

The University of Texas at El Paso
RED 4338 Literacy & Language Arts Methods (CRN: 18121)
FALL 2016

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Thursdays, 9:00-11:50 AM
Location: Mesita Elementary School/Room #107
August 24 —December 7, 2016
Office Hours: M&T 8:00-9:00 AM & 12:00-2:00 PM
W-8:00-11:00 Online or Mesita ES & TH-12:00-1:00
Online/Mesita ES or by Appointment

Course description:

This course introduces methods and resources for teaching literacy in the elementary grades. The course will provide research-based literacy practices and prepare students to engage young learners in reading, writing, speaking, and listening experiences with print and multimodal texts. Students will learn, practice, apply, and critique literacy instructional methods, with an emphasis on emergent bilingual students (English language learners). Ten (10) hours of field experience is required. Prerequisite: RED 2330 and ECED 4335.

Course objectives:

This course addresses organization of a language arts program and provides pre-service teachers with the foundations of literacy methods, writing processes, and study and inquiry skills. Participants will learn how to organize the classroom language arts environment and pedagogy, methods, strategies, and materials to meet the individual needs of students. Instructional approaches to meet the language and literacy learning needs of English learners will be addressed. The course will provide numerous opportunities to connect theories of reading and writing with both the State Board of Education Certification (SBEC) standards and the Texas Essential Knowledge and Skills for English Language Arts & Reading (TEKS ELA & R/Elementary). 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).

- Knows that writing to communicate is a developmental process and provides 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, Standard10; PPR I, III; Technology Applications I-V, Competency 10).

Student learning outcomes:

Upon completion of this course, students will:

- 1) Explain 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.
- 2) Compare & contrast language and literacy contexts that help learners develop academic language and organize classroom environments with a variety of language learning opportunities & ongoing assessments to support second language development (TEKS ELA & R, K-5th, Vocabulary; Listening & Speaking: *Listening, Speaking & Teamwork*).
- 3) Recognize the importance of the alphabetic principle to fluent reading & writing and plan differentiated word study, fluency, comprehension, and writing activities for small group literacy lessons to develop students' knowledge of phonemic awareness, phonics, vocabulary, fluency and comprehension of a variety of genres (TEKS ELA& R, K-1st: Reading/Beginning Reading Skills: *Phonological Awareness*; TEKS ELA & R, K-5th: Reading Skills: *Print Awareness*; Vocabulary, Comprehension Strategies, & Comprehension; TEKS ELA & R, K-1st: Oral & Written Conventions: *Spelling*).
- 4) Explore and describe developmental literacy stages and plan effective teaching and assessment literacy activities to develop students' phonemic awareness, phonics, fluency, vocabulary, and comprehension literacy abilities using the daily 5 routines (read-to-self, work-on-writing, read-to-someone, listen-to-reading & word work) to support students' improved literacy independence (TEKS ELA & R, K-5th, Knowledge & Skills for Beginning Reading; Reading; Writing; Listening & Speaking; Oral & Written Conventions).
- 5) Characterize research-based comprehension strategy instruction and demonstrate instructional procedures for explicit & embedded comprehension assessment & instruction (TEKS ELA & R, K-3rd Reading/Beginning Reading Skills: *Comprehension Strategies*; TEKS ELA & R, K-5th: Reading: *Comprehension*).
- 6) Identify discussion and writing methods to interpret and comprehend a variety of text genres and plan and implement before, during, and after reading higher-level discussions and writing about texts (TEKS ELA & R, K-5th: Reading/Comprehension of Literary Text: *Theme & Genre, Poetry, Drama, Fiction, Literary Nonfiction, Sensory Language, Informational Text/Culture & History, Informational Text/Expository Texts, Informational Text/Procedural Texts, Informational Text/Persuasive Texts*).
- 7) Understand that writing to communicate is a developmental process, and plan writing workshop routines and writing instruction that includes process composing strategies and culturally-rich writing assessments & activities (TEKS ELA & R, K-5th: Writing: *Writing Process, Literary Texts, Writing about Experiences, Expository & Procedural Texts, &*

Persuasive Texts; TEKS ELA & R, K-5th: Oral & Written Conventions: *Conventions & Handwriting*).

- 8) Comprehend digital skills & strategies to use with print and digital texts and plan & teach genre-specific strategies to engage students in reading and writing for a variety of purposes (TEKS ELA & R, K-5th: Reading: *Media Literacy*).
- 9) Understand study and inquiry skills as tools for gathering information from multiple texts, and plan an interdisciplinary lesson plan for the integration of literacy with the content areas of science; math; social studies; and/or the arts (TEKS ELA & R, K-5th: Research: *Research Plan, Gathering Sources, Synthesizing Information, Organizing & Presenting Ideas*).

