Policies

- (1) **Attendance** - Attendance is one indication of your commitment and professionalism; therefore, attendance will be taken and absences will be seriously considered when assigning final grades. You are expected to attend every class and participate fully in class activities. Two absences will be the maximum allowed. Two tardies of 15 minutes or more (or leaving early) will be counted as one absence. **If you have more than three absences, you will receive an F.** You are responsible for determining and making up any work that you missed due to an absence. Please arrange to have a "buddy" to collect handouts, communicate assignments, and inform you about the material covered.
- (2) **Participation/Professionalism** – Show up (on time); sit up; eyes up, listen up; and speak up. As a future or practicing teacher, you should be aware of the disruptive nature of off-task behavior to the classroom environment. Personal conversations, working on other assignments, eating, or ringing/texting cell phones, etc. are not acceptable. You are to read the assigned material and complete homework assignments BEFORE class and take part in discussions, in-class assignments, and group work. Be prepared to ask questions about material you do not understand. Quality, neat work is expected. **All work must be typed.** Work will be graded based upon the instructor's evaluation of the quality of the work as well as completion of the work. **Your professionalism is being assessed for the entire semester.**

*Students are expected to conduct themselves in a professional manner, which includes, but is not limited to, taking responsibility for completing assignments, contributing to group effort, turning in assignments on time, contributing to discussions, and attending class. In addition, students will refrain from any behavior during class that interrupts class and/or disturbs classmates. Respect for the learning environment is essential.*

- (3) **Due Dates** - Assignments are to be completed and turned in on time; late assignments/lesson plans will not be accepted. You are responsible for assignment due dates as listed in the syllabus and announced in class. Some work will be assigned a point value; other work will be checked for completion and considered in the instructor's subjective evaluation. **Late penalty: 25% per day**
- (4) **ALL WORK MUST HAVE YOUR NAME, CLASS, AND CLASS SECTION**

- (5) **Exams** - Two exams/OTEs will be given. Make-up tests will only be allowed for exceptional reasons.
- (6) **Weekly emails from your professor are to be read before the class of that week**
- (7) **Any cheating on assignments required OR optional will earn an F for the course.**

**Professional Growth Projects** - You will be responsible for projects that involve reflection, research, interaction with the material, and development of effective assessment and evaluation strategies that guide literacy instruction. Plagiarism is not tolerated in booktalks, reader's theater, etc. In addition, your tutoring portfolio will not be returned to you.

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Technical Support: [assist@utdallas.edu](mailto:assist@utdallas.edu) or Helpdesk at 972-883-2911

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### **Comet Creed**

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

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Your link for rules and regulations for UTD and this class is  
<http://go.utdallas.edu/syllabus-policies>

## *Assignments & Academic Calendar for Fall 2016 T/TR classes*

**Week 1, Introduction and Biopoem- Standard 1 Teacher Knowledge: 1.1k, 1.2k, 1.3k; Standard II: 2.1k, 2.2k,2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k,2.9k, 2.10k, 2.13k,2.20k,2.1s,2.2s,2.3s-2.21s**

**August 23 Standard 1 Teacher Knowledge: 1.1k, 1.2k, 1.3k**

**Topics:** Course introduction (Read syllabus and the class packet before next class); Textbooks, etc.

Read Rubin **chapter 1 -2**, Complete study guides for 1,2 found in packet;

**August 25**

Packet, Biopoem, Reader's Theater, Knowledge Inventory, Reader's Theater

Complete reading Rubin **chapters 1,2 ,3**Complete study guides found in packet;

**Assignment:** Write and Post biopoem on elearning discussion board; (study guides are for extra credit points); Read your fellow students biopoem posts. Let's build a connected learning community.

