



UNIVERSITY OF TEXAS EL PASO
College of Education- Department of Teacher Education

Title of Course: <i>Current Topics in Reading Education</i> RED 5340 CRN: 19057	Class hours: 3
Semester: FALL 2021	Instructor Information: Name: <i>Dr. Kathleen Mein</i> Email: kmein@utep.edu . Office hours: Online--email Monday through Friday—3:00-4:00; Email for appointment at other times
Day/Time: Online/BlackBoard Course (BB) Tuesday 5:30-8:20 PM Tuesday BB Collaborate Meeting 5:30-8:00 PM	
Credits: 3	

Course Description:

Language Arts Methods/Current Topics in Reading Education (3-0). This course introduces methods and resources for teaching literacy in the elementary grades. The course will provide research-based literacy practices and prepare students to engage young learners in reading, writing, speaking, and listening experiences with print and multimodal texts. Students will learn, practice, apply, and critique literacy instructional methods, with an emphasis on emergent bilingual students (English language learners). Opportunity to develop competencies necessary to deal effectively with reading instruction; includes curriculum, concepts, teaching strategies, and skills necessary to integrate content and teaching strategies.

Course Format Information: This is an online course that will be conducted online/Blackboard. Our class meets on BlackBoard (BB) Collaborate on **Tuesdays from 5:30-8:00 PM**. It is mandatory for you to attend the weekly class meetings on BB Collaborate for clarification on course concepts and course assignments. For this course, you can expect each week to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information on BlackBoard; you should contact me immediately at 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:

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

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

- Distinguishes ongoing formative assessments to evaluate students' oral language development and plans & provides culturally responsive literacy instruction based on students' developmental characteristics and needs (SBEC, Standard 1; PPR I, Competency 1).
- Knows the importance of phonological awareness & the alphabet principle and plans & provides learning experiences that promote higher level thinking, critical reading, and writing (SBEC, Standards 2 & 3; PPR I, Competency 1).
- Understands the stages of literacy development and design differentiated literacy assessments & experiences based on the developmental needs of students (SBEC, Standard 4; PPR I, Competency 2).
- Models word recognition and comprehension strategies and organizes a language arts program and designs effective literacy instruction and assessment based on appropriate learning goals and objectives to encourage students' self-regulation (SBEC, Standards 5 & 7; PPR I, Competency 3).
- Understands the importance of fluency to reading comprehension and plans effective student-centered instruction with appropriate teacher support and feedback (SBEC, Standard 6; PPR I, Competency 4).
- Knows that writing to communicate is a developmental process and provides opportunities for students to engage in instructional writing routines and discussions that emphasize the writing processes, written conventions, and writing a variety of genres (SBEC, Standards 8 & 9).
- Applies principles of integrated content learning and research strategies to promote inquiry skills and viewing/representing strategies as tools for learning (SBEC, Standards 11& 12; PPR I, III; Technology Applications I-V, Competency 7).
- Uses a variety of literacy assessments to monitor student achievement and plan a balanced & motivating literacy program with high expectations for students' reading and writing growth (SBEC, Standard10; PPR I, III; Technology Applications I-V, Competency 10).

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 (in addition to textbook chapters):

Week 1

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

www.tea.state.tx.us/teks

Week 2

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.

Week 6

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

Week 8

Florida Center for Reading Research (FCRR). Grades K-5, *Comprehension Part 4 Monitor for Understanding* @ 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 10

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 12

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 13

Texas English Language Proficiency Standards (ELPS) Instructional Toolkit

Week 15

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:

<p>COURSE SPECIFIC LEARNING OUTCOMES Students will be able to:</p>	<p>Measurements (means of assessment for student learning outcomes listed in first column)</p>
<p>Explain how effective teachers maintain an instructional literacy skill-based balance through grouping practices, assessments, and independent learning centers in a motivating, culturally-responsive literacy environment using a variety of literacy tools and a range of texts (SBEC, Standards 10,11& 12; PPR I, III; Technology Applications I-V, Competency 7 & 10).</p>	<ul style="list-style-type: none"> • <i>Field Experience Notes</i> • <i>Literacy Centers Reflection Papers</i> • <i>Quizzes</i>
<p>Compare & contrast language and literacy contexts that help learners develop academic language during field observations and support classroom teachers with a variety of language learning opportunities & ongoing assessments to support second language development (TEKS ELAR, K-5th, <i>Oral Language & Vocabulary</i>).</p>	<ul style="list-style-type: none"> • <i>Field Experience Notes</i> • <i>Integrated Literacy Content Subject Lesson Plans: Interactive Read Aloud & Shared Reading</i> • <i>Video-clip: Instructing & Engaging Students in Shared Literacy of a Content Subject</i> • <i>Final Reflection Paper: Assessment of Student' Content Learning during Shared Reading</i> • <i>Quizzes</i>
<p>Recognize the importance of the alphabetic principle to fluent reading & writing and plan differentiated word work, fluency, and comprehension for small group literacy lessons to develop students' knowledge of phonics, fluency and comprehension of a variety of genres (TEKS ELAR, K-5th: <i>Phonetic Knowledge; Fluency; Comprehension Skills & Response Skills</i>).</p>	<ul style="list-style-type: none"> • <i>Field Experience Notes</i> • <i>Literacy Centers Implementation & Reflection Papers</i> • <i>Quizzes</i>
<p>Demonstrate a professional attitude while actively exploring and describing the developmental literacy stages and planning effective literacy teaching and assessment activities to develop students' phonemic awareness, phonics, fluency, vocabulary, and comprehension literacy abilities (TEKS ELAR, K-5th: <i>Phonetic Knowledge, Vocabulary; Fluency, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose & Craft, Self-sustained Reading and Composition</i>).</p>	<ul style="list-style-type: none"> • <i>Field Experience Notes</i> • <i>Literacy Centers Implementation</i> • <i>Video-clip: Instructing & Engaging Students in Shared Literacy of a Content Subject</i> • <i>Final Reflection Paper: Assessment of Student' Content Learning during Shared Reading</i>
<p>Demonstrate knowledge of research-based comprehension strategy instruction and demonstrates instructional procedures for explicit & embedded comprehension assessment & instruction (TEKS ELAR, K-5th <i>Comprehension Skills, Response Skills, Multiple Genres/literary elements & genres, and Author's Purpose & Craft; TEKS Figure 19 Comprehension Skills</i>).</p>	<ul style="list-style-type: none"> • <i>Field Experience Notes</i> • <i>Literacy Centers Implementation</i> • <i>Video-clip: Instructing & Engaging Students in Shared Literacy of a Content Subject</i> • <i>Final Reflection Paper: Assessment of Student' Content Learning during Shared Reading</i>