Course readings:

Required textbooks:

Taylor, B. & Duke, N., Editors (2013). *Handbook of effective literacy instruction: research-based practice K-8*. New York: The Guilford Press. ISBN: 10:1462519245. [This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

Boushey, G. & Moser, J. (2014). *The daily five: Fostering literacy independence in the elementary grades*. Stenhouse Publishers. ISBN: 978-1-57110-974-3. [This book can be purchased at the university bookstore or online at venues such as Amazon.com, half.com, or Barnes and Noble.]

- Both textbooks are required for successful completion of this course. There will be a textbooks check during the second week of class.

Required readings & websites (in addition to textbook chapters):

Texas Essential Knowledge & Skills for English Language Arts & Reading (Elementary).
www.tea.state.tx.us/teks

Course requirements:

Successful completion of this course will be based on several key elements:

Field experience: BB field experience logs (25 points). A minimum of 10 hours of field experience is required as part of this course. You are required to complete **10 hours** of active participation and observation--5 hours of literacy instruction/assessment, including one hour teaching a small group literacy lesson & 5 hours in other subject areas and/or attending professional learning community meetings, tutoring, parent-teacher conference, ARD/IEP meetings. At the beginning of the semester, you will be assigned a cooperating teacher to accomplish this assignment and you and a partner will work together to do your **active** observations/teaching. On **Field Experience** days, we will meet on Thursday from 9:00-10:30 and you will spend **10:30-11:50 AM** completing your observations in the classrooms. However, you can also schedule observation times with your cooperating teacher on days/times other than Wednesday.

After each classroom visit, write down your observations and active participation experiences in a field experience journal. For the field experience log, you will review your observation/participation notes and reflect on what you learned about the experience. Your writing (approximately 500 words) should be reflective rather than merely descriptive and cite information from the week's required readings in your reflection. Follow APA guidelines and

use the following link as your resource: <http://owl.english.purdue.edu/owl/resource/560/01/>. On Blackboard, complete four (4) field experience logs reflecting about the classroom events and activities using the observation focus questions in the syllabus course schedule.. You will submit four (4) field experience logs (5 points each) on Blackboard. A rubric for the field experience logs can be found in the appendix.

UTEP Observation Log-in Sheet (10 points)

You are required to complete **10 hours** of active participation and observation--5 hours of literacy instruction/assessment, including one hour teaching a small group literacy lesson & 5 hours in other subject areas and/or attending professional learning community meetings, tutoring, parent-teacher conference, ARD/IEP meetings. Maintain a log-in sheet (UTEP observation log-in sheet) to record your field experience; write the date; time-in/out; get the cooperating teacher's signature; & activities/comments. Submit your UTEP Observation Log-in Sheets on Blackboard.

You must complete a **background check** with EPISD in order to be cleared for classroom observations. **To successfully complete this course, you must turn in a completed UTEP Observation log-in sheet documenting 10 hours of field experience on Blackboard by the due date.** A copy of your UTEP Observation Log-in Sheet will be placed in your file in the field placement office.

Small group literacy lesson plan (10 points). In order to understand the stages in the reading process and plan differentiated small group literacy lessons, you will write a differentiated small group lesson plans for four-to-six students. Review students' performance data and the literacy curriculum with your cooperating teacher and think about the purpose, goal, and lesson objective(s). With a focus on active student responding, use the English Language Arts & Reading TEKS to plan choral reading fluency practice, vocabulary and comprehension activities before and during reading and discussion & writing activities after reading activities for a narrative or expository instructional level text. **You will submit the small group literacy lesson plan to me at kmein@utep.edu; after feedback and conferencing with me and your cooperating teacher, you will teach the lesson to a small group of students as part of your field experience.** Your partner will observe as you teach the small group literacy lesson and he/she will provide feedback on the lesson's pacing and student engagement during the fluency, vocabulary and comprehension before, during, and after reading. You will use your partner's feedback to write a section of the final reflection paper. A rubric for the small group reading lesson plan can be found in the appendix.

Lesson plan: Integration of literacy with a content area (science, social studies, math or the arts (10 points). To demonstrate an understanding of teaching inquiry skills as tools for gathering information from multiple texts, you will write a lesson plan that integrates literacy with a content area i.e. science; math; social studies; or the arts. Re-read and review effective teaching strategies for the integration of literacy in the content areas in the textbook, *Handbook of Effective Literacy Instruction* (2013); for the integration of literacy with science review chapter 14; for social studies review chapter 15; for mathematics review chapter 16; and for the arts review chapter 17. The lesson plan should include a clear description of the following components:

- Content area goal and the reading & writing skills to be integrated with the content area.
- Grade-level and content area TEKS standard for the lesson.
- Title/author of text(s) and academic vocabulary.