**Week 2 – Diagnostic and Improvement concepts and the “Reading Teacher” Standard 1: Assessments of Student Learning 1.25k-1.29k**

**August 30**

**Topics:** Rubin Read **Chapter 3,4, 5** ( bring completed study guides to class);

**Due:** Biopoem Hard copy

**Assignments:** Rubin Chapters, Bring completed study guides to class; How To use the Diagnostic Pattern: Identify(chapter 4) Assess (Chap 5,8) and how to set goals( rest of book);educational and noneducational factors (chap 4) other assessments(chap. 5)

**September 1**

**READ Rubin Chapter 6**

**Due:** Completed study guides for chapters 1-6

**Week 3, the Diagnostic Pattern Standard 1: Assessment of Student Learning 1.25k-1.29k**

## September 6

**Topics:** Instruments and Techniques for Assessment and How to administer a running record

**Topics:** Diagnosis of Reading Performance; How to administer ERAS(Garfield) and Interest inventories to tutoring students

**Assignments:** Rubin 8; 7 bring completed study guides to class

1. For future use: Copy pages 173-174 for running record report and retelling p. 175 follow Rubin text directions. Identify your tutoring student **grade 3 or above**, provide permission form from packet(last pg) due next class

## September 8

**How to administer a running record, score, and interpret it using qualitative and quantitative analyses**

**Assignments:**

2. Complete reading **Chapters 8** and bring completed study guide to class.
3. Identify your tutoring student **grade 3 or above**, provide permission form from packet(last pg) due next class
4. For future use: Copy pages 173-174 for running record report and retelling p. 175 follow Rubin text directions

How to write Booktalk and Reader's Theater for your classroom (fluency)

**Due:** Permission forms for tutoring

## Week 4, Off-campus administering of running records and other assessment tools

**Off campus: Assessment practices used in the Classroom and Administering Running Record, etc. Standard 1: Assessment of Student Learning 1.25k-1.29k**

## September 13

### Administer and Score Running Record for your learner

**Assignments: Tutoring Session 1:** Administer the Running Record to your tutoring Student, ERAS, and Interest Inventory. Write biopoem with student; Write a half page summary of your experiences during this tutoring session. Record the running record of your student.

## September 15 Literacy and Quality Literature Resources (online class) Standard 1: 1.6s-1.10s

**Assignments:**

1. Finish Reading Chapters 8,9 and complete study guides.
2. Print Orbis Pictus OR Robert Sibert nonfiction award list for last 5 years at [www.ncte.org/](http://www.ncte.org/) [www.ala.org](http://www.ala.org)
3. Print out current year 2016-2017 TX Bluebonnet, Lone Star or your state award nominees for current yr [www.txla.org](http://www.txla.org)
4. Printout **2016** Newbery and Caldecott Winner/Honors Books [www.ala.org](http://www.ala.org)
5. Printout the 2016 Coretta Scott King awardees and honorees [www.ala.org](http://www.ala.org)
6. Print out the 2016 Pura Belpre awardees [www.ala.org](http://www.ala.org)

7. Print out 2016 Teacher's Choices and 2016 Children's Choices awards [www.reading.org](http://www.reading.org) with annotations describing the tradebooks ( 8 printouts x 3 = 24 points)
8. Choose a **current** year award winning book or honor book (**fiction**) that could be used to write a booktalk and reader's theater script using the same book. You must get a copy of your award winning book to use for these assignments.  
Or Choose a 2016-2017 Bluebonnet list choice book for same purpose Post your choice on the discussion Board for your class in the appropriate section. Follow packet guidelines. No duplicate booktalk/reader's theater book choices for entire class
- 10 Write a rough draft **booktalk** following the format in the packet. Post it online as a thread to your book choice. No duplicates of book choices. Each activity/strategy must be named EXPLICITLY as such, for example QAR, bubblegram, etc. You will have a blank template for the strategy and a completed template answer key; all coded to the appropriate TEKS for the grade level of your booktalk 2016 award winning fiction book. You may make small changes before you present it as a YouTube video in November 15.
11. Write a rough draft **reader's theater** with 25 characters and 5 full pages of dialogue using 2016 award winning book; you will be using your booktalk tradebook so be sure that it has "rich dialogue to use for a good script". Picture books are not a good choice.
12. Go to any website and printout at least 3 pages of "how to write" a reader's theater script for a classroom. Aaron Sheperd's site is good.

