

	<b>UNIVERSITY OF TEXAS EL PASO</b> College of Education- Department of Teacher Education	
<b>Title of Course: <i>Current Topics in Reading Education</i></b> <b>RED 5340</b> CRN: 14742	<b>Class hours: 3</b>	
<b>Semester: FALL 2023</b>	<b>Instructor Information:</b> Name: <i>Dr. Kathleen Mein</i> Email: <a href="mailto:kmein@utep.edu">kmein@utep.edu</a> . Office hours: Online--email <b>Monday through Friday—3:00-4:00; Email for ZOOM appointments</b>	
<b>Day/Time: Online/BlackBoard Course (BB)</b> <b>Tuesday 5:30-8:20 PM</b> <b>Tuesday ZOOM CLASS Meeting 5:30-7:30 PM</b>		
<b>Credits: 3</b>		

**Course Description:**

RED 5340 addresses the organization of PK-6<sup>th</sup> grade language arts programs and provides teachers with the foundations of literacy methods, writing processes, and study and inquiry skills. The primary goal of RED 5340 is to develop students’ critical thinking skills and knowledge of effective PK-6<sup>th</sup> grade literacy curriculum, concepts, teaching strategies, and skills necessary to integrate content and teaching strategies. A teacher’s knowledge of effective, research-based literacy practices ensures young learners’ engagement in reading, writing, speaking, and listening experiences with print and multimodal texts.

The class presents elementary classroom language arts environments and literacy pedagogy, assessments, methods, strategies, and resources to meet the individual needs of students. RED 5340 integrates literacy assessment and instructional methods with field-based, elementary classroom experiences. 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 (SBE) standards and the Texas Essential Knowledge and Skills for English Language Arts & Reading (TEKS ELAR/Elementary).

**Course Format Information:** RED 5340 is conducted online/Blackboard. This course is organized on BlackBoard (BB) using a “**weekly sessions/calander**” with each week’s required readings, questions to guide reading, class assignments & BlackBoard (BB) assignments. For this course, you can expect each week to spend **2 hours of Zoom class time + 10 hours of independent study and prep time completing required readings and assignments on your schedule** which equals approximately 12 hours per week. Please read the syllabus and information on BlackBoard (BB).

**ZOOM Class Meetings (mandatory attendance):** This class requires that you participate in scheduled Zoom class meetings on **Tuesdays from 5:30-7:30**. The purpose of these sessions are for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. Zoom class meetings will be held each Your attendance is **mandatory** at all BB Zoom weekly class meetings. Students should **not record** the ZOOM class meetings and post them to any sites outside of Blackboard. If you are unable to attend a Zoom session due to an emergency, please let me know at [kmein@utep.edu](mailto:kmein@utep.edu).

**For Technical Assistance:** For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

**Course objectives:**

At the end of this course, students will be able to:

- Understand ongoing formative literacy assessments and culturally responsive literacy instruction (SBEC, Standard 1; PPR I, Competency 1).
- Know the importance of phonological awareness, the alphabet principle, and phonics to plan and provide learning experiences (SBEC, Standards 2 & 3; PPR I, Competency 1).
- Understand the stages of literacy development and design differentiated literacy experiences based on the developmental needs of students (SBEC, Standard 4; PPR I, Competency 2).
- Model word recognition and comprehension strategies and design effective literacy assessment and instruction based on appropriate learning goals and objectives to encourage students' self-regulation (SBEC, Standards 5 & 7; PPR I, Competency 3).
- Model the importance of fluency to reading comprehension, plan effective student-centered instruction, and provide appropriate teacher support and feedback (SBEC, Standard 6; PPR I, Competency 4).
- Provide content-based writing prompts and assess students' writing proficiency (SBEC, Standards 8 & 9).
- Plan and implement integrated content literacy learning lessons 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).
- Develop and implement a teacher read aloud and shared reading content-based lessons using an informational text related to the content topic through sequenced literacy balanced activities, questioning, meaningful discussions and quick write assessments (SBEC, Standard10; PPR I, III; Technology Applications I-V, Competency 10).

**Required Textbook:**

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.]

*Required readings & websites (PDF articles on BB in addition to textbook chapters):*

Week 2

Texas Essential Knowledge & Skills for English Language Arts & Reading, Science & Social Studies (Elementary). [www.tea.state.tx.us/teks](http://www.tea.state.tx.us/teks)

Swinney, R. & Velasco, P. (2011). Structures of balanced literacy that support English Language Learners in *Connecting Content & Academic Language for English Learners and Struggling Students Grades 2-6*, (pp. 45-58). Thousand Oaks, CA: Corwin.

### Week 3

Beck, I. & Beck, M. (2013). The Alphabetic Principle & Phonics in *Making Sense of Phonics: The Hows & Whys*, (pp. 14-27). New York: The Guilford Press.

McAndrews, S. (2020). Language Development in *Literacy Assessment & Metacognitive Strategies: A Resource to Inform PreK-12 Instruction*, (pp.53-78). New York: The Guilford Press.

Florida Center for Reading Research (FCRR). Grades K-5, *Phonics Variants* (grades 1-2) or *Word Analysis* (grades 3-5) @ [www.fcrr.org/for-educators/sca.asp](http://www.fcrr.org/for-educators/sca.asp).

### Week 5

Florida Center for Reading Research (FCRR). Grades K-5 *Fluency, Part 4 Connected Text* @ [www.fcrr.org/for-educators/sca.asp](http://www.fcrr.org/for-educators/sca.asp).

### Week 6

Florida Center for Reading Research (FCRR). Grades K-5, *Comprehension Part 4 Monitor for Understanding* @ [www.fcrr.org/for-educators/sca.asp](http://www.fcrr.org/for-educators/sca.asp).

### Week 9

Cummins, W. (2013). Introducing synthesis with interactive read alouds in Close Reading of Informational Texts: Assessment-driven Instruction in Grades 3-8 (pp.49-78). NY: Guilford Press.

### Week 11

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-Gonzalez, L., Ruiz-Figueroa, O., Escamilla, M. (2014). Oracy in *Biliteracy from the Start: Literacy Squared in Action* (pp. 19-28). Philadelphia, PA: Caslon Publishing

### Week 12

Harvey & Goudvis (2007) Content literacy: Reading for understanding in *Strategies that Work: Teaching Comprehension for Understanding & Engagement*, (pp. 205-218). New York: Stenhouse Publishers.