- Teacher modeling & teaching procedures for the reading & writing strategies to support critical thinking & comprehension of the text & content topic.
- Group procedures & guided student practice procedures for integrated reading, writing, speaking & listening of the content topic & text.

A rubric for lesson plan integrating literacy with a content area can be found in the appendix.

Team facilitators for literacy workstations and daily 5 routines (20 points). As part of this course, you will work in small groups (4-5 members) and facilitate literacy workstations that include the daily 5 activities with grade level students from Mesita ES. Using effective teaching practices to develop essential literacy abilities in students from the *Handbook of Effective Literacy Instruction* and the daily 5 routines from *The Daily 5* textbooks, group members will plan and teach literacy workstations with groups of students from a grade level at Mesita School. The following group assignments will be determined in Week #1:

1. Fluency workstations (Ch.8) and read-to-someone activities (Appendix D Guide).
2. Comprehension strategy workstations (Ch.9) and read-to-self activities (Ch. 5/Appendix B Guide).
3. Comprehension workstations (Ch.10) and listen-to-reading activities (Appendix E Guide).
4. Vocabulary workstations (Ch.11) and word-work activities (Appendix F Guide).
5. Writing workstations (Ch.12) and work-on-writing activities (Appendix C Guide).

Team members will work together and plan literacy workstation & daily 5 activities using research-based practices from the two textbooks. **Each team member is responsible for teaching a 5-7-minute literacy activity with a small group of students from Mesita School. The students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.** Prepare a lesson plan based on your group's assigned literacy workstation topic that includes the following components:

- The objective/goals for each of the 4-5 literacy workstations and the name of the team member facilitating the activity.
- The TEKS standard addressed at each of the 4-5 literacy workstations.
- The materials including texts to be used at each of the 4-5 literacy workstations.
- The literacy workstation & daily 5 procedures & active responding activities for each of the 4-5 literacy workstations.
- Teacher monitoring & checking for understanding procedures for each of the 4-5 literacy workstations.
- Formative assessment of student learning for each of the 4-5 literacy workstations.

The lesson plan is submitted to me for feedback at kmein@utep.edu **one week** before facilitating the lesson. On the day that your group is facilitating the literacy workstations & daily 5 procedures, each group member is expected to lead a literacy workstation/daily 5 routine. During the teaching phase, student members will be individually evaluated based on the following criteria:

- Introduction of the workstation goal/objective.
- Teacher modeling of the literacy workstation/daily 5 activity.
- Guided student practice & active student literacy engagement.
- Teacher monitoring, feedback, and checking for understanding.
- Student understanding of the literacy task (formative assessment).

A rubric for the team facilitators for literacy workstations and daily 5 routines can be found in the appendix.

Final reflection paper on field experience & teaching the small group literacy lesson (20 points). The final reflection paper will consist of two parts: 1) reflection on what you learned from your observations; and 2) reflection about reflection about teaching a small group literacy lesson

For the field experience section, you will review your field notes & BB field experience logs to write what you learned about the following topics:

- Fundamental components of effective literacy lessons;
- The daily 5 and effective literacy teaching & assessment;
- Effective integration of literacy with instruction in the content areas; and
- Professional learning and collaboration in PLCs.

The first section of your paper should be approximately 3-4 pages and contain at least 4-6 references to course readings. Cite 4-6 references from the **required course readings** and use APA style when citing your references.

For the second section, you will seek approval & arranged a time with your cooperating teacher to teach the small group literacy lesson plan. Plan to teach a 45-30-minute small group literacy lesson with four to six students with your partner as a peer observer. After teaching the lesson, discuss with your partner the pacing and student engagement during the fluency, vocabulary, and before, during, and after reading activities. Use the peer observation information and write what you learned about the following:

- Reasons for choosing the lesson's literacy activities & materials;
- Information about how the students responded to the lesson;
- Information about what went well & what did not go well with the lesson pacing and activities & why;
- A description of what you would do differently in future lessons.

The second section of your paper should be approximately 3-4 pages and contain at least 5-6 references from the required course readings. Cite 4-6 references from the **required course readings** and use APA style when citing your references

The final reflection paper should be 6-8 pages (not including references and appendices) and contain at least 8-10 references **from the required course readings**. Cite references using APA style. Follow APA guidelines and use the following link as your resource:

<http://owl.english.purdue.edu/owl/resource/560/01/> A rubric for the final reflection paper can be found in the appendix.