What does ILA stand for? What does NCTE stand for? ALA? know

**Assignments:** Also read Burns pg. 1-43; Complete study guide for Burns; Know pg. 3  
**for OTE 1 table of reading levels**

## Week 5 Diagnostic Pattern

**September 20**

**RtI: Response to Intervention, Differentiated Instruction, and Personalized instruction**

**Standard I:** Assessment of Student Learning 1.25k-1.29k

Standard I: 1.30k-1.31k; 1.1s-1.5s; 1.6s-1.10s

**Topics:** Diagnostic Pattern Identify the reading level; assess the potential and learn how to set goals based on data driven outcomes. Know differentiated instruction and response to intervention

**Topics:** How to score a running record and introduction to the Burns Informal Reading Inventory; *Bingo Review for OTE 1*

**Bring:** Completed ERAS, and Interest Inventory (to help you score them)

**Due:** Printouts for Orbis Pictus or R. Sibert, State award, Teacher's Choices, Children Choices, Newbery, Caldecott, CSKIng, Belpre, ( total 8 at 3pts each) Have booktalk/reader's theater book in your possession for other assignments, 3 pages of how to instructions to write reader's theater

**September 22**

**Opportunity to Excel #1 Multiple Choice plus Terms and Definitions** OTE I covers chap 1-9, Burns and Packet

## Week 6, Standard I: Assessment of Student Learning 1.25k-1.29k

### September 27

**Topics:** How to administer and interpret the Burns Informal Reading Inventory; 44 distinct phonemes; word recognition skills; how to write lesson plans (see packet)

How to design and write lesson plans with TEKS coding and addressing 2 specific goals; You must choose a struggling reader strategy to use with comprehension goals.

Scoring the Burns IRI pg. 215-218.

**Assignments:** Burns pg. 1-43; Complete study guide for Burns; Know pg. 3, 17

**Due: Running Record** with forms from Optitz (pg. 173-175) and copy of scored passages with your miscue markings plus retelling forms

### September 29 As a diagnostician, what must you learn:

**Topics:** How to score and record qualitative and quantitative analyses of **Burns IRI** and other tools

How to determine graded word list for placement level where start testing.

How to determine independent, instructional, frustration, and listening comprehension for oral reading

How to determine independent, instructional, frustration, for silent reading

How to determine listening comprehension by teacher 75% (you) reading aloud. Must reach listening comprehension frustration, too

## Week 7 Off-campus Research and Booktalk Writing

### October 4

**Topics:** Booktalks for Literature Focus or Literature Circles for your classrooms

### Off-campus Research and Booktalk Writing

**Topic :** Write a Fiction Booktalk to be used in Literature Circles or Literature focus units for ELAR

Choose a **current** year award winning book or honor book (fiction) that could be used to write a **booktalk** as well as a reader's theater script. You must get a copy of your award winning book to use for this and other assignments. You are to follow **the booktalk model** behind **tab 3** for the booktalk **rubric** and for the guidelines for the reader's theater script. There are completed samples as well in tab 3 for these assignments. You will deliver your booktalk in a YouTube video (11/15 by midnight CST)



Choose a 2016 Bluebonnet, Lone Star, or Tejas award from Texas Library Association list choice book for same purpose Post your choice on the discussion Board for your class in the appropriate section. Follow packet guidelines. No duplicate booktalk/reader's theater book choices for entire class. Write a booktalk following the format in the packet. Post it online as a thread to your book choice. No duplicates of book choices. Each activity/strategy must be named as such, for example QAR, Open-minded portrait, plus coded to the TEKS for the learning goal you have identified for the particular strategy.

## **October 6**

**Topics:** Reader's Theater Research Day and Creative Writing (off campus)

### **Assignments: Write Readers Theater**

1. Write a reader's theater following the guidelines (min. 25 char) in the packet (25 pts)
2. Post your completed reader's theater online in the discussion board section for your class labeled booktalk selection and reader's theater thread.
3. Read chapter 9; Complete Study guide
4. Read Burns IRI pg. 1-4, take notes

**Due:** Post your completed reader's theater for your book choice before next scheduled class by adding a thread to your booktalk selection/book (10/18). You are to bring the completed reader's theater script to the next scheduled class along with the book award printout. Highlight your 2016 award book selection you used for these writing assignments

What does ILA stand for? What does NCTE stand for?

