

The University of Texas at El Paso
RED 4338 Literacy & Language Arts Methods (CRN: 28296)
SPRING 2016

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Thursdays, 9:00 AM-11:50 AM
Location: Mesita Elementary School
January 21 —May 12, 2016
Office Hours: M, W 7:30 AM-9:00 AM
M-12:00-1:30; W-12:00-12:30 & 4:30-5:00 PM;
Online TH 7:30-9:00 AM & 12:00-4:00 PM or by
Appointment

Course description:

This course introduces methods and resources for teaching literacy in the elementary grades. The course will 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 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:

- Distinguish ongoing formative assessments of student progress and plan differentiated literacy instruction responsive to students' developmental characteristics and needs (SBEC, Standard 10; PPR I, Competency 1).
- Understand 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).
- Organize a language arts program and design effective literacy instruction and assessment based on appropriate learning goals and objectives (PPR I, Competency 3).
- Design & plan effective, differentiated small group literacy instruction and appropriate progress monitoring (PPR I, Competency 4).
- Apply principles of integrated content learning and research strategies to promote inquiry skills as tools for learning (SBEC, Standard 11; PPR I, III; Technology Applications I-V, Competency 7).
- Use formative assessments to monitor student achievement and provide students with timely, high quality feedback; and responds flexibly to promote learning for all students (PPR I, III; Technology Applications I-V, Competency 10).

Student learning outcomes:

Upon completion of this course, students will:

- 1) 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 (SBEC Language Arts & Reading EC-6, Standard 1; TEKS ELA & R, K-5th, Listening & Speaking: *Listening, Speaking & Teamwork*).
- 2) Recognize the importance of the alphabetic principle to reading English and plan differentiated word study & writing formative assessments & activities for small group reading lessons to develop students' knowledge of phonemic awareness, phonics, and word features (SBEC Language Arts & Reading EC-6, Standards 2 & 3; TEKS ELA & R, K-1st: Reading/Beginning Reading Skills: *Phonological Awareness*; ; TEKS ELA & R, K-2nd: Reading/Beginning Reading Skills: *Print Awareness*; TEKS ELA & R, K-1st: Oral & Written Conventions: *Spelling*).
- 3) Explore and describe the five stages in the beginning reading process and plan differentiated small group literacy lessons and daily 5 routines (read-to-self, work-on-writing, read-to-someone, listen-to-reading & word work) to support students' improved literacy independence (SBEC Language Arts & Reading EC-6, Standard 4; TEKS ELA & R, K-5th, Knowledge & Skills for *Reading, Writing, Listening & Speaking, Oral & Written Conventions*).
- 4) Characterize the importance of word study and vocabulary development to comprehension and provide varied opportunities for word work and indirect & direct vocabulary assessment & instruction to develop students' reading, writing, & communication skills (SBEC Language Arts & Reading EC-6, Standard 5; TEKS ELA & R, K-3rd Reading/Beginning Reading Skills: *Phonics*; TEKS ELA & R, 2nd-5th: Oral & Written Conventions: *Spelling*; TEKS ELA & R, K-5th Reading: *Vocabulary Development*).
- 5) Recognize the importance of fluency to comprehension and provide repeated reading opportunities to improve reading fluency during small group instruction and the daily 5 routines-- read-to-self, work-on-writing, & read-to-someone (SBEC Language Arts & Reading EC-6, Standard 6; TEKS ELA & R, 1st-5th: Reading: *Fluency*).
- 6) Plan and implement before, during, and after reading comprehension assessments & activities that support comprehension of fiction & nonfiction texts and teach metacognitive strategies for improving comprehension (SBEC Language Arts & Reading EC-6, Standard 7; TEKS ELA & R, K-3rd: Reading/Beginning Reading: *Strategies*; 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 linguistically & culturally-rich writing assessments & activities that include using mentor texts to teach writing across the curriculum (SBEC Language Arts & Reading EC-6, Standards 8 & 9; 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) Be able to interpret, analyze, evaluate and produce visual images and messages in various media and plan opportunities for students to develop skills and abilities using multi-

modal texts (SBEC Language Arts & Reading EC-6, Standard 11; 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 unit with literacy lessons for digital & informational texts (SBEC Language Arts & Reading EC-6, Standard 12; TEKS ELA & R, K-5th: Research: *Research Plan, Gathering Sources, Synthesizing Information, Organizing & Presenting Ideas*).

Course readings:

Required textbooks:

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.]