Quizzes (10 points) All assigned readings must be completed before each class session. The readings will form the basis of in-class quizzes, class discussions, and activities. In a community of learners, participation in class discussions and collaborative group work is key to your success as learners. I encourage you to ask questions and actively engage in class discussions and tasks. There will be a quiz at the end of ten classes and each completed quiz will count one point each. For homework readings, you are given a list of questions in the syllabus to think about during reading. Use these questions (located in the course schedule of the syllabus) to guide your reading of the chapter and prepare written answers to the questions. I will not collect the written responses; however, you can refer to your written answers in class during discussions and quizzes at the end of each class. Quiz questions will be multiple choice and short answer and similar to those found on the TExES/PPR exams.

Assessment of Student Learning Outcomes:

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Field experience Logs	BB Log #1—9/22/16 BB Log #2—10/6/16 BB Log #3—10/20/16 BB Log #4—12/1/16	25 points	Learning Outcomes #1-9
UTEP Observation Log-in Sheet	12/8/16	10 points	Learning Outcomes #1-9
Small group literacy lesson plan	9/29/16	10 points	Learning Outcomes #1-8
Team facilitates literacy workstations & daily 5 activities with students	Fluency workstations & read-to-someone activities—10/20/16 Comprehension strategy workstations & read-to-self activities—10/27/16 Comprehension skills workstations & listen-to-reading activities—11/3/16 Vocabulary workstations & word-work activities—11/10/16 Writing workstations & work-on-writing activities—11/17/16	20 points	Learning Outcomes #2, 3, 4, 5, 6, 7, & 9
Literacy & integrated content area lesson plan	11/25/16	5 points	Learning Outcomes #3-9
Final reflection paper on small group literacy lesson & field experience.	12/8/16	20 points	Learning Outcomes #1-9
10 Quizzes	Ongoing	10 points	Learning Outcomes #1-9

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

Attendance Policy:

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing more than one day of class as excessive. After two absences, the student may be dropped for lack of attendance. If you miss one day of class, contact me immediately via email at kmein@utep.edu.

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.

Additional Resources: Websites

Florida Center for Reading Research—*Educators/Student Center Activities*

<http://www.fcrr.org/for-educators/>.

The two sisters: Gail Boushey & Joan Moser at <http://www.the2sisters.com/>.

Phonological Awareness Literacy Screening (PALS) <https://pals.virginia.edu/tools-activities.html>

Beverly Tyner at <http://www.beverlytyner.com/>

ReadersWorkshop.org at <http://www.readersworkshop.org/>

Read Write Think resources at <http://www.readwritethink.org/classroom-resources/>

National Reading Panel Report--www.nationalreadingpanel.org/publications/summary.htm.

TEKS ELA/R <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

****Syllabus subject to change***

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Aug 25 Week 1</p>	<p>Introduction to the course</p>	<p>Read Syllabus</p> <ul style="list-style-type: none"> ➤ Syllabus Review ➤ Course Requirements ➤ EPISD Background Checks ➤ Mesita ES Faculty & Staff Handbook <p>Team Facilitators sign-up for Literacy Workstations Partners sign-up for Cooperating Teacher/Grade Level</p> <p>Tour Mesita Elementary School</p>	
<p>Sept 1 Week 2</p>	<p>Balanced, Differentiated Literacy Instruction & Tools</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 2—<i>Literacy tools created and used within print-rich classroom environments</i> in Handbook of Effective Literacy Instruction. • Chapter 4—<i>Balanced, differentiated teaching: Explicit instruction, scaffolded support, and active student responding</i> in Handbook of Effective Literacy Instruction. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Review Table 2.1—Types of Literacy Tools Found in Elementary Classroom (pp.50-52) and explain how the quality & quantity of the literacy tools support literacy acquisition.</i> 2. <i>Describe how effective teachers balance teacher-directed instruction with student-supported learning.</i> 3. <i>Explain how teachers scaffold their support to students' literacy needs.</i> 4. <i>Explain how teachers provide students with active literacy responding with reading, writing, & sharing practice.</i> <p>Textbooks check</p>	