### Week 13

Texas English Language Proficiency Standards (ELPS) Instructional Toolkit

### 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.

## Student Learning Outcomes:

<b>COURSE SPECIFIC LEARNING OUTCOMES</b> <b>Students will be able to:</b>	<b>Measurements</b> <b>(means of assessment for student learning outcomes listed in first column)</b>
<p><b>Explain</b> effective content-based literacy assessments &amp; instruction, grouping practices, resources, and literacy learning centers in a culturally-responsive literacy environment (SBEC, Standards 10,11&amp; 12; PPR I, III; Technology Applications I-V, Competency 7 &amp; 10).</p>	<ul style="list-style-type: none"> <li>• <i>Field Experience Notes</i></li> <li>• <i>Literacy Centers Reflection Papers &amp; Lesson Plans</i></li> <li>• <i>Quizzes</i></li> </ul>
<p><b>Compare &amp; contrast</b> language and literacy contexts that help learners develop content-knowledge, academic language and comprehension of informational texts. Plan and teach a variety of language learning opportunities &amp; ongoing assessments to support second language development during field experiences (TEKS ELAR, K-5<sup>th</sup>, <i>Oral Language &amp; Vocabulary</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Field Experience Notes</i></li> <li>• <i>Science (S) or Social Studies (SS) Teacher Read Aloud &amp; Shared Reading Lesson Plans</i></li> <li>• <i>iMovie: Teaching S or SS Shared Reading Lesson with an Informational Book</i></li> <li>• <i>Quizzes</i></li> </ul>
<p><b>Know</b> the importance of the alphabetic principle to fluent reading &amp; writing and plan small group phonics, fluency, and comprehension center lessons to develop students' knowledge of phonics, fluency and comprehension of a variety of genres (TEKS ELAR, K-5<sup>th</sup>: <i>Phonetic Knowledge; Fluency; Comprehension Skills &amp; Response Skills</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Field Experience Notes</i></li> <li>• <i>Literacy Centers Reflection Papers &amp; Lesson Plans</i></li> <li>• <i>Quizzes</i></li> </ul>
<p><b>Demonstrate</b> a professional attitude during field experiences and actively explore &amp; reflect on students' word work, fluency, comprehension and integrated literacy and content knowledge. (TEKS ELAR, K-5<sup>th</sup>: <i>Phonetic Knowledge, Vocabulary; Fluency, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose &amp; Craft, Self-sustained Reading and Composition</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Field Experience Notes</i></li> <li>• <i>Literacy Centers Implementation</i></li> <li>• <i>iMovie: Teaching S or SS Shared Reading Lesson with an Informational Book</i></li> <li>• <i>Final Reflection Paper: Analysis of Student' Content Learning during Shared Reading Lesson</i></li> </ul>
<p><b>Identify</b> 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 ELAR, K-5<sup>th</sup>: <i>Comprehension Skills; Response Skills; Multiple Genres, Author's Purpose &amp; Craft, Composition, &amp; Inquiry &amp; Research</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Field Experience Notes</i></li> <li>• <i>Science (S) or Social Studies (SS) Teacher Read Aloud &amp; Shared Reading Lesson Plans</i></li> <li>• <i>Final Reflection Paper: Analysis of Student' Content Learning during Shared Reading</i></li> </ul>
<p><b>Know</b> how to integrate comprehension strategy instruction with a content subject with a teacher read aloud and shared reading lesson plans. <b>Design</b> and <b>Teach</b> integrated literacy and content subject lesson plans for interactive read aloud &amp; shared reading lessons. Make an iMovie of your teaching a shared reading content literacy lesson, and reflect on the effectiveness of your lesson implementation and student learning. (TEKS ELAR, K-5<sup>th</sup> <i>Comprehension Skills, Response Skills, Multiple Genres/literary elements &amp; genres, and Author's Purpose &amp; Craft; TEKS Figure 19 Comprehension Skills; TEKS ELAR K-5<sup>th</sup> and one Math, Science or Social Studies TEKS</i>).</p>	<ul style="list-style-type: none"> <li>• <i>Field Experience Notes</i></li> <li>• <i>iMovie: Teaching S or SS Shared Reading Lesson with an Informational Book</i></li> <li>• <i>Final Reflection Paper: Analysis of Student' Content Learning during Shared Reading</i></li> </ul>

## **Evaluation & Coursework Requirements of Students:**

### **Field Experience Notes (20 points)**

Complete 12 hours of active participation in classroom lessons & activities. Keep track of your hours by maintaining the *UTEP Observation Log-in Sheet*. Write the date; time for each observation and ask your mentor teacher to initial your log for each observation. During your observations, take initiative and adopt a positive attitude; view your mentor teacher as a role model. Communicate and ask for feedback on ways to improve your teaching.

Based on your classroom observation, write four different field reflection papers (5 points each); submit each 500 words, APA typed reflection paper that compares and evaluates the focus with 2-3 **in-text citations** from the **week's required readings**. Address the following topics:

- *Field experience notes #1*: How literacy is integrated with content subjects, how teachers use texts to teach comprehension strategies and how you engaged with students during instruction.
- *Field experience notes #2*: How students are grouped in a balance between whole-class and small groups, how teachers monitor students' literacy progress with formative assessments and how you engaged with students during instruction.
- *Field experience notes #3*: How do teachers make literacy instruction culturally-responsive, how is technology used in the classroom and how were you engaged with students during instruction.
- *Field experience notes #4*: The paper should address your science/social studies shared reading lesson and what students learned about the S/SS subject topic, lesson pacing and how you addressed students' misunderstandings about the SS/S TEKS objective.

Points will be deducted for late submission of field-experience notes on BB. A field-experience rubric is included in the appendix.

**FCRR Literacy Center Lessons for Small Group (4-6 students):** (15 points) For this assignment, you will use the Florida Center for Reading Research (FCRR) center activities to write a plan for three literacy centers—*Phonics/FCRR Phonics Variants or Word Analysis, Fluency with Connected Text, Comprehension/FCRR Text Factors*. During field experience weeks, teach the FCRR literacy lesson to a small group of students (no more than 6 students). Include your lesson plan with your reflection paper. Write three self-reflection papers (500-word minimum—not including the FCRR center lesson plan) that addresses the following questions:

- *How did the literacy center activity address the ELAR TEKS expectation and objective?*
- *How well did students understand the center activity?*
- *How engaged were students in the literacy activity?*
- *How adequate was the pacing of the literacy activity?*
- *How did you use teacher prompts to check for student understanding of the lesson objective?*

Submit the FCRR lesson plan with your reflection paper. Points will be deducted for late submission of Literacy Center Reflection Papers/Lesson Plans. A rubric for Literacy Centers' Plans and Implementation can be found in the appendix.

### **Social Studies (SS) or Science (S) Teacher Read Aloud & Shared Reading Lesson Plans (20 points-10 points each)**

For these two lesson plans, you will select one content subject (science or social studies) TEKS objective and an informational text aligned with the Science or Social Studies TEKS objective.

For this assignment, you will write two different lesson plans: 1) *teacher read-aloud content subject* (social studies or science) lesson plan that integrates academic vocabulary, comprehension & language prompts with the science/social studies topic; and a 2) *shared reading content subject* (social studies or science) lesson plan that integrates academic vocabulary, comprehension strategy & language prompts with the social studies/science topic. The **same Science or Social Studies subject TEKS and informational book** will be used for both lesson plans. Before writing your lesson plans:

- Determine the science or social studies content subject TEKS, academic vocabulary and key concepts for **one** identified content subject TEKS.
- Determine the comprehension strategy, the Comprehension TEKS aligned with the Comprehension TEKS and a language prompt aligned with the comprehension strategy.
- Write two lesson plans using the **same Science of Social Studies TEKS and informational text**. Use the lesson plan template as a guide when writing your lesson plan. The lesson plans should include the following information:
  - *SS/S Teacher Read-Aloud Lesson* includes a teacher think aloud about text features & vocabulary; teacher think aloud of comprehension strategy, activation of students' background knowledge teacher; teacher read aloud; open-ended comprehension questions: student turn & talk text discussion using language prompts; and an Observation Rubric as a formative assessment.
  - *SS/S Shared Reading Lesson* includes teacher think aloud of comprehension strategy; teacher activation of students' background knowledge; student shared reading procedures; open-ended comprehension questions; student turn & talk book discussions using language prompts; formative writing assessments (Observation Rubric & Quick Write Rubric)

Points will be deducted for late submission of S/SS Teacher Reading Aloud & Shared Lesson Plans. A scoring rubric for both lesson plans is located in the appendix.

**iMovie: Science/Social Studies Shared Reading Lesson (15 points).** Provide your mentor teacher a copy of your Science/Social Studies shared reading lesson plan in advance along with questions that you would like to discuss with him/her after you teach the lesson. Make a 45-minute iMovie of your teaching the shared reading lesson. Then **edit the iMovie to no less than 5 minutes and no more than 10-minutes (total) with a focus on students' talk before submitting the assignment.** You may submit two sections (no more than 10-minutes total) with one section focusing on how you activated students' background knowledge about the topic & students' shared reading and the other section focusing on the comprehension question and students' turn & talk discussions using the language prompt. The focus of the lesson should be **student centered**. The iMovie will be uploaded to UTEP's One Drive folder; please set-up your UTEP One Drive account if you do not have one. **Submit your S/SS Shared Reading Lesson Plan on BlackBoard and the S/SS Shared Reading iMovie on in the RED 5340 Folder on UTEP's One Drive for Business.** The iMovie will be evaluated based on

- ✓ Knowledge of S/SS TEKS objective.
- ✓ *Monitoring of student comprehension & understanding of S/SS TEKS.*
- ✓ *Video component (technical rating)*

Points will be deducted for late submission of the iMovie assignment. A rubric for the iMovie: S/SS Shared Reading Lesson can be found in the appendix.