Tyner, B. (2009). *Small group reading instruction: A differentiated teaching model for beginning and struggling readers*. International Reading Association.

ISBN: 978-0-87207-709-6. [This book can be purchased at the UTEP bookstore or online through venues such as Amazon.com, half.com, or Barnes and Noble.]

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

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

www.tea.state.tx.us/teks

Week 2

Star Enterprise AR 360: Creating a culture of reading at:

<https://www.youtube.com/embed/XWMNpfVSWr0?rel=0&autoplay=1>

Week 3

Star Enterprise assessments—STAR Reading Assessment

<https://www.youtube.com/embed/2n5ESUFJ7Z0?rel=0&autoplay=1>

Week 4

The IRIS Center: *RTI An Overview—1) Challenge; 2) Initial Thoughts; 3) Perspectives & Resources; 4) Wrap-up & Assessment*. Available at

[http://iris.peabody.vanderbilt.edu/module/rti01-overview/.](http://iris.peabody.vanderbilt.edu/module/rti01-overview/)

Week 6

Dole, J., Donaldson, B., & Donaldson, J. (2014). Reading & understanding informational texts. In *Reading across multiple texts in the common core classroom*, (pp. 53-84). New York, NY: Teachers College Press

Week 7

Stephens, K. (2008). A quick guide for selecting informational books young children. *The Reading Teacher*, 61(6), pp. 488-490.

Peck, S. (2010). Not on the same page but working together: Lessons from an award-winning elementary school. *The Reading Teacher*, 63(5), pp. 394-403.

Week 8

Parsons, S., Malloy, J., Parsons, A., & Burrowbridge, S. (2015). Students' engagement in literacy tasks. *The Reading Teacher*, 69(2), pp. 223-231.

Week 9

Read, S. (2010). A model for scaffolding writing instruction: IMSCI. *The Reading Teacher*, 64(1), pp.47-52.

Week 11

Stead, T. (2014) Nurturing the inquiring mind through the nonfiction read aloud. *The Reading Teacher*, 67(7), pp. 488-495.

Week 12

Moses, L., Busetti-Frevert, R., & Pritchard, R. (2015). Inquiry as ESL: Supporting emerging bilinguals' content & language development. *The Reading Teacher*, 68(6), pp. 436-447.

Week 13

Shanahan, C. & Shanahan, T. (2014). Does disciplinary literacy have a place in elementary school? *The Reading Teacher*, 67(8), pp. 636-639.

Week 14

Pytash, K & Morgan, D. (2014). Using mentor texts to teach writing in science & social studies. *The Reading Teacher*, 68(2), pp. 93-102

Beal, K., Bottomley, D. & Rice, P. (2014). Money makes the world go around: Interdisciplinary unit for grades 3-5. International Reading Association.

Course requirements:

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

Field experience: BB field experience logs; teaching a small reading group & reflection paper; & UTEP Observation Log-in Sheet (25 points). A minimum of 15 hours of field experience is required as part of this course. You are required to complete **14 hours** of active participation and observation (10 hours of literacy instruction & four (4) hours in other subject areas and/or attending professional learning community meetings, tutoring, parent-teacher conference, ARD/IEP meetings) and **one hour** teaching a small group reading lesson (beginning, fledgling, transitional, or independent reader small group reading). 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 when the class does not meet face-to-face.

Field experience includes the following activities:

- Maintain a field experience journal to take notes each time you do your observation and reflect on what you are learning. On Blackboard, complete five (5) field experience logs reflecting about the classroom events and activities using the observation focus questions in the syllabus course schedule. Your writing (approximately 200 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/>. You will submit five (5) field experience logs (2 points each) on Blackboard.
- Teach a small group reading lesson using a lesson plan for beginning, fledgling, transitional, or independent readers. Plan with your cooperating teacher to teach a 45-minute small group reading lesson; this lesson will have to fit into the teacher's planned curriculum. **Reflection paper** is a 2-3 page reflection paper explaining why you choose the literacy activities & materials, how the students responded to the lesson, and what went well & what did not go well with the lesson and why. Also, describe what you would do differently in future lessons.
- Maintain a log-in sheet (UTEP observation log-in sheet) to record your field experience; write the date; time-in/out; cooperating teacher's signature; & activities/comments.

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 15 hours of field experience on the last class meeting date.** A copy of your UTEP Observation Log-in Sheet will be placed in your file in the field placement office. A rubric for the field experience logs, teaching & reflection paper, and UTEP observation log-in sheet can be found in the appendix.