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Sept 8 Week 3</p>	<p>Literacy Assessment, Grouping Practices & Planning Small Group Literacy Lessons</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 3—<i>Grouping practices, independent learning activities & effective instruction</i> in Handbook of Effective Literacy Instruction. • Chapter 5—<i>Classroom literacy assessment: Strategies for informing instruction and monitoring student progress</i> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Describe how effective literacy teachers adjust the amount of whole & small group instruction to meet lesson objectives & students’ needs.</i> 2. <i>Describe the instructional components of a teacher’s daily reading block.</i> 3. <i>How can teachers use learning centers/workstations to differentiate independent literacy learning?</i> 4. <i>Describe four key factors associated with formative assessments that improve students’ literacy achievement.</i> 5. <i>Describe how teachers use think alouds & released reading passages as a formative assessment to learn about students’ reading strategies.</i> 6. <i>Explain how teachers use writing conferences as a formative assessment.</i> 	
<p>Sept 15 Week 4</p>	<p>Developing Print Literacy Abilities & The Daily 5</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 8—<i>Automaticity versus fluency: Developing essential literacy abilities with print</i> in Handbook for Effective Literacy Instruction. • Chapter 1--<i>That was then, this is now: How the daily 5 evolved</i> in The Daily Five. • Appendix D—<i>Read-to-someone guide</i> in The Daily Five <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Explain the difference between constrained & unconstrained reading skills and how constrained skills can be taught with unconstrained skill in a holistic literacy curriculum.</i> 2. <i>Describe how teachers meet the needs of of all students by teaching print concepts, alphabet recognition and phonological awareness.</i> 3. <i>Explain how teachers coach students as they read with sound-symbol cues.</i> 4. <i>Why is fluency the bridge between decoding & comprehension?</i> 5. <i>Describe how teachers develop students’ fluent reading of texts.</i> 6. <i>Describe the five choices in the daily 5 and how CAFÉ focus lessons & the daily 5 fit together.</i> 	<p>Students in pairs assigned with cooperating teacher</p> <p>Contact assigned teacher to schedule observations</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Sept 22 Week 5</p>	<p>Comprehension Strategy Instruction & Reading-to-Self</p> <p>Field Experience—10:00-11:50 AM</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 9--<i>Today’s comprehension strategy instruction: “Not your father’s Oldsmobile</i> in Handbook for Effective Literacy Instruction. • Chapter 3--<i>The 10 steps to teaching & learning independence</i> in The Daily 5. • Appendix B—<i>Read-to-self guide</i> in The Daily 5. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>How are comprehension skills different from comprehension strategies?</i> 2. <i>Describe comprehension strategies supported by research and their related instructional implications & supportive teaching techniques.</i> 3. <i>Explain how one of the following instructional protocols—Directed Reading/Listening-Thinking Activity; Reciprocal Teaching; or Transactional Strategy Instruction—are taught before, during, & after reading.</i> 4. <i>Describe how strategy instruction is expanded through read aloud, text enhancement, & graphic organizers.</i> 5. <i>Describe the daily 5 I-Chart and how teachers model most desirable/least desirable behaviors as well as practice the daily 5 & build students’ stamina.</i> <p>Assignment due: Field experience log #1 due on Blackboard on 9/22/16 by midnight.</p>	<p>Do observations in the classroom.</p> <p>Observation focus: Describe the teacher’s grouping practices& independent learning activities. How do teachers provide opportunities for students to talk? How did you support students having difficulties during group tasks?</p>
<p>Sept 29 Week 6</p>	<p>Comprehension & the Daily 5 Foundation Lessons</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 10—<i>Comprehension: High level talk & writing about texts</i> in Handbook of Effective Literacy Instruction. • Chapter 6—<i>Foundation lessons</i> in The Daily 5. • Appendix E—<i>Listen-to-reading guide</i> in The Daily 5. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Describe how short-term & long-term scaffolding support student learning during discussions.</i> 2. <i>Why do oral & written literature responses improve comprehension & student engagement?</i> 3. <i>Review Table 10.1—Characteristics of Varied Approaches to Discussion (pp.259-260) and describe how book clubs, grand conversations, literature circles & questioning-the-author improve comprehension.</i> <p>Literacy lesson plan due to kmein@utep.edu on 9/29/16 by midnight.</p>	