## **Week 8,**

### **October 11**

**Tutoring session 2:** Administer Burns graded word list, form 1; Tape GWL Find the placement level where you begin administering the Burns IRI oral Word recognition and comprehension (Form A); silent reading comprehension (Form B) and listening comprehension administered after frustration on form A, therefore may be B, C, or D at next higher level. Tape everything with a traditional recording device; no cell phones. Explicitly follow the directions on Burns pg. 17 using criteria on Burns pg. 3

### **October 13**

#### **Tutoring Session 3**

**Assignments: Field Classes:** Tape, Administer, interpret, and Score Burns IRI with your tutoring student. This is tutoring session 3 Remember tutoring log with parents/teacher signatures for 6-10 hours. Note location, time, specific activity, lesson plan numbers, etc. on log; sample log in packet

Begin Scoring the Burns IRI pg. 215-218.

## **Week 9, Personalized learning using data driven instructional strategies for best outcomes**

**Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. 1.30k-1.31k; 1.1s-1.5s; 1.6s-1.10s; selection of Instructional Goals and Objectives 1.12k-1.15k; Resources: 1,16k, 1,17k**

## **October 18**

How to design and write lesson plans with TEKS coding and addressing 2 Burns goals ;  
Part of diagnostic pattern

Scoring the Burns IRI pg. 215-218.

**PLAN Lesson Plan 1** with TEKS for each of the 6 required elements and 2 running record or comprehension goals from struggling reader packet. Follow model and design in packet

**Due:** Hard copy printout of Reader's Theater script

## **October 20      Case study how to do**

**Topic: How to write lesson plans using TEKS and data driven instruction**

**Assignments:** Rubin Chapter 12 Complete study guide

Have parents sign and date hours for each tutoring or testing session (total 6-10 hours). You may not tutor twice in the same day or in 2 days. Suggested timeframe is once a week .You will HAVE PARENT/TEACHER SIGN LESSON PLAN 4 STUDENT'S WORK

How to complete the case study template (emailed to you), miscue analysis, etc. Answer questions about assessments for case study.

**Due: Lesson Plan 1** with TEKS for each of the 6 required elements and 2 running record or comprehension goals from struggling reader packet. Follow model and design in packet

## **Week 10**

**Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. 1.30k-1.31k; 1.1s-1.5s; 1.6s-1.10s; selection of Instructional Goals and Objectives 1.12k-1.15k; Resources: 1,16k, 1,17k**

## **October 25**

**Topic: Vocabulary; How to Teach; Chapter 11**

How to design and write lesson plans with TEKS coding and addressing 2 Burns goals ;  
Part of diagnostic pattern

**Due: CASE STUDY:** ERAS/Garfield, Interest Inventory, Graded Word List, Listening Comprehension, Oral, Silent Reading, and Independent, Instructional, and Frustration levels identified for each of the above 3 as per models. Miscue analysis of errors plus qualitative and quantitative analyses sheets from Burns Pg. 214-217 Reported on completed case study template with recommendations and documentation for each. Staple the tape recording in a zip lock page to the case study. Label everything with name and section. All documents from **Burns must be originals except for an extra miscue analysis sheet if needed.**

## **October 27 Vocabulary Strategies and their Implementation**

**Topic:** Chapter 11, Phonetic Analysis, Morphemic Analysis, Structural Analysis What is the difference between morphemic analysis and structural analysis: affixes, roots, derivatives, inflectional endings ( see packet handout)

**Due: Lesson Plan 2** with TEKS for each of 6 elements; Summary Self-reflection 1( see format and sample in packet) Use 2 “needs” from Burns as your measureable goals (2)

## **Week 11**

### **November 1**

**Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. 1.30k-1.31k; 1.1s-1.5s; 1.6s-1.10s; selection of Instructional Goals and Objectives 1.12k-1.15k; Resources: 1,16k, 1,17k**

