



## RED 4338 Teaching Literacy & Language Arts in Elementary Classrooms (CRN: 19094) Syllabus Subject to Change

Instructor: Diane Elisa Golding, Ed.D.      Online  
Email: degolding@utep.edu                      August 23, 2021 – December 12, 2021  
UTEP office: Education Building, 607        Location: Online  
Office Hours: Virtual via Blackboard        Contact: 915-920-8686  
Collaborate; Mondays at 6- 8 pm or  
by appointment

### COURSE DESCRIPTION

This course examines the methods and resources for teaching literacy in the elementary grades. It focuses on the application of learning theories, methods of evaluation and consideration of individual differences, hands-on instructional practices, and knowledge of state and national standards for Language Arts. Students will design, implement assess, and critique literacy instruction, with an emphasis on effectively engaging emergent bilingual students (English Language Learners).

This course requires 6 hours of field experience.

Pre-Req: RED 4341; Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

Co-req: ELED 4310; TED 4355; ELED 4680

### COURSE OVERVIEW

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Welcome to RED 4338 Literacy and Language Arts Methods. This course will provide the tools for you to build a future classroom where students are reading, writing, and learning while enjoying the world of words.

The focus of the course is on the theoretical principles and research-based literacy practices necessary for developing and maintaining a balanced, comprehensive literacy program for young learners (K-8). You will learn how to organize the language arts classroom environment, and the pedagogy, methods, strategies, and materials to meet the individual needs of students, with an emphasis on emergent bilingual students. A core part of your learning will be six hours of field experience, which due to Covid-19 will consist of video observations. The primary text for this course, *Literacy for the 21<sup>st</sup> Century: A balanced approach*, will engage you in ideas and balanced literacy practices that center on teaching and learning for diverse populations.

#### Student learning outcomes:

- Explain lesson components, effective grouping practices, assessments, and independent learning centers in a balanced literacy program and create a motivating, culturally-responsive literacy environment using a variety of literacy tools and a range of texts.
- Recognize the importance of the alphabetic principle to fluent reading and writing and demonstrate knowledge of how to differentiate fluency, vocabulary, comprehension,

and writing activities through small group literacy lessons (TEKS ELAR, K-5<sup>th</sup>: Reading/Beginning Reading Skills: Phonological Awareness; Phonetic Knowledge; Spelling Knowledge; TEKS ELAR, K-5<sup>th</sup> Developing and Sustaining Foundational Language Skills: Vocabulary, Fluency, Comprehension Strategies and Skills, Author's Purpose and Craft, Response Skills and Composition.)

- Ability to plan effective literacy teaching and assessment activities to develop students' phonemic awareness, phonics, fluency, vocabulary, and comprehension literacy as part of a balanced literacy curriculum (TEKS ELAR, K-5<sup>th</sup>, Knowledge and Skills for Beginning Reading and Writing; Vocabulary; Fluency, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose and Craft, Self-sustained Reading and Composition).
- Demonstrate knowledge of research-based comprehension strategy instruction and demonstrate instructional procedures for explicit and embedded comprehension assessment and instruction (TEKS ELAR, K-5<sup>th</sup> Comprehension Skills, Response Skills, Multiple Genres/literary elements and genres, and Author's Purpose and Craft).
- Identify discussion and writing methods to interpret and comprehend a variety of text genres (TEKS ELAR, K-5<sup>th</sup>: Comprehension Skills; Response Skills; Multiple Genres, Author's Purpose and Craft, Composition, and Inquiry and Research).
- Demonstrate knowledge of developmentally appropriate writing workshop routines and writing instruction that includes process composing strategies and formative and summative writing assessments and activities (TEKS ELAR, K-5<sup>th</sup>: Composition: Conventions, Writing Process and Multiple Texts).
- Promote deep knowledge of a content subject topic and academic language using digital and print texts and integrate literacy learning objectives with real world problems through sequenced literacy balanced activities, questioning, and meaningful discussions (TEKS ELAR, 1<sup>st</sup>-5<sup>th</sup> Inquiry and Research).
- Teach content and language objectives using balanced literacy components and teaching strategies that support English Learners' and struggling learners' language and inquiry skill development (TEKS ELAR, 1<sup>st</sup>-5<sup>th</sup> Inquiry and Research).
- Demonstrate professional practices and responsibilities—professional demeanor and ethics; reflect on your practice and sets goals; demonstrate initiative and seek resources; and effectively communicate with professional faculty and staff.