Small group reading lesson plans (10 points). In order to understand the stages in the beginning reading process and plan differentiated small group literacy lessons, you will write differentiated small group lesson plans for beginning, fledgling, transitional & independent readers. Use the English Language Arts & Reading TEKS to plan fluency, word study, vocabulary, and comprehension activities for each lesson plan. From the Tyner textbook, *Small group reading instruction: A differentiated teaching model for beginning & struggling readers*, use the small group reading lesson plan templates to write your lesson plans; the template for beginning readers is on p. 80; fledgling readers on p. 97; transitional readers on p. 113; and independent readers on p.131. **You will submit a total of two (2) lesson plans for small group reading instruction; one lesson plan for beginning or fledgling readers and one lesson plan for transitional or independent readers.** Also, you will use one of these four lesson plans when teaching a small literacy group lesson for your field experience. A rubric for the small group reading lesson plans can be found in the appendix.

Blackboard learning modules (5 points) In order to apply an understanding of literacy materials & processes, you will complete two learning modules on Blackboard when the class does not meet face-to-face. The Blackboard learning modules are:

1. *Response to Intervention (RtI) reaction paper.* After completing the IRIS RtI module, you will write a two page paper describing the Response to Intervention RtI process, tiered instruction & assessments, progress monitoring, and how the RtI model is used at Mesita ES. Refer to the tab on Blackboard for more information on the assignment.

2. *Basal reader teacher's edition text analysis.* Select a basal reading text teacher's edition for a grade level and write a two page paper in which you state the basal text title, publisher, grade level and analyze the text structure, instructional components, themes, literacy skills & strategies including writing, and integrated curriculum activities. Also, describe how the basal reader is used for shared reading & small group reading instruction, literacy centers, and writing instruction. Refer to the tab on Blackboard for more information on the assignment.

A rubric for the Blackboard learning modules can be found in the appendix

Daily 5 team facilitators (20 points). As part of this course, you will work in small groups (3-4 members) and present the information and facilitate the daily 5 literacy block-- *read-to-self, work-on-writing, read-to-someone, listen-to-reading & word work*—activities with fellow classmates and second through fifth grade learners. Group assignments will be determined in Week #1. This two-part assignment involves the following:

1. Prepare a 10 minute presentation using Power Point/Google slides with information about how to launch a daily 5 routine & integrating informational texts with a daily 5 foundation lesson.
2. Prepare a lesson plan based on your group's assigned topic and facilitate daily 5 activities described in the lesson plan with 2nd-5th grade learners. Each group will prepare a 45-minute lesson plan that includes the following components:
 - Objectives/Goals
 - TEKS addressed
 - Materials
 - Focus whole group lesson using multiple texts (digital & informational texts & visual/online resources), a graphic organizer for students to synthesize information from the texts, & a writing prompt for students.
 - Daily 5 launching lesson using informational texts, I-chart, daily 5 activity practice, & lesson review. Teacher monitoring & checking for understanding.
 - Assessment

The lesson plan will be executed on the day that your group is leading the daily 5 presentation and focus lesson with daily 5 practice. Please submit to me:

1. A copy of your slides (print 4 slides per page).
2. Your lesson plan including all handouts/materials used in your lesson presentation.

A rubric for the daily 5 team facilitators can be found in the appendix.

Final project: Interdisciplinary inquiry unit plan (10 points) To understand study and inquiry skills as tools for gathering information from multiple texts, you will plan an interdisciplinary unit for a grade level with literacy lessons for digital & informational texts. Select an inquiry topic/problem for your interdisciplinary unit and plan three (3) integrated content lessons using multiple texts--math, science, social studies and fine arts' magazines, websites, picture and informational texts, and visual/online resources. Review the teaching resources & booklists (Beers & Probst, pp. 273-278) for text samples as well as the Internet (Amazon & Google) to find children's books and multimedia materials related to your unit's theme. Select 4-5 math, science, social studies, & fine arts' texts, visuals, digital and online resources that go together with the inquiry topic of your interdisciplinary inquiry unit. For each lesson plan, clearly describe:

- Informational two text titles & authors & visual/online resources that will build students' knowledge and skills to answer the unit's essential question;

- Grade level TEKS standard for math, social studies, science, and/or fine arts;
- Reading & writing strategies that will support students' critical thinking, inquiry & comprehension of the essential question.
- Text analysis: record similar & different information related to the inquiry topic of the interdisciplinary unit that students need to learn from the text and visual/online resources. Clearly describe the instructional activity & graphic organizer that students will use to build knowledge, and synthesize information from the multiple texts/resources to the inquiry unit's topic and essential question; and
- Writing prompt: write a statement that requires students to summarize learning and apply the information learned to the inquiry topic and essential question.