**Topics: Dyslexia (kinesthetic approach) ESL; Benchmark Video; How to use in classroom**

**Assignments:** take notes on video to assist you in your classroom with Dyslexic learners

### **November 3**

**Topic:** Chapter 11, Phonetic Analysis, Morphemic Analysis, Structural Analysis What is the difference between morphemic analysis and structural analysis: affixes, roots, derivatives, inflectional endings ( see packet handout)

**Due: Lesson Plan 3** with TEKS for each of 6 elements ;Summary Self-reflection 2; You will have 3 goals, 2 Burns needs goals, plus fluency as writing Reader’s Theater with your learner.

## **Week 12**

**Standard I:** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. 1.30k-1.31k; 1.1s-1.5s; 1.6s-1.10s; selection of Instructional Goals and Objectives 1.12k-1.15k; Designing Coherent Instruction: 1.119s-1.23s; Resources: 1,16k, 1,17k

## November 8

**Topics:** Chapter 10 Reading Comprehension; Bloom's Taxonomy

**Assignments** Rubin Chapter 10, Complete study guide

## November 10 OTE 2 PHONEMES (22pts)

**Topics:** Comprehension Activities with tradebooks

**Due: Lesson Plan 4** with TEKS for each of 6 elements; Summary Self-reflection 3

**Standard IV:** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback (domain III. Competency 007-010)

**Due November 29:** Write a rough draft of your parent's letter to your tutoring student's parents/teacher. You are to follow the RUBRIC guidelines in tab 5 and see the examples right before tab 6. You must have someone else proof read it, as UTD students have been having issues with spelling and grammar, so this is a great opportunity to learn. Please have your "peer reviewer" sign off on the rough draft. You will put both the rough draft with review signature, and 2 copies of the *final copy* of the letter to the parents, plus stamped business sized envelope addressed to the parents with a UTD TDC return address and my name on the envelope, and, place it in the front pocket of the portfolio folder.

## Week 13,

### November 15 Tutoring Time and YouTube Videos (off campus) ONLINE week

**Topics:** Literature and Literacy ONLINE CLASS; Read Aloud info

**Assignments: YouTube Video booktalks** Post your YouTube video of you presenting your current year award winning fiction booktalk (no duplicates or no points) and post it online as directed. It is only to be 5 minutes, so practice. Do not read the booktalk; demonstrate your 3-5 activities/strategies by showing the activity template and the completed activity/answer sheet, etc. Post by midnight CST on discussion board for YouTube videos.

**Due: Post Booktalk final version) and YouTube booktalk video**

## November 17

**Topics:** Literature and Literacy; Chap 13,14 study guides (optional for extra credit)

**Due: Write reaction to booktalks videos posts ( choose 5 favorites (booktalks) to "review/react" )**Must be completed prior to midnight CST for attendance.(50 pts for booktalk assignment including reviews)

**( Place s/sr 4 due with lp4 in portfolio. Parent/teacher must sign student's work for LP4)**

**Assignment: Family Literacy;** Read Aloud book and Bloom's questions (total =12 with 3 at each level). Bring hard copy of questions with answers to class; Post online for attendance  
Have listeners sign something with date of read aloud

**FALL BREAK NOVEMBER 21-25; HAPPY THANKSGIVING**

**Week 14,**

**November 29**

**Portfolio Due following guidelines in packet** Portfolio =200 points ( think writing traits, too) You must have a peer reviewed parent's letter from a fellow classmate with their signature in the back pocket of the folder, with overflow work, etc.

**December 1**

**Multiple Choice OTE 2 and some terms (Terms and definitions from Burns, Chap. 10-14, 5 pillars, all concepts)**

**Due: Read Aloud with signatures plus Bloom's activities, questions/answers (6 x 3 x2 = 35 pts)**

**Due: Study Guides due for OTE 2**

**Week 15**

**December 6 Off campus Family Literacy**

**Post Family Literacy questions/answers for Bloom's taxonomy online on the Discussion Board by midnight CST**

**Reading Day December 8 (no class 12/6); No Finals your portfolio is your final project;**