**State Board of Education Certification (SBEC) and Professional Responsibilities (PPR) EC-12 competencies (<https://tea.texas.gov>)**

This core course incorporates the following State Board for Educator Certification (SBEC) standards and Professional Responsibilities (PPR) EC-12 competencies:

- Distinguishes ongoing formative assessments to evaluate students' oral language development and plans & provides culturally responsive literacy instruction based on students' developmental characteristics and needs (SBEC, Standard 1; PPR I, Competency 1).
- Knows the importance of phonological awareness & the alphabet principle and plans & provides learning experiences that promote higher-level thinking, critical reading, and writing (SBEC, Standards 2 & 3; PPR I, Competency 1).
- Understands the stages of literacy development and design differentiated literacy assessments & experiences based on the developmental needs of students (SBEC, Standard 4; PPR I, Competency 2).
- Models word recognition and comprehension strategies and organizes a language arts program and designs effective literacy instruction and assessment based on appropriate

learning goals and objectives to encourage students' self-regulation (SBEC, Standards 5 & 7; PPR I, Competency 3).

- Understands the importance of fluency to reading comprehension and plans effective student-centered instruction with appropriate teacher support and feedback (SBEC, Standard 6; PPR I, Competency 4).
- Provides developmentally appropriate opportunities for students to engage in instructional writing routines and discussions that emphasize the writing processes, written conventions, and writing a variety of genres (SBEC, Standards 8 & 9).
- Applies principles of integrated content learning and research strategies to promote inquiry skills and viewing/representing strategies as tools for learning (SBEC, Standards 11& 12; PPR I, III; Technology Applications I-V, Competency 7).
- Uses a variety of literacy assessments to monitor student achievement and plan a balanced & motivating literacy program with high expectations for students' reading and writing growth (SBEC, Standard 10; PPR I, III; Technology Applications I-V, Competency 10).

## COURSE READINGS

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### **Purchase or rent at the UTEP bookstore or other retailer:**

Tompkins, G. (2018). *Literacy for the 21st Century: A Balanced Approach (7<sup>th</sup> Edition)*. New York: Pearson. ISBN: ISBN-13: 9780134813103. (Please note the ISBN as you need the REVEL product.)

### **Download the following :**

2017 Texas Essential Knowledge and Skills for English Language Arts and Reading (Elementary).  
[www.tea.state.tx.us/teks](http://www.tea.state.tx.us/teks)

Texas Educators' Code of Ethics

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=Randapp=9andp\\_dir=andp\\_rloc=andp\\_tloc=andp\\_ploc=andpg=1andp\\_tac=andti=19andpt=7andch=247andrl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=Randapp=9andp_dir=andp_rloc=andp_tloc=andp_ploc=andpg=1andp_tac=andti=19andpt=7andch=247andrl=2)

Recommended: lead4ward.com (provides resources, such as activities, assessment tools, academic vocabulary, and more that are aligned with TEKS)

### **Additional readings available on Blackboard:**

American Educator: A Quarterly Journal of Educational Research and Ideas

- "Educating English Language Learners," (Fall 2018). Vol. 42, No. 3

Guadalupe Valdés (1996). *Con Respeto: Bridging the distances between culturally diverse families and schools*. New York: Teachers College Press.

- Ch. 9, pp. 200-205

Hampton, S., Murphy, S. M., & Lowry, M. M. (2008). *Using Rubrics to Improve Student Writing, Grade K*. International Reading Assoc.

Katz, M. and Rose, M. (2013). *Public education under siege*. Philadelphia: University of Pennsylvania Press.

- (Rose) Ch. 23, A letter to young teachers: The graduation speech you won't hear, but should

Michie, G. (2005). *See you when we get there: Teaching for change in urban schools*. New York: Teachers College Press.

- Ch. 6, Nancy Serrano

Souto-Manning, M. and Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2*. New York: Teachers College Press.

- Foreword by Gloria Ladson-Billings
- Ch. 2, Understanding the diversity of children’s language and literacy practices

Taylor, B.M. and Duke, N.K. (2013). *Handbook of effective literacy instruction: Research-based practice K-8*. New York: Guilford Press.

- (Roberts). Ch. 23 Partnering with parents

### Recommended Reading

Boushey, G., & Moser, J. (2006). *The daily 5: Fostering literacy independence in the elementary grades*. Stenhouse Publishers.

### Video Lectures

Refer to the course calendar and Blackboard for required video lectures

## COURSE REQUIREMENTS

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### Clinical Field Experience

Six hours of observations of teaching experiences I will share with you.