A rubric for the final project: interdisciplinary inquiry unit can be found in the appendix.

Midterm & final exam (10 points each) – There will be two exams in this course, one mid-term and one final. One key purpose of these exams is to help prepare you for the TExES and PPR certification exams that you are required to take before student teaching. The mid-term will cover all readings and class content from the first nine days of the course, while the final exam will be comprehensive, covering all readings and class content from the entire semester. Questions will be multiple choice and short answer and will be similar to those found on the TExES/PPR exams.

Quizzes (10 points) All assigned readings must be completed before each class session. The readings will form the basis of 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; quizzes will be posted on Blackboard (inside the daily folder) after each class and used as study guides for the midterm & final exams.

Assessment of Student Learning Outcomes:

Assignment	Due Date	Point value	Assessment of Learning Outcomes
Field experience: <ul style="list-style-type: none"> • BB field experience logs • Teaching small group reading lesson & reflection paper • UTEP Observation Log-in Sheet 	BB Log #1--2/11/16 BB Log #2--3/3/16 BB Log #3--3/31/16 BB Log #4--4/14/16 BB Log #5--4/28/16 Teach small group lesson & submit reflection paper before 5/5/16. UTEP Observation Log-in Sheet—5/5/16	25 points	Learning Outcomes #1-9
Small group reading lesson plans	Beginning OR fledgling LP—2/18/16 Transitional OR independent LP—3/25/16	10 points	Learning Outcomes #1, 2, 3, 4, 5, 6 & 7
Blackboard learning modules	RtI reaction paper—2/11/16 Basal reader text analysis—3/3/16	5 points	Learning Outcome #2, 3, 4, 5, 6, & 7
Team facilitates a daily 5 lesson & activities with 2 nd -5 th learners	Read-to-self—3/17/16 Work-on-writing—3/24/16 Reading-to-someone—4/7/16 Listening-to-reading—4/7/16 Word work—4/21/16	20 points	Learning Outcomes #2, 3, 4, 5, 6, 7, & 9
Final project: Interdisciplinary inquiry unit	5/5/16	10 points	Learning Outcomes #1-9
Midterm and Final Exam	Midterm--3/31/16 Final—5/12/16	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