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Oct 6 Week 7</p>	<p>Vocabulary Instruction & Word Work</p> <p>Field Experience— 10:30-11:50 AM</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 11—<i>Vocabulary instruction</i> in Handbook of Effective Literacy Instruction. • Chapter 7—<i>When to launch the daily 5</i> in The Daily 5. • Appendix F—<i>Word-work guide</i> in The Daily 5. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Describe a classroom environment that supports academic vocabulary acquisition.</i> 2. <i>Describe instruction & assessment practices that support young children’s vocabulary acquisition.</i> 3. <i>Explain how teachers can engage students in developing word consciousness.</i> 4. <i>Describe a word work lesson that focuses on spelling & vocabulary.</i> <p>Assignment due: Field experience log #2 due on Blackboard by midnight on 10/6/16.</p>	<p>Do observations in the classroom.</p> <p>Observation focus: How did the teacher provide opportunities for students to practice using literacy skills in the reading & writing of connected texts? To what extent did the teacher guide & scaffold students’ text understanding? How did you support teaching or assessment of students’ essential literacy abilities?</p>
<p>Oct 13 Week 8</p>	<p>Effective Writing Instruction</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 12—<i>Effective writing instruction in the 21st century</i> in Handbook of Effective Literacy Instruction. • Chapter 8—<i>The Math Daily 3</i> in The Daily 5. • Appendix C—<i>Work-on-writing guide</i> in The Daily 5. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Describe the characteristics of exemplary writers’ workshops.</i> 2. <i>Explain how teachers teach self-regulation in writing and composing strategies.</i> 3. <i>Describe benefits & constraints of four different writing assessment methods.</i> 4. <i>Explain how math writing is taught in the math daily 3.</i> 	

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Oct 20 Week 9</p>	<p>Developing Literacy Abilities in Students</p> <p>9:15-10:00 AM Team Facilitators: Fluency & read-to-someone literacy workstations.</p> <p>Field Experience 10:30-11:50 AM</p>	<p>Team Facilitators: Fluency & read-to-someone literacy workstations.</p> <p>Each team member is responsible for teaching a 5-8-minute literacy activity with a small group of students. The students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.</p> <p>Teaching procedures:</p> <ul style="list-style-type: none"> • Introduction of workstation goal/objective. • Teacher modeling • Guided student practice & active student literacy engagement. • Teacher monitoring, checking & feedback • Formative assessment). <p>Field experience log #3 due on Blackboard by midnight on 10/20/16.</p>	<p>Team Facilitators: Fluency & read-to-someone literacy workstations.</p> <p>Do observations in the classroom & teaching of small group literacy lessons.</p> <p>Observation focus: Use the <i>Elements of Effective Instruction: Observation Protocol</i> (Figure 4.1, pp. 101-102, Handbook of Effective Literacy Practices) during your observation. You will provide evidence of the following elements of instruction:</p> <ul style="list-style-type: none"> • High-level questioning • Explicit instruction in strategies • Student-supportive stance • Active responding • Purpose • Pacing
<p>Oct 27 Week 10</p>	<p>Supporting & Motivating Literacy Instruction in Culturally Response Classrooms</p> <p>10:30-11:15 AM Team Facilitator: Comprehension Strategies & listen-to-reading literacy workstations</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 1—<i>Motivating classroom practices to support effective literacy instruction</i> in Handbook of Effective Literacy Instruction. • Chapter 6—<i>Culturally Responsive Literacy Instruction</i> in Handbook of Effective Literacy Instruction. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Describe how to create a motivating literacy classroom environment. 2. Explain how the instructional practices of teacher modeling, cooperative learning, and interdisciplinary connections promote student engagement. 3. Based on research, describe five principles to make literacy instruction culturally responsive. 4. Explain how connecting curriculum to students' background, collaborative work, & attending to classroom discourse are responsive to students' linguistic & cultural backgrounds. 	<p>Team Facilitators: Comprehension strategies & read-to-self literacy workstations.</p> <p>Each team member is responsible for teaching a 5-7-minute literacy activity with a small group of students. The students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.</p> <p>Teaching procedures:</p> <ul style="list-style-type: none"> • Introduction of workstation goal/objective. • Teacher modeling • Guided student practice & active student literacy engagement. • Teacher monitoring, checking & feedback • Formative assessment).

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Nov 3 Week 11</p>	<p>Digital Literacy & Launching Read-to-Self</p> <p><i>10:30-11:15 AM Team Facilitators: Comprehension skills & listen-to-reading literacy workstations</i></p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 7—<i>Digital literacy</i> in Handbook of Effective Literacy Instruction. • Chapter 5—<i>Launching read-to-self—The first daily 5</i>. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Think about your beliefs about integrating technology in the curriculum and describe how you would integrate digital images & concept maps to teach vocabulary.</i> 2. <i>How can teachers use technology to teach vocabulary & comprehension?</i> 3. <i>Describe the read-to-self foundation lessons of “Three Ways to Read a Book” & “I PICK Good-Fit Books”.</i> 	<p><i>Team Facilitators: Comprehension skills & listen-to-reading literacy workstations.</i></p> <p>Each team member is responsible for teaching a 5-7-minute literacy activity with a small group of students. The students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.</p> <p>Teaching procedures:</p> <ul style="list-style-type: none"> • Introduction of workstation goal/objective. • Teacher modeling • Guided student practice & active student literacy engagement. • Teacher monitoring, checking & feedback • Formative Assessment