### Field-Based Clinical Assignment Log Sheet (5 points) and Reflection (5 points)

Keep track of your observation hours by maintaining the UTEP observation log-in sheet which can be found on Blackboard.

Turn in the log to Blackboard prior to the end of the semester. A copy will be placed in your file in the UTEP field placement office. Please make a copy for your records.

**Discussion Boards (5 posts x 3 points each, 15 points total, including responses to two of your classmates).** The premise for our discussion boards is that we learn from one another. Please share your ideas on the prompts provided and respectfully and substantively respond to at least two of your colleagues’ posts. Examples of a substantive response are “I agree with what you present here, Ana, and I wonder if this idea can be expanded to include . . .” or “Thanks for sharing your perspective, Marco; however, my experience has been very different and includes . . .” In other words, please do not simply agree or disagree but include why or add something to the discourse that will push our thinking.

### **Lesson Plan for Teaching a Balanced Literacy Practice (Draft 1 = 5 points; Final Draft = 15 points)**

You will create a lesson plan for an interactive read aloud **or** interactive writing lesson. You will sign up for the literacy practice the second week of class. Refer to the course calendar for the deadline of the first draft and final draft.

You should plan a lesson that would take approximately 15-20 minutes to teach. The focus is on the teaching procedures for the balanced literacy practices; it is not on independent assignments, projects, crafts, etc. In your lesson plan:

1. Identify the learning objectives of the lesson;
2. Identify of grade level TEKS for ELAR and content subject (if applicable)--TEKS should correlate with each lesson objective;
3. Provide the title and author of text(s) (interactive read aloud only);
4. Identify the balanced literacy teaching practice you will teach (*interactive read-aloud or interactive writing*);

5. Describe your classroom management plan and plan for transitions. (e.g., how students will move from seats to the rug, where they will sit, how you will get students' attention, and how you will address problematic behavior);
6. Describe a plan for recognizing and reinforcing desired student behaviors and accomplishments;
7. List the resources and materials needed for the lesson;
8. Describe how you will differentiate instruction to meet diverse students' needs (plan for having a class with at least one ELL student);
9. Describe your plan for teaching the specific academic vocabulary that will be integral to your lesson, and
10. Outline the teaching points and activities for your lesson plan. Your plan should include detailed procedures for the following elements:
  - **Framing the lesson:** State the learning objectives in student friendly language (e.g., "we will" and "I will").
  - **Engaging learners:** Raise inquiry questions and tap into students' background knowledge in order to create interest and curiosity about the lesson topic.
  - **Small group or partner purposeful talk:** Provide opportunities for focused "micro-discussions" using pre-planned "seed questions" to guide student conversations towards the desired learning outcome/s.
  - **Points to check for understanding:** Integrate informal assessments at multiple points throughout the lesson and plan on how you will ensure you are measuring the groups' understanding (not just individual students who volunteer).
  - **Closing product, question, or task:** Close the lesson in a manner that provides evidence the learning objective was met. (This portion of the lesson will most likely be an oral question or a quick write as it should not take more than a few minutes.)

\*The lesson plan should include details of tasks, teacher actions, and expected student actions but is not a "script." While you will plan out the components of the lessons (bullet pointed above), they may not happen in the outlined sequence (e.g. you will check for students' understanding at various points in the lesson.) If you feel you need a scripted procedure to take with you to teach, you can create a separate document.

### ***Literacy Writing Assessment and Plan for Re-engagement lesson***

For this assignment you will be analyzing a class set of student writing. There are three parts to this lesson: **1)** creating a rubric, **2)** grading student work and providing feedback, and **3)** reflecting on whole-class learning and planning a re-engagement lesson for three students.

You can do this assignment independently or with a partner of your choice.

#### **1. Rubric (5 points)**

You will create a student-friendly rubric for the writing assignment that evaluates student learning in the areas defined by the ELAR TEKS and learning objectives for the lesson. You should revise the rubric based on my feedback before continuing to the second task.

#### **2. Grading student work and providing feedback (10 points)**

Using the rubric created in Part 1, you will grade the students' writing and provide written feedback for ALL students. Upload to blackboard a scanned copy of your completed rubric and feedback for the three students for whom you will plan a re-engagement lesson.