**Final Reflection Paper: Analysis of Students' Comprehension of S/SS TEKS during the Shared Reading Lesson & UTEP Observation Log-in Sheet: (10 points).** For your final reflection paper, use your S/SS shared reading lesson plan, iMovie, notes from conference with mentor teacher and observation rubric and Quick Write rubric to write your paper. Write a final 3-4-page reflection paper that addresses:

- Students' knowledge of the Science or Social Studies TEKS topic and your expertise in providing student feedback and addressing students' misconceptions about the S/SS TEKS topic.
- Shared reading lesson pacing and student engagement during students' choral (shared) reading and comprehension turn & talk discussions using the language prompt.
- Analysis of students' S/SS TEKS comprehension using the turn & talk sessions and quick write formative assessment.
- Analysis of struggling learners' comprehension and use of the language prompts to discuss the SS/S TEKS topic.
- Self-Evaluation of your teaching the TEKS topic and how well you guided students' language & comprehension of the book; how well you monitored students' thinking & talking about the text; and ways to improve future teaching of the S/SS shared reading lesson.

Use the following questions to guide your thinking, analysis, and narrative summary:

- ✓ Were students able to talk about the Science or Social Studies TEKS topic?
- ✓ Were students able to use the language prompt to explain science or social studies concepts that they learned from the informational (nonfiction) text?
- ✓ What were students' misunderstandings (from turn & talk or Quick Write) about the science or social studies TEKS topic?
- ✓ Were students able to write about the science or social studies TEKS topic using academic vocabulary?
- ✓ Were students able to write about the science or social studies TEKS topic using text evidence?
- ✓ What specific vocabulary or science/social studies academic vocabulary caused comprehension problems for students.

The final reflection APA style paper should be 3-4 pages (not including references and appendices). The paper must contain *evidence* from the iMovie and *Quick-Write* to validate your interpretation, and contain at least **four in-text citations from the required course readings**. Attached to your reflection paper, submit the *UTEP Observation Log-in Sheet* documenting 12 hours of classroom field experience. **Points will be deducted for late submission of the assignment.** A rubric for the final reflection paper can be found in the appendix

**Quizzes (20 Points—2 points each for scores of 80% and above).** Ten weekly quizzes will cover the required readings, focus questions, and weekly class notes (power points). **You must receive a score of 80% or higher on each quiz in order to get the 2 points credit.** The quiz will be on BlackBoard located inside the weekly folder; questions will be multiple choice and short answer and similar to those found on the TExES/PPR/STR exams. Use your comprehension of weekly readings & class notes when taking each quiz (open book). **All quizzes will be online on Tuesday after class and must be completed by Thursday at midnight for credit.**

<b>Assignment</b>	<b>Due Date</b>	<b>Point Value</b>
Field Experience Notes	<b>Field Experience (FE) Notes</b> <ul style="list-style-type: none"> <li>• Field Notes #1 (5 points) <b>9/22/23</b></li> <li>• Field Notes #2 (5 points) <b>10/20/23</b></li> <li>• Field Notes #3 (5 points) <b>11/3/23</b></li> <li>• Field Notes #4 (5 points) <b>12/2/23</b></li> </ul>	20 points
Science/Social Studies Teacher Read Aloud & Shared Reading Lesson Plans	<b>S/SS Teacher Read Aloud &amp; Shared Reading Lesson Plans</b> <ul style="list-style-type: none"> <li>▪ S/SS Teacher Read Aloud Lesson Plan (10 points)—<b>10/24/23</b></li> <li>▪ S/SS Shared Reading Lesson Plans (10 points)—<b>11/14/23</b></li> </ul>	20 points
iMovie: Science or Social Studies Shared Reading Lesson	<b>11/28/23</b>	15 points
FCRR Small Group Literacy Center Reflection Paper & Lesson Plan	<b>FCRR Literacy Center Reflection Paper &amp; Lesson Plan</b> <ul style="list-style-type: none"> <li>▪ FCRR Phonic Center using FCRR Phonic Variants or Word Analysis (5 points)-- <b>9/23/23</b></li> <li>▪ FCRR Fluency Center using FCRR Connected Text (5 points)-- <b>10/21/23</b></li> <li>▪ FCRR Comprehension Center using FCRR Comprehension of Text Factors (5 points)-- <b>11/4/23</b></li> </ul>	15 points
<b>Final Reflection Paper: Analysis of Students' Comprehension during Shared Reading &amp; UTEP Observation Log-in Sheet</b>	<b>12/12/23</b>	10 points
<b>10 Quizzes/Formative Assessments</b>	<b>Ongoing</b>	20 points
<b>TOTAL</b>		<b>100</b>

**Copyright:**

Our online course site is copyrighted and is the property of UTEP and Literacy faculty. Content from the course site, in part or whole, may *not* be shared or distributed without direct written permission. For questions or issues related to this, please contact the Teacher Education Department at tedgrad@utep.edu.

**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 [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may



result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

**Students with Disabilities statement:** 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 Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with 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 CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

**Student Conduct and Discipline:** All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

**Equal Opportunity:** All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with your instructor [kmein@utep.edu] to set up a phone meeting].

#### **Guide to Class Etiquette:**

1. *You are expected to actively engage in the learning community of this class.*
2. *You are expected to exhibit high level time management skills and turn your work in ON TIME.*
3. *Your work is expected to be your own.*
4. *You are expected to contact me for help if needed throughout the semester.*

#### **Dr. Mein's Office Hours:**

I will have virtual office hours on Monday through Friday from 3:00 to 4:00 PM. You can email me for a quick response or email me at [kmein@utep.edu](mailto:kmein@utep.edu) to set a Zoom meeting.

#### **Attendance Policy**

Your attendance and active participation are vital to this course. **You are expected to** read and review the required reading (before class), read and review the week's class notes (Power Point) and **actively participate in weekly BlackBoard ZOOM class meetings.** To actively participate, formulate questions that you have about the course content and assignments before the week's class meeting and complete the weekly quiz by **due date at** midnight.

#### **Grading:**

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

**Additional Resources: Websites**

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

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

Reading Rockets: Reading101 Modules: <https://www.readingrockets.org/reading-101/reading-101-learning-modules/course-modules>

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](http://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](http://www.reading.org).

The International Dyslexia Association <http://www.Dyslexiaida.org>.

Understood—For Learning and Attention Issues <https://www.understood.org/en>

The Yale Center for Dyslexia & Creativity <http://www.dyslexia.yale.edu>.

National Center for Learning Disability (NCLD) <http://www.NCLD.org>

**\*\*Syllabus subject to change**

## Course Schedule

Date	Topic	Readings & Assignments Due
<p><b>August 29</b> <b>Week 1</b></p>	<p>Introduction to the course</p> <p><i>Effective Literacy Teachers</i></p>	<p><b>Purchase the required textbook:</b></p> <p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>▪ Handbook of Effective Literacy Instruction, Editors: Taylor &amp; Duke, ISBN: 9781462519248</li> <li>▪ Course syllabus</li> <li>▪ Course Schedule on BlackBoard (BB)</li> <li>▪ <i>Introduction</i> in Handbook of Effective Literacy Instruction.</li> </ul> <p><b>BlackBoard (BB) Assignment:</b></p> <ul style="list-style-type: none"> <li>• Attend ZOOM Class Meeting (<b>mandatory</b>) on Tuesday, <b>8/29/23 at 5:30-7:30 PM.</b></li> <li>• Download, read &amp; listen-to week #1 class notes (power point) located inside week #1 folder on BB.</li> </ul>
<p><b>September 5</b> <b>Week 2</b></p>	<p>Instructional Practices for Literacy Engagement</p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• CH. 1—<i>Motivating Classroom Practices to Support Effective Literacy Instruction</i> in Handbook of Effective Literacy Instruction.</li> <li>• Swinney &amp; Velasco—<i>Structures of literacy that support English Language Learners &amp; struggling students</i> (pdf on BB)</li> <li>• Texas Essential Knowledge &amp; Skills for: <i>English Language Arts &amp; Reading; Science; Social Studies; &amp; Math (Elementary).</i></li> <li>• Texas English Language Proficiency Standards (ELPS)</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>Describe how to create a motivating classroom atmosphere.</i></li> <li>• <i>How do effective literacy teachers organize for &amp; differentiate instruction?</i></li> <li>• <i>Explain how teachers guide students in setting behavior &amp; academic goals.</i></li> <li>• <i>Why is instructional intensity important for struggling learners?</i></li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Attend ZOOM Class Meeting (<b>mandatory</b>) on Tuesday, <b>9/5/23 at 5:30-7:30 PM.</b></li> <li>• Download, read &amp; listen-to week #2 class notes (power point) located inside week #2 folder on BB.</li> <li>• Complete Quiz #1 on BlackBoard (BB) by <b>Thursday, 9/7/23 at midnight.</b> You must <b>score 80% or higher to get 2 points credit</b> for the quiz.</li> </ul>