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

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>Jan 21 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, 2015-2016 <p>CAFÉ & The Daily Five:</p> <ul style="list-style-type: none"> ✓ Read to Self ✓ Work on Writing ✓ Word Work ✓ Listen to Reading ✓ Read to Someone <p>Daily 5 Team Facilitators Sign-up</p> <p>Accelerated Reading (AR) 360 https://www.youtube.com/embed/g9mMWHpQ6W8?rel=0&autoplay=1</p> <p>Tour Mesita Elementary School</p>	
<p>Jan 28 Week 2</p>	<p>Balanced literacy & differentiated small literacy groups</p> <p>Renaissance Learning STAR Reading Assessment & Accelerated Reading (AR)</p>	<p>Read</p> <ul style="list-style-type: none"> • Tyner, B. Chapters 1: <i>Beginning reading instruction & the small group differentiated model.</i> • Tyner, B. Chapter 2: <i>Instructional strategies & activities in the small group differentiated reading model</i> <p>Watch</p> <ul style="list-style-type: none"> • Star Enterprise AR 360 Creating a culture of reading at https://www.youtube.com/embed/XWMNpfVSWr0?rel=0&autoplay=1 <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Describe the Accelerated Reader 360 program & how it is used in the literacy block.</i> 2. <i>Describe the components of a balanced literacy block.</i> 3. <i>What is differentiated literacy instruction?</i> 4. <i>How is literacy instruction different for readers at the emergent, beginning, fledgling, transitional, & independent reading levels?</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>Feb 4 Week 3</p>	<p>Assessing literacy & planning differentiated small literacy groups</p>	<p>Read</p> <ul style="list-style-type: none"> • Tyner, B., Chapter 3: <i>Planning for instruction & assessing student progress in the small group differentiated model.</i> • Tyner, B. Chapter 5: <i>Stage 2: Beginning reader</i> <p>Watch video:</p> <ul style="list-style-type: none"> • Watch Star Enterprise assessments—STAR Reading Assessment https://www.youtube.com/embed/2n5ESUFJ7Z0?rel=0&autoplay=1 <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>Describe the STAR Reading Assessments & describe how they are used by teachers?</i> 2. <i>How do teachers use the results of the STAR Reading test to plan small group differentiated instruction?</i> 3. <i>Describe how teachers plan fluency, word work & vocabulary, & comprehension activities in the beginning reader lesson plan.</i> 	
<p>Feb 11 Week 4</p>	<p>Online class Fledgling and transitional readers & Response to Intervention (RtI)</p>	<p>Read</p> <ul style="list-style-type: none"> • Tyner, B., Chapter 6: <i>Stage 3: Fledgling reader</i> • Tyner, B., Chapter 7: <i>Stage 4: Transitional reader</i> • The IRIS Center: RTI An overview at http://iris.peabody.vanderbilt.edu/module/rti01-overview/ <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>Describe the three tiers in the RtI model?</i> 2. <i>Describe fledgling readers & explain why they need differentiated small group instruction in second grade classrooms.</i> 3. <i>Review the fledgling reader lesson template (p. 97). How are fluency, word study & vocabulary and comprehension taught in fledgling reader lesson plan?</i> 4. <i>Explain progress monitoring & how to track student progress.</i> 5. <i>Describe transitional readers & explain why they need differentiated small group instruction in third grade classrooms.</i> 6. <i>Review the transitional reader lesson template (p. 113). How are fluency, word study & vocabulary and comprehension taught in transitional reader lesson plan?</i> <p>Complete Blackboard learning module: Response to Intervention (RtI) by midnight.</p> <p>Field experience log #1 due on Blackboard by midnight.</p>	<p>Do observations in the classroom.</p> <p>Observation focus: How is the language arts block organized? How did you support whole group & small group literacy instruction?</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>Feb 18 Week 5</p>	<p>Differentiated small group reading for independent readers & the daily 5</p>	<p>Read:</p> <ul style="list-style-type: none"> • Tyner, B., Chapter 8: <i>Stage 5: Independent reader</i> • Boushey & Moser, Chapter 1: <i>That was then, this is now: How the daily 5 evolved.</i> • Boushey & Moser, Chapter 2: <i>Our core beliefs: The foundations of the daily 5.</i> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Explain fluency, word study & vocabulary, & comprehension instructional strategies & activities in the independent reader lesson plan.</i> 2. <i>Describe the five choices in the daily 5.</i> 3. <i>Describe how CAFÉ focus lessons & the daily 5 fit together.</i> 4. <i>What are the core beliefs for the daily 5?</i> <p>Small group lesson plan for beginning OR fledgling readers due to kmein@utep.edu on 2/18/16 by midnight.</p>	
<p>Feb 25 Week 6</p>	<p>Comprehension focus lessons using informational texts & scaffolding literacy with the daily 5</p>	<p>Read</p> <ul style="list-style-type: none"> • Dole, J., Donaldson, B., & Donaldson, J. <i>Reading & understanding informational texts</i> • Boushey & Moser, Chapter 3: <i>The 10 steps to teaching & learning independence</i> • Boushey & Moser, Chapter 4: <i>What you need to begin the daily 5</i> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Why are informational texts harder to read than narrative texts?</i> 2. <i>How can the text structure of information texts cause comprehension problems for readers?</i> 3. <i>Explain how teachers plan text analysis, reading strategies, & writing activities in a comprehension focus lesson plan.</i> 4. <i>Describe the 10 steps to teaching & learning independence in the daily 5.</i> 5. <i>Describe the materials & classroom arrangements needed for the daily 5.</i> <p>Lesson plan for transitional or independent readers due to kmein@utep.edu by midnight on February 25th.</p>	