Student Learning Outcomes:

<p>COURSE SPECIFIC LEARNING OUTCOMES Students will be able to:</p>	<p>Measurements (means of assessment for student learning outcomes listed in first column)</p>
<p>Identify discussion and writing methods to interpret and comprehend a variety of text genres and plan and implement before, during, and after reading higher-level discussions and writing about texts (TEKS ELAR, K-5th: <i>Comprehension Skills; Response Skills; Multiple Genres, Author’s Purpose & Craft, Composition, & Inquiry & Research</i>).</p>	<ul style="list-style-type: none"> • <i>Field Experience Notes</i> • <i>Literacy Centers FCRR Plans & Reflection Papers</i> • <i>Integrated Literacy Content Subject Lesson Plans: Interactive Read Aloud & Shared Reading</i> • <i>Video-clip: Instructing & Engaging Students in Shared Literacy of a Content Subject</i> • <i>Final Reflection Paper: Assessment of Student’ Content Learning during Shared Reading</i> • <i>Quizzes</i>
<p>Design and Teach integrated literacy and content subject lesson plans for interactive read aloud & shared reading and teach, video-tape, and reflect on the effectiveness of your lesson implementation (TEKS ELAR K-5th and one Math, Science or Social Studies TEKS).</p>	<ul style="list-style-type: none"> • <i>Integrated Literacy Content Subject Lesson Plans: Interactive Read Aloud & Shared Reading</i> • <i>Video-clip: Instructing & Engaging Students in Shared Literacy of a Content Subject</i> • <i>Final Reflection Paper: Assessment of Student’ Content Learning during Shared Reading</i>
<p>Promote deep knowledge of a content subject topic & academic language from an informational text related to the content topic and integrate literacy learning objectives through sequenced literacy balanced activities, questioning, meaningful discussions and a quick write assessment (TEKS ELAR, K-5th <i>Vocabulary, Comprehension Skills, Response Skills, Inquiry and Research</i>).</p>	<ul style="list-style-type: none"> • <i>Field Experience Notes</i> • <i>Integrated Literacy Content Subject Lesson Plans: Interactive Read Aloud & Shared Reading</i> • <i>Final Reflection Paper: Assessment of Student’ Content Learning during Shared Reading</i> • <i>Quizzes</i>

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, you will write four different field reflections (5 points each) about each of your observations experiences. On Blackboard, submit a 500 word, typed reflection based on the field experience focus topic and include detailed information about how you actively worked with students. For each reflection, the paper should be APA style and include 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 teachers make literacy instruction culturally-responsive, how technology is used in the classroom and how you engaged with students during instruction.
- *Field experience notes #4*: The paper should address your content subject shared reading lesson and what students learned about the content subject topic and how you addressed students' misunderstandings about the content topic.

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

Integrated Literacy & Content Subject Lesson Plans (20 points-10 points each)

For these two lesson plans, you will select one content subject (math, science, social studies) TEKS objective and an informational text aligned with the content topic. For this assignment, you will write two different lesson plans: 1) an *interactive read-aloud content subject* (math, social studies, science) lesson plan that integrates academic vocabulary and comprehension strategy instruction; and a 2) *shared reading content subject* (math, social studies, science) lesson plan that integrates academic vocabulary and comprehension strategy instruction. The **same content subject TEKS and text will** be used for both lesson plans. Before writing your lesson plans:

- Determine the academic vocabulary and key concepts for **one** identified content subject TEKS. Go online to the TEKS Resource System and sign in as a guest/parent at <https://www.teksresourcesystem.net/> or access the TEKS Resource System as a teacher if you have a log-in password. Select your grade level and the content subject area in the and scroll down the page to Curriculum and check the TEKS Clarification box, the Year-at-a-Glance, and TEKS Verification boxes. Click "Search" for the TEKS information.
- For the content TEKS academic vocabulary, open the TEKS Clarification document and scroll down to the TEKS; read the TEKS clarification and identify the academic vocabulary words (in blue) for that specific TEKS.
- Determine the TEK conceptual focus and understanding, go to the YAG-9 weeks' document, double click and find the content TEKS you are using for your lesson plan. Open the Instructional Focus document by double-clicking on the Unit number. Identify the overarching concepts and understandings, misunderstandings, unit vocabulary, resources, and specificity for your content TEKS.
- Select a nonfiction informational text such as a *Scholastic Guiding Reading Short Reads* (informational text) that is aligned with the content TEKS objective, academic vocabulary and conceptual focus of the content subject TEKS.