Date	Topic	Readings & Assignments Due
<p><b>Sept. 12 Week 3</b></p>	<p>The Alphabetic Principle &amp; PHONICS (FCRR Phonics Variants or Word Analysis) Activities</p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• Beck &amp; Beck, <i>The Alphabetic Principle &amp; Phonics</i> (pdf on BB)</li> <li>• McAndrews, S., <i>Language Development</i> (pdf on BB)</li> <li>• FCRR Phonics Activity use phonics variants (grades 1-2) or word analysis (grades 3-5).</li> <li>• TEKS ELAR, K-5<sup>th</sup>, Foundational Language Skills: Listening, Speaking, Reading, Writing &amp; Thinking: <i>Oral Language Development</i>.</li> <li>• TEKS ELAR, K-5<sup>th</sup>, Foundational Language Skills: Listening, Speaking, Reading, Writing &amp; Thinking: <i>Phonological Awareness</i></li> <li>• TEKS ELAR, 1<sup>st</sup> -5<sup>th</sup>: Foundational Language Skills: Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Phonics</i></li> </ul> <p><b><u>Questions</u></b></p> <ul style="list-style-type: none"> <li>• <i>Compare &amp; contrast the five language systems—phonological, morphological, syntactic, semantic, &amp; pragmatic.</i></li> <li>• <i>Describe instructional strategies to develop English Learners' language acquisition.</i></li> <li>• <i>Describe the alphabetic principle &amp; it's impact on learning to read.</i></li> <li>• <i>Based on the alphabetic principle, describe the different difficulties that students may have to learn to decode words and comprehend.</i></li> </ul> <p><b>Class Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select an FCRR Phonics Activity use a Phonics Variants (grades 1-2) or word analysis (grades 3-5) teach as a literacy center activity.</li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Attend ZOOM Class Meeting (<b>mandatory</b>) on Tuesday, <b>9/12/23 at 5:30-7:30 PM</b></li> <li>• Download, read &amp; listen-to week #3 class notes (power point) located inside week #3 folder on BB.</li> <li>• Complete Quiz #2 on BlackBoard (BB) by <b>Thursday, 9/14/23 at midnight</b>. You must <b>score 80% or higher to get 2 points credit</b> for the quiz.</li> </ul>

Date	Topic	Readings & Assignments Due
<p><b>Sept. 19 Week 4</b></p>	<p>Balanced Differentiated Teaching &amp; Literacy Tools for Print-rich Classrooms</p> <p><b>Field Experience Assignment (Class Does Not Meet)</b></p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• CH 2—<i>Literacy tools created and used within print-rich classroom environments</i> in Handbook of Effective Literacy Instruction.</li> <li>• CH 4—<i>Balanced, differentiated teaching: Explicit instruction, scaffolded support, and active student responding</i> in Handbook of Effective Literacy Instruction.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Review Table 2.1—<i>Types of Literacy Tools Found in Elementary Classroom (pp.50-52)</i> and explain how the quality &amp; quantity of the literacy tools support literacy acquisition.</li> <li>• Describe how effective teachers balance teacher-directed instruction with student-supported learning.</li> <li>• Explain how teachers scaffold their support to students' literacy needs.</li> <li>• Explain how teachers provide students with active literacy responding with reading, writing, &amp; sharing practice.</li> </ul> <p><b>Field Experience:</b></p> <ul style="list-style-type: none"> <li>• Complete <b>3 hours</b> of field experience during the week of <b>September 18-22, 2023</b> that includes teaching the phonics center activity (30 minutes) &amp; observing/teaching in mentor teacher's classroom 2-2 ½ hours).</li> <li>• <b>Teach FCRR Phonics Variants or Word Analysis</b> center activity in mentor teacher's classroom to a small group (4-6) of students. Write a reflection paper about your teaching &amp; learning of the phonics center activity &amp; include lesson plan.</li> <li>• <b>Field Experience Notes #1:</b> Write a 500-word, typed APA paper citing three references from week's required readings. The paper should address how literacy is integrated with content subjects, how teachers use texts to teach comprehension strategies and how you engaged with students during instruction.</li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Download, read &amp; listen-to week #4 class notes (power point) located inside week #4 folder on BB.</li> <li>• <b>Field experience notes #1 (minimum 500 words) due on BB on 9/22/23</b></li> <li>• <b>FCRR Phonics Center Reflection Paper &amp; Lesson Plan (5 points) due on BB on 9/23/23.</b></li> </ul>

Date	Topic	Readings & Assignments Due
<p><b>September 26</b> <b>Week 5</b></p>	<p>Fluency &amp; FCRR Fluency Activities</p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• CH. 8—<i>Automaticity versus fluency: Developing essential literacy abilities with print</i> in Handbook for Effective Literacy Instruction.</li> <li>• FCRR Fluency Center Activity use a "Connected Text" fluency activity (grades 1-5) at <a href="https://www.fcrr.org/student-center-activities">https://www.fcrr.org/student-center-activities</a></li> <li>• TEKS ELAR, 1<sup>st</sup> -5<sup>th</sup>: Foundational Language Skills: Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Fluency</i></li> </ul> <p><b><u>Questions</u></b></p> <ul style="list-style-type: none"> <li>• <i>Explain the difference between constrained &amp; unconstrained reading skills and how constrained skills can be taught with unconstrained skill in a holistic literacy curriculum.</i></li> <li>• <i>Why is fluency the bridge between decoding &amp; comprehension?</i></li> <li>• <i>Describe how teachers develop students' fluent reading of texts.</i></li> </ul> <p><b>Class Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select an FCRR Fluency Activity to teach as a literacy center activity.</li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Attend ZOOM Class Meeting (<b>mandatory</b>) on Tuesday, <b>9/26/23 at 5:30-7:30 PM</b></li> <li>• Download, read &amp; listen-to week #5 class notes (power point) located inside week #5 folder on BB.</li> <li>• Complete Quiz #3 on BlackBoard (BB) by <b>Thursday, 9/28 at midnight</b>. You must <b>score 80% or higher to get 2 points credit</b> for the quiz.</li> </ul>

Date	Topic	Readings & Assignments Due
<p><b>October 3 Week 6</b></p>	<p>Teaching Comprehension Strategies &amp; FCRR Comprehension Activities</p>	<p><b>Read (before class):</b></p> <ul style="list-style-type: none"> <li>• CH. 9—<i>Today’s Comprehension Strategy Instruction: Not Your Father’s Oldsmobile</i> in Handbook of Effective Literacy Instruction.</li> <li>• FCRR Comprehension Center Activities—use a “Connected Text” comprehension activity at <a href="https://www.fcrr.org/student-center-activities">https://www.fcrr.org/student-center-activities</a></li> <li>• ELAR TEKS, K-5<sup>th</sup> Listening, Speaking, Reading, Writing &amp; Thinking: <i>Comprehension Skills; Response Skills</i></li> <li>• TEKS Figure 19 Comprehension Skills</li> </ul> <p><b><u>Questions:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Describe how comprehension strategy instruction is expanded through teacher read aloud and shared reading of text.</i></li> <li>• <i>Explain how teachers engage students in synthesized comprehension instruction.</i></li> <li>• <i>How do teachers use language prompts a gradual release of responsibility to teach associated the comprehension strategies-- <b>inferences, determining importance, generating questions, and synthesizing?</b></i></li> </ul> <p><b>Class Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select an FCRR Comprehension Center Activity—use a “Connected Text” comprehension activity to teach.</li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Attend ZOOM Class Meeting (<b>mandatory</b>) on Tuesday, <b>10/3/23 at 5:30-7:30 PM</b></li> <li>• Download, read &amp; listen-to week #8 class notes (power point) located inside week #8 folder on BB.</li> <li>• Complete Quiz #4 on BlackBoard (BB) by <b>Thursday, 10/5/23 at midnight</b>. You must <b>score 80% or higher to get 2 points credit</b> for the quiz. Download, read &amp; listen-to week #8 class notes (power point).</li> </ul>