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Nov 10 Week 12</p>	<p>Reading & Writing Different Genres</p> <p><i>10:30-11:15 AM</i> Team Facilitators: Vocabulary & word work literacy workstations</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapter 13—<i>Reading & writing specific genres</i> in Handbook of Effective Literacy Instruction. • Chapter 9-<i>Returning to our core beliefs</i> in The Daily 5. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Explain why it is important to develop children’s genre knowledge.</i> 2. <i>Describe the genres and types of texts that K-6 teachers need to teach.</i> 3. <i>How does writing for a “real purpose” engage students?</i> 4. <i>Describe the purpose of explanatory informational genres & the reading & writing strategies for informational texts.</i> 	<p>Team Facilitators: Vocabulary & word work literacy workstations.</p> <p>Each team member is responsible for teaching a 5-7-minute literacy activity with a small group of students. The students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.</p> <p>Teaching procedures:</p> <ul style="list-style-type: none"> • Introduction of workstation goal/objective. • Teacher modeling • Guided student practice & active student literacy engagement. • Teacher monitoring, checking & feedback • Formative Assessment

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Nov 17 Week 13</p>	<p>Integration of Literacy with Science & Social Studies</p> <p>10:30-11:15 AM Team Facilitators: Writing & work-on-writing literacy workstations</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 14—<i>Integration of literacy & science</i> in Handbook of Effective Literacy Instruction. • Chapter 15—<i>Integration of literacy & social studies</i> in Handbook of Effective Literacy Instruction. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How can teachers integrate literacy & science using the In-Depth Expanded Applications of Science (IDEAS) program?</i> 2. <i>Explain 5 examples of effective integration of literacy & social studies.</i> 3. <i>How can teachers support social studies & literacy learning for students from different cultural groups?</i> <p>Assignment due: Literacy & integrated content area lesson plan due on 11/25/16 by midnight.</p> <p>Read and review chapters 16 & 17 for literacy & math/the arts content lesson plans:</p> <ul style="list-style-type: none"> • Chapter 16—<i>Integration of Literacy and Mathematics</i> in Handbook of Effective Literacy Instruction. • Chapter 17—<i>Integration of Literacy and the Arts</i> 	<p>Team Facilitators: Writing & work-on-writing literacy workstations.</p> <p>Each team member is responsible for teaching a 5-8-minute literacy activity with a small group of students. The students will rotate around to each literacy workstation; therefore, prepare to teach your activity 4-5 times.</p> <p>Teaching procedures:</p> <ul style="list-style-type: none"> • Introduction of workstation goal/objective. • Teacher modeling • Guided student practice & active student literacy engagement. • Teacher monitoring, checking & feedback • Formative Assessment

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Dec 1 Week 14</p>	<p>Professional Learning & Partnering with Parents</p> <p>Field Experience— 10:30-11:50 AM</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 21—<i>Professional learning: Professional learning communities, whole school meetings, & cross-school sharing</i> in Handbook of Effective Literacy Instruction. • Chapter 23—<i>Partnering with parents</i> in Handbook of Effective Literacy Instruction. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>What are the benefits of reflecting on instruction?</i> 2. <i>Describe the purpose of PLCs.</i> 3. <i>Explain why parents & families matter to a child’s literacy development.</i> 4. <i>Describe the four principles for effective family literacy involvement?</i> <p>Field experience log #4 due on Blackboard by midnight on 12/1/16.</p> <p>UTEP Observation Log-in Sheet submitted in class on 12/8/16. Make sure observation log & notes are complete with cooperating teacher’s signature.</p>	<p>All observations and teaching a literacy lesson are completed by this week.</p> <p>Do observations/teaching in the classroom</p> <p>Observation focus: How does the teacher integrate academic content and reading across multiple texts? How did you work with the classroom teacher to support students’ understanding of math, science, & social studies content?</p>
<p>Dec 8 Week 15</p>	<p>Final Reflection</p>	<p>Final reflection paper: Field experience & teaching a small group literacy lesson due on Blackboard by midnight.</p>	

APPENDIX
Grading Rubrics for Course Assignments

Grading Rubric: Blackboard field experience logs (25 points)

Criteria	Possible Points	Points Earned
Each field experience log clearly ponders the week's observation focus questions outlined in the syllabus.	<i>1</i>	
Each field experience log clearly describes active observation support and/or teaching.	<i>1</i>	
Each field experience log critically evaluates observation focus & cites information from the required readings.	<i>1</i>	
Each field experience log is 500 words in length and free of grammatical errors.	<i>1</i>	
Each field experience log is submitted on Blackboard on-time.	<i>1</i>	
Total	4 logs @ 5 points each=25 points	

Grading Rubric: UTEP Observation Log-in Sheet (10 points)

Criteria	Possible Points	Points Earned
Submit UTEP observation log-in sheet with documentation of 10 hours of field experience with the date; time-in/out; cooperating teacher's signature; & activities/comments on Blackboard	10	
Total	10 pts.	