- Write two lesson plans using the **same content subject TEKS** and **informational text**. For each lesson plan, provide a clear description of title & author of an informational text, content-subject TEKS, comprehension strategy focus, 6-7 academic & domain-specific vocabulary words (identified in TEKS Resource System & the informational text), lesson procedures, formative assessment and grading rubrics. The lesson plans should include the following information:
 - *Content Subject Read-Aloud Lesson* includes: 2-3-minutes for teacher think aloud; 8-10-minutes for interactive read aloud; 8-10 minutes for discussion (turn & talk or table talk and 5 minutes for a formative Quick Write individual assessment. Include an observation rubric to analyze students' learning during the text discussion and a Quick Write rubric to assess students' comprehension of the informational text.
 - *Content Subject Shared Reading Lesson* includes 2-3-minutes for teacher think aloud; 5-6-minutes for shared reading; 10 minutes for language prompts, discussions (turn & talk/table talk); an observation rubric to evaluate students' learning; and 5 minutes for a formative Quick Write individual assessment. Include the topic for a Quick-Write and a Quick Write rubric to assess students' proficiency in comprehending the informational text.

An integrated content subject and literacy lesson plan rubric is located in the appendix.

Video-clip: Instructing and Engaging Students in Shared Reading of a Content Subject (15 points). Provide your mentor teacher a copy of your shared reading content subject lesson plan in advance along with questions that you would like to discuss with him/her after you teach the lesson. Video-tape your teaching of the shared reading lesson; **the video-clip should be no less than 5 minutes and no more than 10-minutes (total)**. You may submit two sections (no more than 10-minutes total) with one section focusing on how you engaged students in understanding of the of academic and content-specific vocabulary during shared reading and the other section focusing on how you promoted students' text comprehension using language prompts during the table-top discussion. The focus of the lesson should be **student centered**. Please ask your video recorder to focus on how you monitor student engagement during shared reading and table talk comprehension discussion of the shared reading text. The video-clip will be uploaded to UTEP's One Drive folder. You will need to create a Microsoft Office 365 account using your UTEP email address in order to access the RED 5340 folder on UTEP's One Drive. Please set-up your UTEP One Drive account right away. Also, please work with the computer lab on the 4th Floor/Education Building to upload your teaching video. Teaching the shared reading lesson will be evaluated according to the following categories:

- ✓ *Content Knowledge & Expertise:* your knowledge of academic and content-specific vocabulary tied to the content TEKS, how you guide students' close reading of key content ideas, details and comprehension of the informational text. The video-clip should provide **evidence of how you related the content topic to students' prior knowledge, and supported students' comprehension of the text using higher-order questioning and language prompts**.
- ✓ *Lesson Pacing & Student Engagement:* The video-clip should be no less than 5 minutes and no more than 15-minutes total and focus on student engagement during shared reading & table talk discussions. Be sure to provide **evidence of opportunities for**

students to talk to shoulder partners about content-related concepts with information from the text to support their thinking and interpretation of the text.

- ✓ *Monitor Student Comprehension & Understanding of Content TEKS:* The video-clip shows **evidence of students' table talk and the feedback given to students in order to assist students, especially English Learners' comprehension of academic vocabulary, the text's content topic, and understanding of the content TEKS.**
- ✓ *Video Component (Technical Rating):* Visual & auditory clarity of video-clip with clear transitions between engagement, exploration, explanation, elaboration, & evaluation lesson components.

Points will be deducted for late submission of the video-clip assignment. A rubric for the Video clip: Instructing & Engaging Students in Shared Reading of a Content Subject can be found in the appendix.

Literacy Centers: FCRR Plans & Implementation Reflection Papers (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—*Word Work/FCRR Phonics Variants or Word Analysis, Fluency, Comprehension/FCRR Text Factors*---and implement the centers during a ELAR block. For each literacy center plan, select an FCRR guide (objective, ELAR TEKS, materials, activity) and implement each center in a K-5th grade classroom. After each implementation phase, write a self-reflection paper (each a minimum 500 words) 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?*

A rubric for Literacy Centers' Plans and Implementation can be found in the appendix.

Final Reflection Paper: Assessment of Students' Content Learning during the Shared Reading Lesson & UTEP Observation Log-in Sheet: (10 points). For your final reflection paper, use the shared reading lesson plan, video-clip, and observation rubrics and Quick Write rubrics to reflect and analyze your teaching. Write a final 3-4-page reflection paper that addresses student learning and an in-depth analysis of English Learners' understanding of the content TEKS objective and academic vocabulary. Use your **observation and Quick Write rubrics** to analyze your observations of students' learning during the discussion (turn & talk/table talk) and each student's result on the formative assessment/quick-write) in relation to the lesson's comprehension focus and content TEKS objective. In your narrative, reflect on the students' proficiency in comprehending the informational text, their learning of the content subject TEKS objective, their participation during table talk discussions and patterns of student understanding or misunderstanding of the ELAR and content TEKS. Additionally, analyze English Learners (EL) participation during table-talk discussion, each EL's proficiency talking about the content subject and each EL's results on the formative quick-write assessment in relation to the ELAR comprehension and content TEKS objectives.