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>March 3 Week 7</p>	<p>Online class Basal readers & informational texts</p>	<p>Read</p> <ul style="list-style-type: none"> • Stephens, K. <i>A quick guide for selecting informational books for young children.</i> • Peck, S. <i>Not on the same page but working together: Lessons from an award-winning elementary school.</i> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How can teachers use the cover, content/topic, illustrations, organization, & font size to choose informational texts?</i> 2. <i>What is a basal reader and how is the basal reader used with literacy teaching & assessment?</i> 3. <i>Describe the Expeditionary Learning Schools (ELS) reform model used at Quest Elementary School.</i> 4. <i>Describe the text & multimodal resources used by Quest teachers for inquiry teaching & assessment of learning.</i> 5. <i>Explain the three aspects of successful instruction that were the outcome of ELS at Quest Elementary.</i> <p>Blackboard learning module: Basal text analysis due by midnight.</p> <p>Field experience log #2 due on Blackboard by midnight.</p>	<p>Do observations in the classroom</p> <p>Observation focus: Read & review a basal reader teacher' edition. How did the teacher organize texts for reading & writing? How did you support planning and/or language arts & reading teaching & learning?</p>
<p>March 17 Week 8</p>	<p>Daily 5 foundation lessons</p>	<p>Read</p> <ul style="list-style-type: none"> • Parsons, S., Malloy, J., Parsons, A., & Burrowbridge, S. Students' engagement in literacy tasks • Boushey & Moser, 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>Describe student engagement and its relationship to the tasks that teachers assign to students.</i> 2. <i>Describe the task elements that engage and do not engage students in learning.</i> 3. <i>What resources can teachers use to engage students in literacy learning?</i> 4. <i>Describe a foundation lesson for read-to-self.</i> <p>Read-to-self team presentation & comprehension focus lesson using informational texts & read-to-self activities with 2nd—5th grade learners.</p>	<p>Team facilitates focus lesson using informational texts & daily 5 read to self.</p> <p>Boushey & Moser, Appendix B, pp 160-161, The 10 steps to independence for read to self.</p> <p>Boushey & Moser, Appendix I, pp 169-188, Lesson plans for launching the daily 5 & CAFÉ</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>March 24 Week 9</p>	<p>Scaffolding writing & work on writing</p>	<p>Read</p> <ul style="list-style-type: none"> • Read, S. A model for scaffolding writing instruction: IMSCI • Boushey & Moser, Chapter 6: <i>Foundation Lessons</i> –pp.88-91. • Boushey & Moser, Chapter 7: <i>When to launch the next daily 5</i>, pp. 106-113. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. How do teachers scaffold writing using the IMSCI model? 2. How can teachers use informational texts to encourage independent writing? 3. Describe a foundation lesson for work-on-writing. <p>Work-on-writing team presentation & comprehension focus lesson using informational texts & work-on-writing activities with 2nd—5th grade learners.</p> <p>Review for midterm exam.</p>	<p><i>Team facilitates focus lesson using informational texts & daily 5—work on writing.</i></p> <p>Boushey & Moser, Appendix C, p. 161-The 10 steps to independence for work on writing</p> <p>Boushey & Moser, Appendix I, pp 169-188, Lesson plans for Launching Daily 5 & CAFE</p>
<p>March 31 Week 10</p>	<p>Online class</p> <p>Midterm Exam on Blackboard</p>	<p>Midterm exam on Blackboard (class does not meet)</p> <p>Field experience log #3 due on Blackboard by midnight.</p>	<p>Do observations/teaching in the classroom.</p> <p>Teach small group reading lesson</p> <p>Observation focus:</p> <p>How do teachers provide opportunities for students to talk? How did you support students having difficulties during group tasks?</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>April 7 Week 11</p>	<p>Nonfiction read aloud with reading-to-someone & listening to reading</p>	<p>Read:</p> <ul style="list-style-type: none"> • Stead, T. Nurturing the inquiring mind through the nonfiction read aloud. • Boushey & Moser, Chapter 6: <i>Foundation Lessons</i>, pp. 92-102 • Boushey & Moser, Chapter 7: <i>When to launch the next daily 5</i> –pp.114-117. <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>How can teachers use the Reading & Analyzing Nonfiction (RAN) strategy to engage students in discussions & learning academic vocabulary & content?</i> 2. <i>Describe a foundation lesson for read-to-someone.</i> 3. <i>Describe a foundation lesson for listen-to-reading.</i> <p>Read-to-someone team presentation & comprehension focus lesson using informational texts & reading-to-someone activities with 2nd—5th grade learners.</p> <p>Listen-to-reading team presentation & comprehension focus lesson using informational texts & listening-to-reading activities with 2nd—5th grade learners.</p>	<p><i>Team facilitates focus lesson using informational texts & daily 5-- read to someone</i></p> <p>Boushey & Moser, Appendix D, p. 162, The 10 steps to independence for read to someone.</p> <p><i>Team facilitates focus lesson using informational texts & daily 5 listen to reading</i></p> <p>Boushey & Moser, Appendix E, p. 163, The 10 steps to independence for listen to reading.</p> <p>Boushey & Moser, Appendix I, pp 169-188, Lesson plans for launching the daily 5 & CAFÉ</p>
<p>April 14 Week 12</p>	<p>Online class Interdisciplinary teaching & learning</p>	<p>Read</p> <ul style="list-style-type: none"> • Boushey & Moser, Chapter 8: <i>The math daily 3</i> • Moses, Busetti-Frevert, & Pritchard, <i>Inquiry as ESL: Supporting emerging bilinguals' content & language development.</i> <p><u>Questions</u></p> <ol style="list-style-type: none"> 1. <i>Describe the structure & what you need for the math daily 3.</i> 2. <i>Describe the 5 anchor lessons used to teach inquiry with emerging bilinguals.</i> <p>Field experience log #4 due on Blackboard by midnight.</p>	<p>Do observations/ teaching in the classroom</p> <p>Observation focus: For disciplinary teaching, how did the teacher support students' content & language development? Review an interdisciplinary unit. How did you support teachers with literacy teaching across the math, science, and/or social studies curriculum?</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>April 21 Week 13</p>	<p>Academic vocabulary & word work</p>	<p>Read:</p> <ul style="list-style-type: none"> • Shanahan, C. & Shanahan, T. Does disciplinary literacy have a place in elementary school? • Boushey & Moser, Chapter 6: <i>Foundation Lessons</i>, pp. 102-103 • Boushey & Moser, Chapter 7: <i>When to launch the next daily 5</i>—pp.117-120. <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How can teachers help students comprehend & understand information across multiple nonfiction texts?</i> 2. <i>Explain how teachers teach academic vocabulary using multiple texts.</i> 3. <i>Describe a foundation lesson for word work.</i> <p>Word work team presentation & comprehension focus lesson using informational texts & word work activities with 2nd—5th grade learners.</p>	<p><i>Team facilitates focus lesson using informational texts & daily 5—word work.</i></p> <p>Boushey & Moser, Appendix F, p. 165, The 10 steps to independence for word work.</p> <p>Boushey & Moser, Appendix I, pp 169-188, Lesson plans for launching the daily 5 & CAFE</p>

