



RED 4338 Teaching Literacy & Language Arts in Elementary Classrooms (CRN:) 24833	
Instructor: Emma Romero, M.L.S.	Office Hours: Virtual via Zoom, by appointment
Email: emromero3@utep.edu	Location: Asynchronous Course hosted on Blackboard

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 virtual field experience for non-Miner Residents.

COURSE OVERVIEW

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 component of your learning will be six hours of field experience, which for Miner Teaching Residents will be in your assigned school setting and for non residents will consist of video observations.

The primary text for this course, *Literacy for the 21st 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-5th: Reading/Beginning Reading Skills: Phonological Awareness; Phonetic Knowledge; Spelling Knowledge; TEKS ELAR, K-5th 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-5th, 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-5th 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-5th: 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-5th: 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, 1st-5th 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, 1st-5th 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

Purchase or rent at the UTEP bookstore or other retailer:

Literacy for the 21st Century: A Balanced Approach by Tompkins. Seventh Edition. ISBN-13: 9780134813103
(PAPERBACK Edition)

The Ramped-Up Read Aloud: What to Notice as You Turn the Page by Walther. ISBN-13: 9781506380049

Download the following :

2017 Texas Essential Knowledge and Skills for English Language Arts and Reading (Elementary).
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

- “Literacy Education in Early Childhood,” (Winter 2018-19) Vol. 42, No. 4
- “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.

COURSE REQUIREMENTS

Field-Based Clinical Experience Log Sheet (Non residents only, 0 points)

Per State of Texas law- TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience (FBE) prior to clinical student teaching. This course requires six hours of clinical field experience for students who are NOT in the Miner Teacher Residency Program.

Clinical field experience assignments for this course will involve observing videos of literacy instruction in K-6 classrooms. Record your video observation hours with the UTEP observation log-in sheet which can be found on Blackboard under week 15. Simply record your name and student ID number and upload it to Blackboard.

A copy of the log will be placed in your certification file in the College of Education Center for Student Success office. Please keep a copy for your records.

Lecture and Assigned Video Viewing (1 pt each week/9 points total)

The professor will record and post lectures each week that review the topic and present the requirements for course assignments as well as address other business-related class issues. There are additional videos on the weekly topic which can be found on Blackboard and are listed in the course calendar.

Blackboard analytics will be used to determine that you accessed and watched each video. Any video which you neglect to watch will result in a deduction of 1 point from the total score.

Analysis of a balanced literacy practice (6 points)

You will write one 600-word essay closely describing and analyzing the balanced literacy practice of interactive read aloud, interactive writing, or writing mini lesson. There are three foci for your essay:

- Instructional practices of balanced literacy with a focus on what *moves the teacher makes*, what *student interactions these instructions promote* and what *resources are used* (e.g., technology, anchor charts);
- *Your* perspective of the instructional practice you observed (e.g., how instruction is differentiated, how the teacher is monitoring and adjusting instruction, how learning is organized and behavior is managed, what kinds of thinking the teacher is promoting, what surprised you, etc.), and;
- Connections between your observations of the balanced literacy practice and course readings.

Miner Teaching Residents should write their analysis of a balanced literacy practice observed in their assigned classrooms. (If you don't have the opportunity to observe interactive reading/writing or a writing minilesson you can analyze any balanced literacy practice found in the compendium of the course textbook or you can observe one of the below videos.)

Non-residents have the choice of the following videos for this assignment.

- K-2 Skills Block Interactive Writing <https://www.youtube.com/watch?v=lf8nUq169jQ>
- Writing minilesson <https://vimeo.com/141188488>
- Grades 3-5 Interactive Read Aloud (non-fiction) <https://vimeo.com/55965891>

Lesson Plan for Teaching a Balanced Literacy Practice (Draft 1 = 3 points; Final Draft = 15 points)

You will create a lesson plan for an interactive read aloud **or** interactive writing lesson. Refer to the course calendar for the deadline of the first draft and final draft. You will sign up for the assignment you wish to complete under the “Groups” tab in the left sidebar of the course Blackboard page.

You should plan a lesson that would take approximately 20 minutes to teach. The focus is on the teaching procedures and classroom dialogue integral for enacting the balanced literacy practices; it is not on independent assignments, projects, crafts, etc. Your lesson plan should include the following components:

1. Identify the balanced literacy practice of *interactive read aloud* or *interactive writing* or *writing minilesson* you will teach.
2. Identify the learning objectives of the lesson;
3. Identify of grade level TEKS for ELAR and content subject (if applicable)--TEKS should correspond with your lesson objective;
4. Provide the title and author of text(s) (interactive read aloud only) and any additional materials or resources needed for the lesson.
5. Provide your lesson frame, that is a statement of the learning objectives in student friendly language (e.g., “we will” and “I will”).
6. Outline your teaching procedures to include the following elements
 - a. What you are doing and what you anticipate students will be doing (teacher actions and student actions)?
 - b. What are the learning tasks that support diverse student needs and the structure and grouping for the learning tasks?
 - c. What are the components of the lesson (introduction, developmentally appropriate procedures for learning activity, and closure) that support the lesson objective?

- d. What are the pre-planned questions to check for understanding and prompt students' thinking?
7. Include a plan to support varied students' learning needs. Include initials for specific students and describe the modifications that align with their IEP or 504 plans.
8. Identify academic language important to the learning objectives and how you will support students in practicing and learning this language.

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.

1. Rubric (2 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 (5 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 (18 + possible 2 points extra credit)

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 (2 points extra credit)

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.

Blackboard “Jigsaw” Discussion Forums (4 points per post/8 points total)

You will be asked to respond in one or two paragraphs to discussion prompts on Blackboard that will address key topics of the week’s reading. This assignment is a “jigsaw” forum as you will be assigned different prompts and expected to read your peers’ responses and comment on them.

Refer to the course calendar for the forum due dates for the two assigned forums. Forum grades will be based on timely completion and your reference to the assigned course readings in your response. You also must comment on at least two posts of your peers on a different topic than your own to receive full credit.

Quizzes (3 points each; 21 points total)

You are assigned seven quizzes during the semester. The topic of each quiz corresponds to the assigned readings for the week. Refer to the course calendar for quiz due dates. All quizzes can be found on Blackboard under the week in which they are assigned.

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.

NETIQUETTE

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.

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

DISABILITY POLICY

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).

STANDARDS OF ACADEMIC INTEGRITY

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, the submission for credit of any work or materials that are attributable in whole or 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 from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

EQUAL EDUCATION OPPORTUNITY

In order 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 on the basis of 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, 3rd Floor, 915.747.5662 or eoaa@utep.edu<<mailto:eoaa@utep.edu>>

ADDITIONAL RESOURCES

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.
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.

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>