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

- ✓ Were students able to talk about about the content subject TEKS topic?
- ✓ Were students able to explain what they learned from the informational text?
- ✓ Were students able to express their opinion of the content TEKS topic?

- ✓ What were students' misunderstandings about the content TEKS topic?
- ✓ What specific vocabulary or conceptual knowledge did the student struggle with?

The final reflection APA style paper should be 3-4 pages (not including references and appendices). The paper must contain *evidence* from the video 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). In the course syllabus, each week's course topic, required readings, and focus questions are clearly outlined. Before each class, you are expected to read the required readings and take notes. The required readings, focus questions, and weekly class notes will form the basis of quizzes/formative assessments. **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 exams. Use your comprehension of weekly readings & class notes when taking each quiz (open book). **All quizzes will be online and must be completed by Thursday at midnight for credit.**

Assignment	Due Date	Point Value
Field Experience Notes	Field Experience Notes <ul style="list-style-type: none"> • #1 9/17 /21 (5 points) • #2 10/8/21 (5 points) • #3 11/5/21 (5 points) • #4 12/3/21 (5 points) 	20 points
Content Subject Integrated Literacy Lesson Plans	Content Subject Lessons Integrated Literacy Plans <ul style="list-style-type: none"> ▪ Content Subject Read Aloud LP (10 points)—10/26/21 ▪ Content Subject Shared Reading LP (10 points)—11/16/21 	20 points
Video-clip: Instructing and Engaging Students in Shared Reading of a Content Subject	12/4/21	15 points
Literacy Centers: FCRR Plans & Implementation Reflection Paper	Literacy Centers' Plans & Implementation Reflection Paper <ul style="list-style-type: none"> ▪ Word Work/FCRR Phonics Variants or Word Analysis (5 points)-- 9/18/21 ▪ Fluency (5 points)-- 10/9/21 ▪ Comprehension/FCRR Text Factors (5 points)-- 11/6/21 	15 points
Final Reflection Paper: Assessment of Students' Learning & UTEP Observation Log-in Sheet	12/7/21	10 points
10 Quizzes/Formative Assessments	Ongoing	20 points
TOTAL		100

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. *You work is expected to be your own.*
4. *You are expected to contact me for help if needed throughout the semester.* 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. Outside of my virtual office hours, you can expect a response from me with 24-48 hours (usually sooner) for any email communication you send.

- *If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE!!! I am here for you and I strongly encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!*

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 **attend weekly BlackBoard Collaborate class meetings**. To actively participate, formulate questions that you have about the course content and assignments before the week's online class and complete the weekly quiz by **due date at midnight**. Late work will NOT be accepted.

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/>.

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

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

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

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

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

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

TEKS ELA/R <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

RTI Action Network--<http://www.rtinetwork.org/learn/what/whatisrti>

Response to Intervention (RTI)-- <http://www.rti4success.org/>

International Literacy Association – www.reading.org.