Grading Rubric: Small group literacy lesson plan (10 points)

Criteria	Possible Points	Points Earned
A clear description of the lesson's purpose, goal, & objective(s).	1	
A clear description of the English Language Arts & Reading TEKS for fluency, vocabulary, & comprehension.	1	
A clear description of the fluency, vocabulary, and comprehension instructional texts & materials.	2	
A clear description of procedures to teach fluency & vocabulary & arrangements for active student engagement.	3	
A clear description of procedures to teach comprehension before, during & after reading & arrangements for active student reading & writing responses to the text.	3	
Total	<i>10 points</i>	

Grading Rubric: Lesson plan: Integration of literacy with a content area (science, social studies, math or the arts (10 points)

Criteria	Possible Points	Points Earned
A clear description of the lesson's content area goal & the reading & writing skills to be integrated with the content area.	<i>1</i>	
A clear description of the grade-level & content area TEKS standard to be integrated with literacy.	<i>1</i>	
A clear description of title/author of texts (digital & informational texts and/or visual/online resources) and academic vocabulary taught in the lesson.	<i>1</i>	
A clear description of teacher modeling & teaching procedures for the reading & writing strategies to support critical thinking & comprehension of the content text & topic.	<i>1</i>	
A clear description of grouping procedures & guided student practice procedures for integrated reading, writing, speaking & listening of the content topic & text.	<i>1</i>	
Total	<i>5 points</i>	

Grading Rubric: Team facilitates literacy workstations & daily 5 lesson & activities (20 points)

Criteria	Possible Points	Points Earned
<p>Lesson plan of assigned literacy workstation & daily5 activities outlines 4-5 workstations that includes a clear description of:</p> <ul style="list-style-type: none"> • Objectives/goals for each of the 4-5 literacy workstations & name of the team member facilitating the workstation. • TEKS standards addressed at each of the 4-5 workstations. • Texts & materials used at each of the 4-5 workstations. • Procedures & plans for active student engagement for each of the 4-5 literacy workstations. • Teacher monitoring & checking for understanding procedures for each of the 4-5 literacy workstations. • Formative assessment of student learning for each of the 4-5 literacy workstations. 	<i>10</i>	
Literacy workstation teaching: a clear introduction of the goal/objective of literacy workstation.	<i>2</i>	
Literacy workstation teaching: teacher clearly models the literacy activity & expectations.	<i>2</i>	
Literacy workstation teaching: students are clearly engaged in guided practice of the literacy activity.	<i>2</i>	
Literacy workstation teaching: the teacher provides feedback, checks for understanding & informally assesses student learning.	<i>2</i>	
Literacy workstation teaching: adequate pacing (5-7 minutes) of each literacy workstation for each rotation.	<i>2</i>	
Total	<i>20 points</i>	

Grading Rubric: Final reflection paper of field experience & teaching a literacy lesson (20 points)

Criteria	Possible Points	Points Earned
Field experience section 1 clearly reflects what you learned about the fundamental components of effective literacy lessons with in text citations from the required course readings.	2	
Field experience section 1 clearly reflects what you learned about the daily 5 and effective literacy teaching & assessment with in text citations from the required course readings.	2	
Field experience section 1 clearly reflects what you learned about effective integration of literacy with instruction in the content subjects & includes text citations from the required course readings.	2	
Field experience section 1 clearly reflects what you learned about the professional development & collaboration in PLCs with in text citations from the required course readings.	2	
Field experience section 1 section is 3-4 pages and contains 4-6 in-text references from the required course readings using APA style.	2	
Teaching reflection section 2 clearly explains reasons for your choice of lesson texts, materials & activities.	2	
Teaching reflection section 2 clearly describes how the students responded to the lesson.	2	
Teaching reflection section 2 clearly appraises reasons for what went well & what did not go well with the lesson's pacing and activities		
Teaching reflection section 2 clearly criticizes what you would change about the lesson and why you would make those changes.	2	
Teaching reflection section 2 is 3-4 pages and contains 4-6 in-text references from the required course readings using APA style and includes the lesson plan and peer feedback rubric.	2	
Total	<i>20 points</i>	