### 3. **Reflecting on whole-class learning and planning a re-engagement lesson (20 points)**

You will write a 4-page reflection on whole-class learning and describe a re-engagement lesson for three students. The reflection will include the following components:

- A description of the teaching context, including teacher, grade level, and a brief description of the lesson for which the writing assessment was produced;
- A statement of the learning objectives and ELAR TEKS;
- A summary of whole-class learning in graphic (chart or table) or narrative form. Your analysis must identify and discuss patterns of learning related to ELAR TEKS for the class;
- Identification of three learners that need additional support and a description of why you chose the students. (At least one student should have an identified learning need (e.g., ELL, student with IEP);
- Identification of TEKS and learning objectives for your re-engagement lesson;
- A description of a re-engagement lesson (individual, small group, or full class lesson) and formative assessment that will support the three identified students in clarifying, practicing, or developing the learning objective, and
- A description of revisions and edits you made to your reflection based on peer feedback

Your reflection will be graded on your discussion of the above points; your use of evidence to support your interpretations (e.g., specific reference to students' performance as measured by your rubric and examples from students' writing); the depth and thoughtfulness of your analysis, and your ability to plan a re-engagement lesson that targets the learning skills in which students need additional support. Your reflection will also be graded on how well-organized your writing is, the clarity of your writing, and your revisions based on peer and instructor feedback.

### **Quizzes (10 x 2 points each; 20 points total)**

You are assigned ten quizzes during the semester. The topic for each quiz corresponds to the assigned readings for the week. Refer to the course calendar for quiz due dates.

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#### **ASSIGNMENT POLICY**

Written work must be high quality—clearly written, organized, and with correct mechanics. For each written assignment, please use 12-point font (Garamond, Cambria, or Times New Roman), one-inch margins, and double-spacing. Work that does not meet expectations will be returned for revision. Rubrics for assignments are in the appendix to this syllabus and on Blackboard.

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#### **DIVERSITY AND INCLUSION**

Every student in this class, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability or any identity category, is a valued and equal member of the group. We all bring different experiences to our class, and no one experience has more value or import than another. In fact, it is our different experiences that will enrich the course content. I encourage every student to share their own experiences as they are relevant to the course, but I also stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view. Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you identify. You have the right to adjust those things at any point. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation

from the course content, please contact me privately without fear of reprisal. If you feel uncomfortable contacting me, please contact the Dean of Students Office at <https://www.utep.edu/student-affairs/dean-of-students-office/index.html> or via email: [DOS@utep.edu](mailto:DOS@utep.edu) or by calling 915-747-5648.

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### STANDARDS OF ACADEMIC INTEGRITY

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Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

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### TECHNOLOGY REQUIREMENTS

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Course content is delivered through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

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### NETIQUETTE

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As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be always provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.

- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

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#### **DISABILITY POLICY**

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If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (CASS) on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS)—<http://sa.utep.edu/cass/>. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

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#### **EQUAL EDUCATION OPPORTUNITY**

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To create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso based on race, color, national origin, religion, sex, age, veteran status, disability, gender identity, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of university policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University’s Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University’s Equal Opportunity Office, Kelly Hall, 3<sup>rd</sup> Floor, 915.747.5662 or [eoaa@utep.edu](mailto:eoaa@utep.edu)<<mailto:eoaa@utep.edu>>

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#### **ADDITIONAL RESOURCES**

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UTEP Children's Library <https://o-www-teachingbooks-net.lib.utep.edu>  
Florida Center for Reading Research—Educators/Student Center Activities  
<http://www.fcrr.org/for-educators/>.  
Literacy Resources Online—<http://www.mcrel.org>  
NCTE sponsored website with classroom resources— <http://www.readwritethink.org>  
Phonological Awareness Literacy Screening (PALS)— <https://pals.virginia.edu/tools-activities.html>  
ReadersWorkshop.org – <http://www.readersworkshop.org/>  
National Reading Panel Report--[www.nationalreadingpanel.org/publications/summary.htm](http://www.nationalreadingpanel.org/publications/summary.htm).  
TEKS ELAR <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>  
RTI Action Network--<http://www.rtinetwork.org/learn/what/whatisrti>  
Response to Intervention (RTI)-- <http://www.rti4success.org/>  
International Literacy Association – [www.reading.org](http://www.reading.org).  
National Council of Teachers of English –<http://www2.ncte.org/>  
LA librería: Books for kids en español –<http://www.la-libreria.net>  
Children's trade books for social studies— <https://www.socialstudies.org/publications/notables>  
Children's trade books for science— <http://www.nsta.org/publications/ostb/>  
Children's trade books for math— <https://www.the-best-childrens-books.org/math-for-kids.html>