****Syllabus subject to change**

Course Schedule

Date	Topic	Readings & Assignments Due
<p>August 24 Week 1</p>	<p>Introduction to the course</p> <p><i>Effective Literacy Teachers</i></p>	<p>Purchase the required textbook:</p> <p>Read (before class)</p> <ul style="list-style-type: none"> ▪ Handbook of Effective Literacy Instruction, Editors: Taylor & Duke, ISBN: 9781462519248 ▪ Course syllabus ▪ Course Schedule on BlackBoard (BB) ▪ <i>Introduction</i> in Handbook of Effective Literacy Instruction. <p>BlackBoard (BB) Assignment:</p> <ul style="list-style-type: none"> • Attend BB Collaborate Class Meeting (mandatory) on Tuesday, 8/24/21 at 5:30-8:00 PM. • Download, read & listen-to week #1 class notes (power point)
<p>August 31 Week 2</p>	<p>Instructional Practices for Literacy Engagement</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> • CH. 1—<i>Motivating Classroom Practices to Support Effective Literacy Instruction</i> in Handbook of Effective Literacy Instruction. • Swinney & Velasco—<i>Structures of literacy that support English Language Learners & struggling students</i> (pdf on BB) • Texas Essential Knowledge & Skills for: <i>English Language Arts & Reading; Science; Social Studies; & Math (Elementary)</i>. • Texas Resource System-www.texasresourcesystem.net. • Texas English Language Proficiency Standards (ELPS) <p>Questions:</p> <ul style="list-style-type: none"> • <i>Describe how to create a motivating classroom atmosphere.</i> • <i>How do effective literacy teachers organize for & differentiate instruction?</i> • <i>Explain how teachers guide students in setting behavior & academic goals.</i> • <i>How do you access the Texas Resource System and what information about the content TEKS do the TEKS Clarification & YAG-9 weeks Reports provide?</i> <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend BB Collaborate Class Meeting (mandatory) on Tuesday, 8/31/21 at 5:30-8:00 PM. • Download, read & listen-to week #2 class notes (power point). • Complete Quiz #1 on BlackBoard (BB) by Thursday, 9/2 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
<p>Sept. 7 Week 3</p>	<p>The Alphabetic Principle & Word Work (FCRR Phonics Variants or Word Analysis) Activities</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> • Beck & Beck, <i>The Alphabetic Principle & Phonics</i> (pdf on BB) • McAndrews, S., <i>Language Development</i> (pdf on BB) • FCRR Word Work Activity use a Phonics Variants (grades 1-2) or word analysis (grades 3-5). • TEKS ELAR, K-5th, Foundational Language Skills: Listening, Speaking, Reading, Writing & Thinking: <i>Oral Language Development</i>. • TEKS ELAR, K-5th, Foundational Language Skills: Listening, Speaking, Reading, Writing & Thinking: <i>Phonological Awareness</i> • TEKS ELAR, 1st -5th: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: <i>Phonics</i> <p><u>Questions</u></p> <ul style="list-style-type: none"> • <i>Compare & contrast the five language systems—phonological, morphological, syntactic, semantic, & pragmatic.</i> • <i>Describe instructional strategies to develop English Learners' language acquisition.</i> • <i>Describe the alphabetic principle & it's impact on learning to read.</i> • <i>Based on the alphabetic principle, describe the different difficulties that students may have to learn to decode words and comprehend.</i> <p>Class Assignment:</p> <ul style="list-style-type: none"> • Select an FCRR Word Work Activity use a Phonics Variants (grades 1-2) or word analysis (grades 3-5) teach as a literacy center activity. <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend BB Collaborate Class Meeting (mandatory) on Tuesday, 9/7/21 at 5:30-8:00 PM • Download, read & listen-to week #3 class notes (power point) • Complete Quiz #2 on BlackBoard (BB) by Thursday, 9/2 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
<p>Sept. 14 Week 4</p>	<p>Balanced Differentiated Teaching & Literacy Tools for Print-rich Classrooms</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> • CH 2—<i>Literacy tools created and used within print-rich classroom environments</i> in Handbook of Effective Literacy Instruction. • CH 4—<i>Balanced, differentiated teaching: Explicit instruction, scaffolded support, and active student responding</i> in Handbook of Effective Literacy Instruction. <p>Questions:</p> <ul style="list-style-type: none"> • <i>Review Table 2.1—Types of Literacy Tools Found in Elementary Classroom (pp.50-52) and explain how the quality & quantity of the literacy tools support literacy acquisition.</i> • <i>Describe how effective teachers balance teacher-directed instruction with student-supported learning.</i> • <i>Explain how teachers scaffold their support to students' literacy needs.</i> • <i>Explain how teachers provide students with active literacy responding with reading, writing, & sharing practice.</i> <p>Field Experience:</p> <ul style="list-style-type: none"> • Complete 3 hours of field experience during the week of September 13-17, 2021. • Implement FCRR Phonics Variants or Word Analysis Activities in K-5th grade classroom • Field Experience Notes #1: 500-word typed APA paper citing three references from course 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. <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Download, read & listen-to week #4 class notes (power point). • Field experience notes #1 (minimum 500 words) due on BB on 9/17/21 • FCRR Word Work (Phonics/Word Analysis) Literacy Center Plan & Implementation Reflection Paper (5 points) due on BB on 9/18/21.