Date	Topic	Readings & Assignments Due
<p><b>Oct. 10</b> <b>Week 7</b></p>	<p>Integration of Literacy in the Content Areas of Science &amp; Social Studies</p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• CH. 14 <i>Integration of Literacy &amp; Science</i> in Handbook of Effective Literacy Instruction.</li> <li>• CH. 15 <i>Integration of Literacy &amp; Social Studies</i> in Handbook of Effective Literacy Instruction.</li> </ul> <p><b><u>Questions:</u></b></p> <ul style="list-style-type: none"> <li>• <i>How do teachers help students acquire strategies to understand &amp; write science texts?</i></li> <li>• <i>How do teachers tie science literacy practices to science inquiry?</i></li> <li>• <i>What is the relationship between social studies &amp; literacy?</i></li> <li>• <i>Explain how social studies can be used to teach comprehension strategies &amp; text structure.</i></li> </ul> <p><b>Class Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select a <b>content Social Studies (SS) or Science (S) grade level TEKS and an aligned informational book &amp; a comprehension strategy</b> to teach with the S/SS Teacher Read Aloud and (same TEKS/book) S/SS Shared Reading Lesson Plans.</li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Attend ZOOM Class Meeting (<b>mandatory</b>) on Tuesday, <b>10/10/23 at 5:30-7:30 PM</b></li> <li>• Download, read &amp; listen-to week #7 class notes (power point) located inside week #7 folder on BB.</li> <li>• Complete Quiz #5 on BlackBoard (BB) by <b>Thursday, 10/12/23 at midnight</b>. You must <b>score 80% or higher to get 2 points credit</b> for the quiz.</li> </ul>



Date	Topic	Readings & Assignments Due
<p><b>Oct. 17</b> <b>Week 8</b></p>	<p>Classroom Assessment, Grouping Practices &amp; Monitoring Student Progress</p> <p><b>Field Experience Assignment (Class Does Not Meet)</b></p>	<p><b>Required Readings (before class)</b></p> <ul style="list-style-type: none"> <li>• CH. 3, <i>Grouping Practices, Independent Learning Activities, &amp; Effective Instruction</i> in Handbook of Effective Literacy Instruction.</li> <li>• CH. 5, <i>Classroom Literacy Assessment: Strategies for Informing Instruction &amp; Monitoring Student Progress</i> in Handbook of Effective Literacy Instruction</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>Explain how teachers adjust the amount of daily whole-group &amp; small group literacy instruction to meet students' needs and ELAR TEKS objectives.</i></li> <li>• <i>Describe the Reader-Writer Workshop and grouping practices.</i></li> <li>• <i>Compare &amp; contrast summative, interim &amp; formative classroom assessments.</i></li> <li>• <i>Describe how to implement Think Alouds comprehension assessments.</i></li> </ul> <p><b>Field Experience:</b></p> <ul style="list-style-type: none"> <li>• Complete <b>3 hours</b> of field experience during the week of <b>October 16-20, 2023</b> that includes teaching the fluency with connected text center activity (30 minutes) &amp; observing/teaching in mentor teacher's classroom 2-2 ½ hours).</li> <li>• <b>Teach FCRR Fluency</b> center activity in mentor teacher's classroom to a small group (4-6) of students. Write a reflection paper about your teaching &amp; student learning of fluency with connected text activity &amp; include lesson plan.</li> <li>• Field Experience Notes #2: Write a 500-word typed APA paper citing three references from week's required readings. The paper should address how students are grouped in a balance between whole-class and small groups, how teachers monitor students' literacy progress with formative assessments and how you engaged with students during instruction.</li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Download, read &amp; listen-to week #8 class notes located inside week #8 folder on BB.</li> <li>• <b>Field Experience Notes #2 (minimum 500 words) (5 points) due on BB on 10/20/23</b></li> <li>• <b>FCRR Fluency with Connected Text Reflection Paper &amp; Lesson Plan (5 points) due on BB on 10/21/23</b></li> </ul>

Date	Topic	Readings & Assignments Due
<p><b>Oct. 24</b> <b>Week 9</b></p>	<p>Social Studies or Science Teacher Read Aloud Lesson Plan</p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• Cummins, S. <i>Introducing synthesis with interactive read-alouds</i> in Close Reading of Informational Texts (pdf on BB)</li> <li>• CH.10—<i>Comprehension: High level talk &amp; writing about texts</i>, pp. 246-253 in Handbook of Effective Literacy Instruction.</li> <li>• TEKS ELAR, K-5<sup>th</sup>, Listening, Speaking, Reading, Writing &amp; Thinking: <i>Comprehension &amp; Response Skills</i></li> <li>• TEKS Figure 19—<i>Comprehension Skills</i></li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• <i>Describe how short-term &amp; long-term scaffolding support student learning during discussions.</i></li> <li>• <i>Why do oral &amp; written literature responses improve comprehension &amp; student engagement?</i></li> <li>• <i>Review Table 10.1—Characteristics of Varied Approaches to Discussion (pp.259-260) and describe how book clubs, grand conversations, literature circles &amp; questioning-the-author improve comprehension.</i></li> <li>• <i>How well does your informational text cover the content TEKS learning expectations?</i></li> <li>• <i>How can turn &amp; talk and collaborative discussions support students' exploration &amp; explanation of content topics?</i></li> </ul> <p><b>Class Work</b></p> <ul style="list-style-type: none"> <li>• To our Zoom Meeting, bring a grade-level Social Studies (SS) or Science (S) TEKS, an informational book aligned with the S/SS TEKS, academic vocabulary, a comprehension strategy &amp; language prompt to use for your Teacher Read Aloud Lesson Plan (10 points) and Shared Reading Lesson Plan (10 Points).</li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Attend ZOOM Class Meeting (<b>mandatory</b>) on Tuesday, <b>10/24/23 at 5:30-7:30 PM</b></li> <li>• Download, read &amp; listen-to week #9 class notes (power point) located inside week #9 folder on BB.</li> <li>• Complete Quiz #6 on BlackBoard by <b>Thursday, 10/26</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> <li>• Write Science or Social Studies <b>Teacher Read Aloud Lesson Plan using an informational book</b> and following lesson plan template as a guide.</li> </ul>

Date	Topic	Readings & Assignments Due
<p><b>Oct. 31</b> <b>Week 10</b></p>	<p>Culturally Responsive Instruction &amp; Digital Literacy</p> <p><b>Field Experience Assignment (Class Does Not Meet)</b></p>	<p><b>Required Readings</b></p> <ul style="list-style-type: none"> <li>• CH. 6—<i>Culturally Responsive Literacy Instruction</i> in Handbook of Effective Literacy Instruction</li> <li>• CH. 7—<i>Digital literacy</i> in Handbook of Effective Literacy Instruction.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>Based on research, describe five principles to make literacy instruction culturally responsive.</i></li> <li>• <i>Explain how connecting curriculum to students’ background, collaborative work, &amp; attending to classroom discourse are responsive to students’ linguistic &amp; cultural backgrounds.</i></li> <li>• <i>Think about your beliefs about integrating technology in the curriculum and describe how you would integrate digital images &amp; concept maps to teach vocabulary.</i></li> <li>• <i>How can teachers use technology to teach digital literacy &amp; content subjects?</i></li> </ul> <p><b>Field Experience:</b></p> <ul style="list-style-type: none"> <li>• Complete <b>3 hours</b> of field experience during the week of <b>October 30-November 3, 2023</b> that includes teaching the comprehension for text structure center activity (30 minutes) &amp; observing/teaching in mentor teacher’s classroom 2-2 ½ hours).</li> <li>• <b>Teach FCRR Comprehension for Text Structure</b> center activity in mentor teacher’s classroom to a small group (4-6) of students. Write a reflection paper about your teaching &amp; student comprehension of text structure &amp; include lesson plan.</li> <li>• Field Experience Notes #3: 500-word typed APA paper citing three references from week’s required readings. The paper should address how teachers make literacy instruction culturally-responsive, how technology is used in the classroom and how you engaged with students during instruction.</li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Download, read &amp; listen-to week #10 class notes (power point) located inside week #10 folder on BB.</li> <li>• <b>Field experience notes #3 (minimum 500 words) (5 points) due on BB on 11/3/23</b></li> <li>• <b>FCRR Comprehension for Text Structure Center Reflection Paper &amp; Lesson Plan (5 points) due on BB on 11/4/23</b></li> </ul>