Course Schedule:

Date	Topic	Readings/Assignments Due	Field Experience
<p>April 28 Week 14</p>	<p>Online class Interdisciplinary units using mentor science & social studies texts</p>	<p>Read</p> <ul style="list-style-type: none"> • Pytash & Morgan, Using mentor texts to teach writing in science & social studies • Beal, Bottomley, & Rice, Money makes the world go around: Interdisciplinary unit for grades 3-5 <p>Questions:</p> <ol style="list-style-type: none"> 1. <i>Describe the three guiding principles for using mentor texts to teach writing.</i> 2. <i>Why is it important for teachers to help students understand the structure of mentor texts?</i> 3. <i>Why is it important for teachers to help students understand the vocabulary of mentor texts?</i> 4. <i>Describe the texts used in the interdisciplinary unit—Money makes the world go around.</i> 5. <i>Describe the literacy strategies used to teach economics content in the unit—Money makes the world go around.</i> <p>Field experience log #5 due on Blackboard by midnight.</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>May 5 Week 15</p>	<p>Sharing interdisciplinary inquiry units</p> <p>Review for final exam</p>	<p>Final project: Share your interdisciplinary inquiry units.</p> <p>Reflection paper: Teaching a small group reading lesson due on Blackboard.</p> <p>UTEP Observation Log-in Sheet submitted in class on 5/5/16.</p> <p>Final project: Interdisciplinary inquiry units due on Blackboard on 5/5/16 by midnight.</p>	<p>Make sure observation log & notes are complete with cooperating teacher's signature.</p>
<p>May 12 Week 16</p>	<p>FINAL EXAM</p>	<p>Final exam on Blackboard (class does not meet)</p>	

APPENDIX
Grading Rubrics for Course Assignments

Field experience: BB field experience log; teaching a small group lesson; & UTEP Observation Log-in Sheet (25 points)

Criteria	Possible Points	Points Earned
Field experience: Five (5) BB field experience logs. Clear and elaborate response to the observation focus questions found in the course syllabus. Each BB field experience log is 200 words in length, clearly describes active observation/teaching, reflects on the question prompts found in the course syllabus, and cites information from the week's required readings. 5 BB field experience logs at 2 points each.	<i>10</i>	
Field experience: teach a small group 45 minute reading lesson using a lesson plan for beginning, fledgling, transitional, or independent readers. Reflection paper: a clear (2-3 pages) reflection paper explaining your choice of materials & activities and what went well/did not go well with the lesson as well as how you would change the future lesson.	<i>5</i>	
Field experience: Submit UTEP observation log-in sheet with documentation of field experience date; time-in/out; cooperating teacher's signature; & activities/comments	<i>10</i>	
Total	<i>25 points</i>	