Date	Topic	Readings & Assignments Due
Sept. 21 Week 5	Effective Integration of Literacy with Instruction in Content Areas	<p>Read</p> <ul style="list-style-type: none"> • CH. 14 <i>Integration of Literacy & Science</i> in Handbook of Effective Literacy Instruction. • CH. 15 <i>Integration of Literacy & Social Studies</i> in Handbook of Effective Literacy Instruction. • CH. 16 <i>Integration of Literacy & Mathematics</i> in Handbook of Effective Literacy Instruction. <p><u>Questions:</u></p> <ul style="list-style-type: none"> • <i>How do teachers help students acquire strategies to understand & write science texts?</i> • <i>How do teachers tie science literacy practices to science inquiry?</i> • <i>What is the relationship between social studies & literacy?</i> • <i>Explain how social studies can be used to teach comprehension strategies & text structure.</i> • <i>How is math integrated with literature and how do teachers advance students' math understanding through talking about texts?</i> <p>Class Assignment:</p> <ul style="list-style-type: none"> • Select a content subject TEKS (social studies, science, math), an informational text & a comprehension strategy to teach the subject for your Integrated Literacy & Content Subject Read Aloud LP. <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend BB Collaborate Class Meeting (mandatory) on Tuesday, 9/21/21 at 5:30-8:00 PM • Download, read & listen-to week #5 class notes (power point). • Complete Quiz #3 on BlackBoard (BB) by Thursday, 9/23 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
Sept. 28 Week 6	Fluency & FCRR Fluency Activities	<p>Read (before class)</p> <ul style="list-style-type: none"> • CH. 8—<i>Automaticity versus fluency: Developing essential literacy abilities with print</i> in Handbook for Effective Literacy Instruction. • FCRR Fluency Center Activities • TEKS ELAR, 1st -5th: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: <i>Fluency</i> <p><u>Questions</u></p> <ul style="list-style-type: none"> • <i>Explain the difference between constrained & unconstrained reading skills and how constrained skills can be taught with unconstrained skill in a holistic literacy curriculum.</i> • <i>Why is fluency the bridge between decoding & comprehension?</i> • <i>Describe how teachers develop students' fluent reading of texts.</i> <p>Class Assignment:</p> <ul style="list-style-type: none"> • Select an FCRR Fluency Activity to teach as a literacy center activity. <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend BB Collaborate Class Meeting (mandatory) on Tuesday, 9/28/21 at 5:30-8:00 PM • Download, read & listen-to week #6 class notes (power point). • Complete Quiz #4 on BlackBoard (BB) by Thursday, 9/30 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
<p>Oct. 5 Week 7</p>	<p>Classroom Assessment, Grouping Practices & Monitoring Student Progress</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Read</p> <ul style="list-style-type: none"> • CH. 3, <i>Grouping Practices, Independent Learning Activities, & Effective Instruction</i> in Handbook of Effective Literacy Instruction. • CH. 5, <i>Classroom Literacy Assessment: Strategies for Informing Instruction & Monitoring Student Progress</i> in Handbook of Effective Literacy Instruction <p>Questions:</p> <ul style="list-style-type: none"> • <i>Explain how teachers adjust the amount of daily whole-group & small group literacy instruction to meet students' needs and ELAR TEKS objectives.</i> • <i>Describe the Reader-Writer Workshop and grouping practices.</i> • <i>Compare & contrast summative, interim & formative classroom assessments.</i> • <i>Describe how to implement Think Alouds comprehension assessments.</i> <p>Field Experience:</p> <ul style="list-style-type: none"> • Complete 3 hours of field experience during the week of October 4-8, 2021 • Implement FCRR Fluency Activities in K-5th grade classroom • Field Experience Notes #2: 500-word typed APA paper citing three references from course 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. <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Field experience notes #2 (minimum 500 words) (5 points) due on BB on 10/8/21 • FCRR Fluency Literacy Center Plan & Implementation Reflection Paper (5 points) due on BB on 10/9/21.

Date	Topic	Readings & Assignments Due
<p>Oct. 12 Week 8</p>	<p>Teaching Comprehension Strategies & FCRR Comprehension Activities</p>	<p>Read (before class):</p> <ul style="list-style-type: none"> • CH. 9—<i>Today’s Comprehension Strategy Instruction: Not Your Father’s Oldsmobile</i> in Handbook of Effective Literacy Instruction. • FCRR Comprehension Center Activities • ELAR TEKS, K-5th Listening, Speaking, Reading, Writing & Thinking: <i>Comprehension Skills; Response Skills</i> • TEKS Figure 19 Comprehension Skills <p><u>Questions:</u></p> <ul style="list-style-type: none"> • Describe how comprehension strategy instruction is expanded through teacher read aloud and shared reading of text. • Explain how teachers engage students in synthesized comprehension instruction. • How do teachers use language prompts a gradual release of responsibility to teach associated the comprehension strategies--<i>inferences, determining importance, generating questions, and synthesizing?</i> <p>Class Assignment:</p> <ul style="list-style-type: none"> • Select an FCRR Comprehension Activity to teach as a literacy center activity <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend BB Collaborate Class Meeting (mandatory) on Tuesday, 10/12/21 at 5:30-8:00 PM • Download, read & listen-to week #8 class notes (power point). • Complete Quiz #5 on BlackBoard (BB) by Thursday, 10/14 at midnight. You must score 80% or higher to get 2 points credit for the quiz. Download, read & listen-to week #8 class notes (power point). • Complete Quiz #5 on BlackBoard (BB) by Thursday, 10/14 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