Date	Topic	Readings & Assignments Due
<p><b>Nov. 7</b> <b>Week 11</b></p>	<p>Science or Social Studies Shared Reading Lesson Plan &amp; Teaching Comprehension Thinking Skills using Language Prompts</p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• CH.10—<i>Comprehension: High level talk &amp; writing about texts</i>, pp. 253-273 in Handbook of Effective Literacy Instruction.</li> <li>• Escamilla, K. et al.—<i>Oracy in Biliteracy from the Start</i></li> </ul> <p><b><u>Questions</u></b></p> <ul style="list-style-type: none"> <li>• <i>Describe how teachers develop comprehension thinking during shared reading activities.</i></li> <li>• <i>How does talking about texts and written responses develop students' reading comprehension?</i></li> <li>• <i>Describe comprehension strategies &amp; related language prompts for turn &amp; talk activities to explore students' understanding of informational texts.</i></li> <li>• <i>Why is oracy an integral part of the shared reading lesson?</i></li> <li>• <i>Explain how teachers use the 3 aspects of oracy (language structures, vocabulary &amp; dialogue) to engage students in talking</i></li> </ul> <p><b>Class Assignment</b></p> <ul style="list-style-type: none"> <li>• Bring to class the <b>Science or Social Studies (SS) TEKS, informational book (same as Teacher Read Aloud LP), different academic vocabulary, comprehension strategy &amp; language prompt for shared reading lesson plan.</b></li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Attend ZOOM Class Meeting (<b>mandatory</b>) on Tuesday, <b>11/7/23 at 5:30-7:30 PM</b></li> <li>• Download, read &amp; listen-to week #11 class notes (power point) located inside week #11 folder on BB.</li> <li>• Complete Quiz #7 on BlackBoard by <b>Thursday, 11/9/23</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> <li>• <b>Science or Social Studies <u>Teacher Read Aloud Lesson Plan (10 points) using an informational book</u> (use lesson plan template as a guide) due 11/7/23 on BlackBoard (BB) by midnight.</b></li> </ul>

Date	Topic	Readings & Assignments Due
Nov. 14 Week 12	Academic Vocabulary & Comprehension of Content Subject Texts	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• Harvey &amp; Goudvis, <i>Content literacy: Reading for understanding</i> (pdf on BB)</li> <li>• CH. 11—<i>Vocabulary instruction</i> in Handbook of Effective Literacy Instruction.</li> <li>• TEKS ELAR, 1<sup>st</sup> -5<sup>th</sup>: Foundational Language Skills: Listening, Speaking, Reading, Writing, &amp; Thinking: <i>Vocabulary</i></li> </ul> <p><b><u>Questions</u></b></p> <ul style="list-style-type: none"> <li>• <i>Describe a classroom environment that supports academic vocabulary acquisition.</i></li> <li>• <i>Explain how oral language, knowledge of words, and classroom opportunities to talk about texts impact vocabulary development.</i></li> <li>• <i>How does shared reading of an informational text link reading comprehension with science, math, or social studies topics?</i></li> <li>• <i>Explain how reading &amp; comprehension thinking strategies give children the tools to learn the domain-specific &amp; academic vocabulary of content TEKS</i></li> <li>• <i>Explain how to evaluate student learning during discussions and with Quick Writes.</i></li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Attend ZOOM Class Meeting (<b>mandatory</b>) on Tuesday, <b>11/14/23 at 5:30-7:30 PM</b></li> <li>• Download, read &amp; listen-to week #12 class notes (power point) located inside week #12 folder on BB.</li> <li>• Complete Quiz #8 on BlackBoard by <b>Thursday, 11/16/23</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> <li>• <b>Social Studies or Science <u>Shared Reading Lesson Plan (10 points)</u> due on BB on 11/14/23 by midnight.</b></li> </ul>

Date	Topic	Readings & Assignments Due
<b>Nov. 21</b> <b>Week 13</b>	iMovie of Science or Social Shared Reading Lesson & Professional Learning	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• CH. 22, <i>Professional Learning with and from a Literacy Coach: A Poem in Two Voices</i> in Handbook of Effective Literacy Instruction.</li> <li>• Texas English Language Proficiency Standards (ELPS) Instructional Toolkit (pdf on BB)</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• <i>Explain how literacy coaches guide teachers' learning and improve literacy teaching practices.</i></li> <li>• <i>How can teachers support English Learners' language development &amp; knowledge of academic vocabulary?</i></li> <li>• <i>Explain how teachers use listening, speaking, reading &amp; writing language domains to build English Learners' language proficiency during content-based literacy instruction.</i></li> </ul> <p><b>Class Assignment</b></p> <p>Practice teaching you <b>social studies or science shared reading lesson</b> with clear evidence of (<b><i>use your S/SS Shared Reading Lesson Plan</i></b>)</p> <ul style="list-style-type: none"> <li>• A question to assess students' prior knowledge of the content topic;</li> <li>• Shared student reading, comprehensions questions &amp; language prompts students will use during two turn &amp; talk sessions.</li> <li>• How you will monitor students' discussions, use of language prompts and provide feedback to students to assist students' comprehension and understanding of the S/SS TEKS.</li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Attend ZOOM Class Meeting (<b>mandatory</b>) on Tuesday, <b>11/21/23 at 5:30-7:30 PM</b></li> <li>• Download, read &amp; listen-to week #13 class notes (power point) located inside week #13 folder on BB.</li> <li>• Complete Quiz #9 on BlackBoard by <b>Friday, 11/24</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> </ul>

Date	Topic	Readings & Assignments Due
<p><b>Nov. 28</b> <b>Week 14</b></p>	<p>Teaching Science or Social Studies Shared Reading Lesson &amp; iMovie</p> <p><b>Field Experience Assignment (Class Does Not Meet)</b></p>	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>Pytash &amp; Morgan—<i>Using mentor texts to teach writing in science &amp; social studies</i> in The Reading Teacher (pdf on BB).</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>How do teachers use mentor texts as models of how to write a specific genre?</li> <li>Explain what students learned about the content topic.</li> <li>How would you summarize students' language use and thinking in regards to the lesson's language and S/SS TEKS objectives?</li> <li>How would you summarize struggling readers' understanding of the academic vocabulary &amp; S/SS TEKS?</li> </ul> <p><b>Field Experience:</b></p> <ul style="list-style-type: none"> <li>Complete <b>3 hours</b> of field experience during the week of <b>November 27-December 1, 2023</b> that includes teaching &amp; making iMovie of Science or Social Studies Shared Reading Lesson (45 minutes), Quick Write formative assessment (30 minutes-<b>not part of the iMovie</b>) and meeting with in mentor teacher (1 hour).</li> <li><b>Teach S/SS Shared Reading Lesson to a small group (6-8 students) &amp; record with iMovie your teaching of S/SS Shared Reading Lesson.</b> You will need to <b>edit the S/SS Shared Reading iMovie</b> to at least <b>5 minutes &amp; no more than 10 minutes long</b> with clear visual &amp; auditory effects focusing on <b>students' talk &amp; comprehension of the informational book.</b> You will edit the 45-minute iMovie assignment (15 points) to 10 minutes <b>before submitting it on BB on 12/1/23.</b></li> <li><b>Conduct Quick Write</b> (formative assessment) with 6-8 students in the shared reading group. You will analyze the results in your <b>Final Reflection Paper.</b></li> <li><b>Field Experience Notes #4:</b> 500-word typed APA paper citing three references from week's required readings. The paper should address your science/social studies shared reading lesson and what students learned about the S/SS subject topic, lesson pacing, and how you addressed students' misunderstandings about the S/SS TEKS objective.</li> <li><b>Meet with your mentor teacher to review iMovie of S/SS Shared Reading Lesson and discuss the lesson.</b> Take notes to use while writing your <b>Final Reflection Paper</b> with a focus on the following topics: <ul style="list-style-type: none"> <li><i>Students' comprehension of Science or Social Studies TEKS topic.</i></li> <li><i>Pacing &amp; student engagement during the Shared Reading Lesson.</i></li> <li><i>Analysis of student learning during Turn &amp; Talk &amp; Quick Write.</i></li> <li><i>Analysis of struggling learners' comprehension during Turn &amp; Talk &amp; Quick Write</i></li> </ul> </li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>Download, read &amp; study week #14 class notes (power point) located inside week #14 folder on BB.</li> <li><b>S/SS Shared Reading i-Movie</b> (15 points). <b>Edited</b> iMovie (no more than 10 minutes) of Science or Social Studies Shared Reading Lesson using an informational book &amp; focusing on students' talk <b>due on UTEP's One Drive for Business on 12/1/23. Submit your S/SS Shared Reading Lesson Plan to BlackBoard on 12/1/23 by midnight.</b></li> <li><b>Field Experience Notes #4</b> (5 points) <b>due on BB on 12/2/23.</b></li> </ul>