Small group reading lesson plans (10 points)

Criteria	Possible Points	Points Earned
A clear description of the English Language Arts & Reading TEKS for fluency, word study, & comprehension.	<i>1</i>	
A clear description of the fluency, word study, vocabulary, and comprehension instructional materials for each lesson plan.	<i>1</i>	
A clear description of procedures to teach fluency (re-reading) and comments/out-of-group activities.	<i>1</i>	
A clear description of procedures to teach word study & vocabulary and comments/out-of-group activities.	<i>1</i>	
A clear description of procedures to teach comprehension of the new read with before, during, & after comprehension strategies and comments/out-of-group activities.	<i>1</i>	
Total	<i>5 points each X 2 lesson plans 10 points</i>	

Blackboard learning modules (5 points)

Criteria	Possible Points	Points Earned
Response to Intervention (RtI) reaction paper. A two-page clearly written paper free of significant errors that includes a: <ul style="list-style-type: none"> • Description of the Response to Intervention RtI process; • Description of tiered instruction & progress monitoring; • Explanation of RtI assessments • Description of and how the RtI model is applied at Mesita Elementary School. 	2.5	
Basal reader text analysis of the teacher's edition. A two-page clearly written paper free of significant errors that includes: <ul style="list-style-type: none"> • The title, publisher & grade level of the basal. • An analysis of the text structure, instructional components, themes, literacy skills & strategies including writing, and integrated curriculum activities. • A description of how the basal reader is used for shared reading & small group reading instruction, literacy centers, and writing instruction. 	2.5	
Total	<i>5 points</i>	

Team facilitates daily 5 lesson & activities (20 points)

Criteria	Possible Points	Points Earned
A clear presentation (10 minutes or less) using Power Point/Google slides. Facilitators have strong verbal skills and poise and clearly demonstrate subject knowledge the daily 5 routine & integrating informational texts with a daily 5 foundation lesson.	10	
A clear description of lesson plan objectives, goals, & TEKS standard & assessments.	1	
A clear description of informational texts & visual online resources and lesson materials.	2	
A clear description of the whole group focus lesson using multiple texts (digital & informational texts & visual/online resources), a graphic organizer for students to synthesize information from the texts, & a writing prompt for students.	2	
A clear description of the daily 5 launching lesson using informational texts & I-chart. Appropriate & engaging daily 5 student practice & lesson review. Teacher monitoring & checking for understanding during student practice.	5	
Total	<i>20 points</i>	

Final project: Interdisciplinary inquiry unit (10 points)

Criteria	Possible Points	Points Earned
A clear description of the interdisciplinary unit's grade-level, inquiry unit topic, essential question, content (math, science, social studies) integration, TEKS, and title/author of digital & informational texts, and visual/online resources.	2	
3 mini lessons with a clear description of multiple content texts (digital & informational texts & visual/online resources) and the reading & writing strategies that will support students' inquiry, critical thinking & comprehension.	2	
3 mini lessons with a clear description the similarities & differences between the content digital/informational texts and visual/online resources, the instructional activity & graphic organizers that students will use to build knowledge & synthesize information from the multiple texts/resources to answer the essential question.	2	
3 mini lessons with a clear description of writing prompts that require students to summarize and apply the information learned from both the informational text and visual/online resources to the inquiry question.	2	
A clear presentation (8-10 minutes, in class) of the interdisciplinary unit's inquiry focus, essential question(s), mini lessons' graphic organizers and writing prompts.	2	
Total	<i>10 points</i>	

UTEP OBSERVATION LOG-IN SHEET
RED 4338: DOCUMENTATION OF FIELD EXPERIENCE HOURS
[OBSERVATION & LITERACY TEACHING]
REQUIREMENT OF 15 HOURS

Name of Student: _____ 80# _____

<i>Date</i>	<i>Time-In</i>	<i>Time-Out</i>	<i>Assigned Supervisor Signature</i>	<i>Activities/Comments (Please specify)</i>	<i>Classroom</i>

The following student _____ has completed _____ hours of field experience/observation/teaching a literacy lesson. If you have any questions, you may contact me at kmein@utep.edu. Kathleen R. Mein, Ed.D, Professor of Practice _____.