<p>Oct. 19 Week 9</p>	<p>Content Subject Interactive Read Aloud Lesson Plan</p> <p>Bring to class the content subject TEKS (<i>social studies, science, math</i>), an informational text & a comprehension strategy</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> • Cummins, S. <i>Introducing synthesis with interactive read-alouds</i> in Close Reading of Informational Texts (pdf on BB) • CH.10—<i>Comprehension: High level talk & writing about texts</i>, pp. 246-253 in Handbook of Effective Literacy Instruction. • TEKS ELAR, K-5th, Listening, Speaking, Reading, Writing & Thinking: <i>Comprehension & Response Skills</i> • TEKS Figure 19—<i>Comprehension Skills</i> <p>Questions</p> <ul style="list-style-type: none"> • <i>Describe how short-term & long-term scaffolding support student learning during discussions.</i> • <i>Why do oral & written literature responses improve comprehension & student engagement?</i> • <i>Review Table 10.1—Characteristics of Varied Approaches to Discussion (pp.259-260) and describe how book clubs, grand conversations, literature circles & questioning-the-author improve comprehension.</i> • <i>How well does your informational text cover the content TEKS learning expectations?</i> • <i>How can turn & talk and collaborative discussions support students' exploration & explanation of content topics?</i> <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend BB Collaborate Class Meeting (mandatory) on Tuesday, 10/19/21 at 5:30-8:00 PM • Download, read & listen-to week #9 class notes (power point) • Complete Quiz #6 on BlackBoard by Thursday, 10/21 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
Oct. 26 Week 10	Academic Vocabulary & Comprehension of Content Subject Texts	<p>Read (before class)</p> <ul style="list-style-type: none"> • Harvey & Goudvis, <i>Content literacy: Reading for understanding</i> (pdf on BB) • CH. 11—<i>Vocabulary instruction</i> in Handbook of Effective Literacy Instruction. • TEKS ELAR, 1st -5th: Foundational Language Skills: Listening, Speaking, Reading, Writing, & Thinking: <i>Vocabulary</i> <p><u>Questions</u></p> <ul style="list-style-type: none"> • <i>Describe a classroom environment that supports academic vocabulary acquisition.</i> • <i>Explain how oral language, knowledge of words, and classroom opportunities to talk about texts impact vocabulary development.</i> • <i>How does shared reading of an informational text link reading comprehension with science, math, or social studies topics?</i> • <i>Explain how reading & comprehension thinking strategies give children the tools to learn the domain-specific & academic vocabulary of content TEKS</i> • <i>Explain how to evaluate student learning during discussions and with Quick Writes.</i> <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend BB Collaborate Class Meeting (mandatory) on Tuesday, 10/26/21 at 5:30-8:00 PM • Content Subject Interactive Read Aloud Lesson Plan (10 points) due on BB on 10/26/21 by midnight. • Download, read & listen-to week #10 class notes (power point) • Complete Quiz #7 on BlackBoard by Thursday, 10/28 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
Nov. 2 Week 11	Culturally Responsive Instruction & Digital Literacy Field Experience Assignment (Class Does Not Meet)	<p>Read (before class)</p> <ul style="list-style-type: none"> • CH. 6—<i>Culturally Responsive Literacy Instruction</i> in Handbook of Effective Literacy Instruction • CH. 7—<i>Digital literacy</i> in Handbook of Effective Literacy Instruction. <p>.Questions:</p> <ul style="list-style-type: none"> • <i>Based on research, describe five principles to make literacy instruction culturally responsive.</i> • <i>Explain how connecting curriculum to students’ background, collaborative work, & attending to classroom discourse are responsive to students’ linguistic & cultural backgrounds.</i> • <i>Think about your beliefs about integrating technology in the curriculum and describe how you would integrate digital images & concept maps to teach vocabulary.</i> • <i>How can teachers use technology to teach digital literacy & content subjects?</i> <p>Field Experience:</p> <ul style="list-style-type: none"> • Complete 3 hours of field experience during the week of November 1-5, 2021 • Implement FCRR Comprehension Center Activities in K-5th grade classroom • Field Experience Notes #3: 500-word typed APA paper citing three references from course 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. <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Field experience notes #3 (minimum 500 words) (5 points) due on BB on 11/5/21 • FCRR Comprehension Literacy Center Plan & Implementation Reflection Paper (5 points) due on BB on 11/6/21.