Date	Topic	Readings & Assignments Due
<p><b>Dec 5 Week 15</b></p>	<p>Effective Writing Instruction &amp; Final Reflection Paper: Analysis of Students' Comprehension of S/SS TEKS during the Shared Reading Lesson</p>	<p><b>Read (before class)</b></p> <ul style="list-style-type: none"> <li>• CH. 12—<i>Effective Writing Instruction in the 21<sup>st</sup> Century</i> in Handbook of Effective Literacy Instruction.</li> <li>• CH. 13 ---<i>Reading &amp; Writing Specific Genres</i> in Handbook of Effective Literacy Instruction.</li> </ul> <p><b><u>Questions</u></b></p> <ul style="list-style-type: none"> <li>• Describe the characteristics of exemplary writers' workshops.</li> <li>• Explain how teachers teach self-regulation in writing and composing strategies.</li> <li>• Describe benefits &amp; constraints of four different writing assessment methods.</li> <li>• How does writing for a "real purpose" engage students?</li> <li>• Describe the purpose of explanatory informational genres &amp; the reading &amp; writing strategies for informational texts.</li> </ul> <p><b>Class Assignment (Bring to Zoom Class)</b></p> <ul style="list-style-type: none"> <li>✓ <b>Scored</b> Grading Observation Rubric of Students Turn &amp; Talk Discussions during Science or Social Studies Shared Reading Lesson.</li> <li>✓ <b>Scored</b> Grading Quick Write Rubric for students' Quick Write Responses after Shared Reading Lesson.</li> <li>✓ Pre-writing template for <b>Final Reflection Paper: Analysis of Students' Comprehension of S/SS TEKS during the Shared Reading Lesson</b> (10 points).</li> </ul> <p><b>BlackBoard (BB) Assignments:</b></p> <ul style="list-style-type: none"> <li>• Attend ZOOM Class Meeting (<b>mandatory</b>) on Tuesday, <b>12/5/23 at 6:30-8:00 PM</b></li> <li>• Download, read &amp; listen-to week #15 class notes (power point) located inside week #15 folder on BB.</li> <li>• Complete Quiz #10 on BlackBoard by <b>Thursday 12/7/23</b> at midnight. You must score <b>80% or higher to get 2 points credit</b> for the quiz.</li> </ul>
<p><b>Dec. 12 Week 16</b></p>	<p>Final Reflection Paper: <i>Analysis of Students' Comprehension of S/SS TEKS during the Shared Reading Lesson</i> &amp; UTEP Observation Log-in Sheet</p>	<p><b>Class does not meet</b></p> <p><b>Assignments due on Blackboard:</b></p> <ul style="list-style-type: none"> <li>• <i>Final field experience reflection paper: Analysis of Teaching &amp; Learning during Shared Reading Lesson</i> is due on <b>Blackboard on 12/12/23.</b></li> <li>• <i>UTEP Observation Log-in Sheet</i> due on <b>Blackboard on 12/12/23.</b></li> </ul>



**APPENDIX**

**Grading Rubric: Field Experience Notes (Four FE Notes @ 5 points each; 20 points)**

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
<b>Lesson Description:</b> Clear & detailed description of each lesson's TEKS and a clear description of the teacher's role and student engagement.	<b>1</b>	
<b>Critical Reflection tied to Weeks' Required Readings:</b> Clear and detailed description and summary of the field notes' focus topic with critical analysis tied to required course readings <b>with 2-3 in-text citations</b> from the week's required readings. <ul style="list-style-type: none"> <li>• <i>Field experience notes #1:</i> How literacy is integrated with content subjects, how teachers use texts to teach comprehension strategies.</li> <li>• <i>Field experience notes #2:</i> How students are grouped in a balance between whole-class and small groups, how teachers monitor students' literacy progress with formative assessments.</li> <li>• <i>Field experience notes #3:</i> How teachers make literacy instruction culturally-responsive, how technology is used in the classroom.</li> <li>• <i>Field experience notes #4:</i> Teaching the science/social studies shared reading lesson and what students learned about the S/SS subject topic, lesson pacing, and struggling readers comprehension of the informational book.</li> </ul>	<b>3</b>	
<b>Engagement with Students:</b> Clear & detailed description of how you worked with students (tutoring, teaching, etc.) and how students responded to your supportive classroom teaching.	<b>1</b>	
<b>Mechanics:</b> Reflection paper is free of spelling & grammatical errors. Blackboard (BB) Field Experience Reflection paper is <b>500-word minimum, includes 2-3 in-text citations from the week's required readings</b> & free of spelling and grammatical errors.	<b>1</b>	
<b>Total</b>	<b>4 notes at 5 pts each=20 points</b>	

**APPENDIX**

**Grading Rubric: Social Studies OR Science Teacher Read Aloud Lesson Plan (10 points)**

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
<b>Science/Social Studies TEKS Knowledge:</b> Exhibits knowledge of a SS/S TEKS' conceptual focus & academic vocabulary. Clear description of a grade level Science or Social Studies TEKS & Comprehension TEKS. A clear description of a comprehension strategy (aligned with comprehension TEKS), <i>open ended</i> comprehension questions and related language prompts for turn & talk sessions.	<b>2</b>	
<b>Materials &amp; Vocabulary:</b> Title & Level of an information <b>book</b> (nonfiction), text focus, text features, and 6-7 academic vocabulary words aligned to the Science or Social Studies TEKS.	<b>3</b>	
<b>Teacher Think Aloud &amp; Read Aloud:</b> Clear description of procedures for teacher think aloud about a comprehension strategy. Clear description of question to assess students' background knowledge of S/SS TEKS. Clear description of teacher read aloud, think aloud about academic vocabulary & text features. Clear description of open-ended comprehension questions & language prompts for turn & talk discussions.	<b>3</b>	
<b>Assessment of Student Learning:</b> Clear description of the observation rubric to assess students' oral responses, active participation & Science/Social Studies TEKS comprehension during turn & talk sessions.	<b>2</b>	
<b>TOTAL</b>	<b>10 points</b>	

**Grading Rubric: Social Studies or Science Shared Reading Lesson Plan (10 points)**

Criteria	Possible Points	Points Earned
<p><b>Literacy &amp; Content TEKS:</b> Clear description of Comprehension TEKS &amp; Science or Social Studies TEKS. Clear description of academic vocabulary aligned with the S/SS TEKS. Clear description of a comprehension strategy lesson focus and related language prompts.</p>	<b>3</b>	
<p><b>Materials &amp; Vocabulary:</b> Title &amp; author of an information text (nonfiction), informational text features, and 6-7 academic vocabulary words aligned to the S/SS content subject TEKS.</p>	<b>2</b>	
<p><b>Shared Reading &amp; Comprehension of SS/S TEKS Topic:</b> Clear description of procedures for teacher think aloud of comprehension strategy. Clear description to assess students' background knowledge of the S/SS TEKS topic &amp; students' shared reading of page. Clear description of open-ended comprehension questions and language prompts for turn &amp; talk discussions. Clear description of Quick Write topic.</p>	<b>3</b>	
<p><b>Grading Rubrics: Observation Rubric &amp; Quick Write Rubric:</b> Clear description of the Observation Rubric to assess students' S/SS TEKS comprehension, use of language prompts and oral responses during turn &amp; talk discussions. Clear description of Quick Write Rubric to assess students' S/SS TEKS comprehension &amp; use of academic vocabulary to write about a specific S/SS TEKS topic.</p>	<b>2</b>	
<p><b>TOTAL</b></p>	<b>10 points</b>	

**Grading Rubric iMovie: Instructing and Engaging Students in Social Studies or Science Shared Reading (15 points)**

Criteria	Possible Points	Points Earned
<p><b>Comprehension of S/SS TEKS Topic:</b> Clear evidence of question to assess students’ prior knowledge of TEKS topic, and clear evidence of student shared reading. Clear evidence of open-ended comprehension questions and students’ use of language prompts to answer the comprehension questions during turn &amp; talk discussions. Clear evidence teacher feedback and clarification of student misunderstandings during turn &amp; talk discussions.</p>	<b>5</b>	
<p><b>Lesson Pacing &amp; Student Engagement:</b> The <b>edited</b> iMovie should be no less than <b>5 minutes</b> and no more than <b>10-minutes</b> and focus on students’ talk. Clear evidence of shared choral reading of informational book’s page, open-ended comprehension questions, language prompts and students’ use of language prompts during turn &amp; talk discussions.</p>	<b>6</b>	
<p><b>Monitoring Student Comprehension &amp; Understanding of Content TEKS:</b> The iMovie demonstrates how you monitored &amp; provided feedback to students to assist their comprehension and understanding of the Science or Social Studies content.</p>	<b>2</b>	
<p><b>Video-Component (Technical Rating):</b> The iMovie is at least <b>5 minutes</b> and no more than <b>10-minutes</b> long with clear visual &amp; auditory effects. The videorecording is submitted on time to the <b>RED 5340 folder on UTEP’s One Drive for Business. Submit your S/SS Shared Reading Lesson Plan on BlackBoard.</b></p>	<b>2</b>	
<b>TOTAL</b>	<b>15 points</b>	

## APPENDIX

### Grading Rubric: Literacy Centers—FCRR Plans & Implementation Reflection Papers (3 papers @ 5 points each—15 points)

Criteria	Possible Points	Points Earned
<p><b>FCRR Phonics (Phonics Variants or Word Analysis).</b> Select an FCRR Phonics Variants or Word Analysis guide (objective, ELAR TEKS, materials, activity) and teach the center activity in your field experience classroom to a <b>small group (4-6 students)</b>. Include the FCRR Word Work lesson plan with self-reflection paper (minimum 500 words-not including lesson plan) that addresses the following questions:</p> <ul style="list-style-type: none"> <li>▪ <i>How did the phonics center activity address the ELAR Phonics TEKS expectation and objective?</i></li> <li>▪ <i>How well did students understand the phonics center activity?</i></li> <li>▪ <i>How engaged were students in the phonics activity?</i></li> <li>▪ <i>How adequate was the pacing of the phonics activity?</i></li> <li>▪ <i>How did you use teacher prompts to check for student understanding of the decoding lesson objective?</i></li> </ul>	<b>5</b>	
<p><b>Fluency/FCRR Connected Text:</b> Select an FCRR Fluency with Connected Text guide (objective, ELAR TEKS, materials, activity) and teach the center activity in your field experience classroom to a <b>small group (4-6 students)</b>. Include the FCRR Fluency/Connected Text lesson plan with self-reflection paper (minimum 500 words—not including lesson plan) that addresses the following questions:</p> <ul style="list-style-type: none"> <li>▪ <i>How did the fluency activity address the ELAR Fluency TEKS expectation and objective?</i></li> <li>▪ <i>How well did students understand fluent reading of the text?</i></li> <li>▪ <i>How engaged were students in fluently reading the book?</i></li> <li>▪ <i>How adequate was the pacing of the fluency activity?</i></li> <li>▪ <i>How did you use teacher prompts and the fluency rubric to check students' fluent reading?</i></li> </ul>	<b>5</b>	
<p><b>Comprehension/FCRR Text Factors.</b> Select an FCRR Comprehension of Text Factors guide (objective, ELAR TEKS, materials, activity) and teach the center activity in your field experience classroom to a <b>small group (4-6 students)</b>. Include the FCRR Comprehension/Text Factors lesson plan with self-reflection paper (minimum 500 words—not including lesson plan) that addresses the following questions:</p> <ul style="list-style-type: none"> <li>▪ <i>How did the comprehension activity address the ELAR Multiple Genres TEKS expectation and objective?</i></li> <li>▪ <i>How well did students comprehend the book's text structure &amp; features?</i></li> <li>▪ <i>How engaged were students in the comprehension activity?</i></li> <li>▪ <i>How adequate was the pacing of the comprehension activity?</i></li> <li>▪ <i>How did you use teacher prompts to check for student comprehension of the book's text structure &amp; text features?</i></li> </ul>	<b>5</b>	
<b>TOTAL</b>	<b>15 points</b>	

**Final Reflection Paper: Analysis of Teaching & Student Learning during Shared Reading Lesson & UTEP Observation Log-in Sheet: (10 points).**

Use the following questions to guide your thinking, analysis, and narrative summary:

- ✓ Were students able to talk about the Science or Social Studies TEKS topic?
- ✓ Were students able to use the language prompt to explain science or social studies concepts that they learned from the informational (nonfiction) text?
- ✓ What were students' misunderstandings (from turn & talk or Quick Write) about the science or social studies TEKS topic?
- ✓ Were students able to write about the science or social studies TEKS topic using academic vocabulary?
- ✓ Were students able to write about the science or social studies TEKS topic using text evidence?
- ✓ What specific vocabulary or science/social studies academic vocabulary caused comprehension problems for students.

Criteria	Possible Points	Points Earned
<b>Social Studies or Science TEKS Knowledge &amp; Expertise:</b> Students' knowledge and comprehension of the Science or Social Studies TEKS topic and your expertise in providing student feedback and addressing students' misconceptions about the S/SS TEKS topic.	<b>1</b>	
<b>Lesson Pacing &amp; Student Engagement:</b> Shared reading lesson pacing and student engagement during students' choral (shared) reading and comprehension of S/SS TEKS topic during turn & talk discussions using the language prompt.	<b>1</b>	
<b>Analysis of Student Learning during Turn &amp; Talk Discussions &amp; Quick Write.</b> A clear analysis of students' ability to use the language prompt to talk about the Science or Social Studies TEKS topic as well as how students' misunderstandings were addressed. A clear profile of students' ability to write about the S/SS topic using academic vocabulary and text evidence to justify their thinking about the content topic.	<b>2</b>	
<b>Analysis of Struggling Learners Comprehension during Turn &amp; Talk Discussions &amp; Quick Write:</b> A clear summary of struggling learners and English Learners' proficiency and use of the language prompt & academic vocabulary to talk & comprehend during turn & talks and to write about the SS/S topic using text evidence during Quick Write.	<b>2</b>	
<b>Self-Evaluation:</b> Self-evaluation of how well you guided students' language & comprehension of the text and how well you monitored students' thinking & talking about the text. A clear description of ways to improve future teaching of integrated content literacy lessons.	<b>1</b>	
<b>Mechanics:</b> Clear and well-organized 3-4-page paper with 4 in-text citations that analyzes and summarizes student learning in a coherent & logical manner. The paper is free of grammar & spelling errors. Sheet.	<b>1</b>	
UTEP Observation Log-in (scanned copy) documenting 12 hours of Field Experience in mentor teacher's classroom.	<b>2</b>	
<b>TOTAL</b>	<b>10 points</b>	