Course Schedule

Date	Topic	Readings & Assignments Due
<p>Nov. 9 Week 12</p>	<p>Content Subject Shared Reading Lesson Plan & Teaching Comprehension Thinking Skills using Language Prompts</p>	<p>Read (before class)</p> <ul style="list-style-type: none"> • CH.10—<i>Comprehension: High level talk & writing about texts</i>, pp. 253-273 in Handbook of Effective Literacy Instruction. • Escamilla, K. et al.—<i>Oracy in Biliteracy from the Start</i> <p><u>Questions</u></p> <ul style="list-style-type: none"> • <i>Describe how teachers develop comprehension thinking during shared reading activities.</i> • <i>How does talking about texts and written responses develop students’ reading comprehension?</i> • <i>Describe comprehension strategies & related language prompts for turn & talk activities to explore students’ understanding of informational texts.</i> • <i>Why is oracy an integral part of the shared reading lesson?</i> • <i>Explain how teachers use the 3 aspects of oracy (language structures, vocabulary & dialogue) to engage students in talking</i> <p>Class Assignment</p> <ul style="list-style-type: none"> • Bring to class the content subject TEKS (social studies, science, math), academic vocabulary from informational text & comprehension strategy for shared reading lesson plan. <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend BB Collaborate Class Meeting (mandatory) on Tuesday, 11/9/21 at 5:30-8:00 PM • Download, read & listen-to week #12 class notes (power point) • Complete Quiz #8 on BlackBoard by Thursday, 11/11 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
Nov. 16 Week 13	Video-taping Content Subject Shared Reading & Professional Learning	<p>Read (before class)</p> <ul style="list-style-type: none"> • CH. 22, <i>Professional Learning with and from a Literacy Coach: A Poem in Two Voices</i> in Handbook of Effective Literacy Instruction. • Texas English Language Proficiency Standards (ELPS) Instructional Toolkit (pdf on BB) <p>Questions</p> <ul style="list-style-type: none"> • <i>Explain how literacy coaches guide teachers' learning and improve literacy teaching practices.</i> • <i>How can teachers support English Learners' language development & knowledge of academic vocabulary?</i> • <i>Explain how teachers use listening, speaking, reading & writing language domains to build English Learners' language proficiency during content-based literacy instruction.</i> <p>Class Assignment Practice teaching you content subject TEKS (social studies, science, math) with clear evidence of:</p> <ul style="list-style-type: none"> • A question to assess students' prior knowledge of the content topic; • Shared reading and language prompts that you will use to reinforce students' comprehension of the topic & use of language during turn & talk or table talk. • How you will monitor students' discussions i.e. turn & talk/table talk and provide feedback to students to assist their comprehension of the text and understanding of the content TEKS. <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend BB Collaborate Class Meeting (mandatory) on Tuesday, 11/16/21 at 5:30-8:00 PM • Content Subject Shared Reading Lesson Plan due on BB on 11/16/21 • Download, read & listen-to week #13 class notes (power point) • Complete Quiz #9 on BlackBoard by Thursday, 11/18 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
Nov. 23 Week 14	Effective Writing Instruction & Final Reflection Paper: Assessment of Students' Content Literacy Learning during the Shared Reading Lesson	<p>Read (before class)</p> <ul style="list-style-type: none"> • CH. 12—<i>Effective Writing Instruction in the 21st Century</i> in Handbook of Effective Literacy Instruction. • CH. 13 ---<i>Reading & Writing Specific Genres</i> in Handbook of Effective Literacy Instruction. <p><u>Questions</u></p> <ul style="list-style-type: none"> • <i>Describe the characteristics of exemplary writers' workshops.</i> • <i>Explain how teachers teach self-regulation in writing and composing strategies.</i> • <i>Describe benefits & constraints of four different writing assessment methods.</i> • <i>How does writing for a "real purpose" engage students?</i> • <i>Describe the purpose of explanatory informational genres & the reading & writing strategies for informational texts.</i> <p>Class Assignment</p> <ul style="list-style-type: none"> • Grading rubric for turn & talk/table discussions of content subject TEKS & text. • Grading rubric for students' quick write responses. <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> • Attend BB Collaborate Class Meeting (mandatory) on Tuesday, 11/23/21 at 5:30-8:00 PM • Download, read & listen-to week #14 class notes (power point) • Complete Quiz #10 on BlackBoard by Friday, 11/26 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
<p>Nov 30 Week 15</p>	<p>Video-tape: Teaching a Content Subject Shared Reading Lesson</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<p>Read</p> <ul style="list-style-type: none"> Pytash & Morgan—<i>Using mentor texts to teach writing in science & social studies</i> in The Reading Teacher (pdf on BB). First draft of <i>Final Reflection Paper: Assessment of Students’ Content Literacy Learning during the Shared Reading Lesson</i> <p>Questions:</p> <ul style="list-style-type: none"> How do teachers use mentor texts as models of how to write a specific genre? Explain what students learned about the content topic. How would you summarize whole class patterns of language use and thinking in regards to the lesson’s language and content objectives? How would you summarize English Learners’ understanding of the academic vocabulary & content subject TEKS? <p>Field Experience:</p> <ul style="list-style-type: none"> Complete 3 hours of field experience during the week of November 29- December 3, 2021 Video-tape your teaching of your content area subject shared reading lesson. Focus (5-6 minutes) the video on the shared reading of the text and language prompts that you will use to reinforce students’ comprehension of the topic as well as students’ use of language during turn & talk or table talk. Focus (5-6 minutes) on your monitoring of students’ table talk and providing feedback to students to assist their comprehension of the text and understanding of the content TEKS. Field Experience Notes #4: 500-word typed APA paper citing three references from course readings. The paper should address your content subject shared reading lesson and what students learned about the content subject topic, and patterns of whole class and English Learners understanding of the content TEKS. <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> Field experience notes #4 (minimum 500 words) (5 points) due on BB on 12/3/21 Video-clip (15 points) Teaching & Engaging Students in Content Subject Literacy Lesson due on BB on 12/4/21
<p>Dec. 7 Week 16</p>	<p>Final Field Experience Paper & UTEP Observation Log-in Sheet</p>	<p>Class does not meet</p> <p>Assignments due on Blackboard:</p> <ul style="list-style-type: none"> <i>Final field experience reflection paper: Assessment of Student Content Literacy Learning during the Shared Reading Lesson</i> is due on Blackboard on 12/7/21. <i>UTEP Observation Log-in Sheet</i> due on Blackboard on 12/7/21.

APPENDIX

Grading Rubric: Field Experience Notes (4 Notes @ 5 points each; 20 points)

Criteria	Possible Points	Points Earned
Lesson Description: Clear & detailed description of each lesson's TEKS and a clear description of the teacher's role and student engagement.	1	
<p>Critical Reflection tied to Required Readings: Clear and detailed description and summary of the field notes' focus topic with critical analysis tied to required course readings with 2-3 in-text citations.</p> <ul style="list-style-type: none"> • <i>Field experience notes #1:</i> How literacy is integrated with content subjects, how teachers use texts to teach comprehension strategies. • <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. • <i>Field experience notes #3:</i> How teachers make literacy instruction culturally-responsive, how technology is used in the classroom. • <i>Field experience notes #4:</i> The paper should address your content subject shared reading lesson and what students learned about the content subject topic and how you addressed students' misunderstandings about the content topic. 	3	
Engagement with Students: Clear & detailed description of how you worked with students (tutoring, teaching, etc.) and how students responded to your supportive classroom teaching.	1	
Mechanics: Reflection paper is free of spelling & grammatical errors. Blackboard (BB) Field Experience Reflection paper is 500-word minimum, includes 2-3 in-text citations & free of spelling and grammatical errors.	1	
Total	4 notes at 5 pts each=20 points	

APPENDIX

Grading Rubric: Integrated Content Subject & Literacy (Read Aloud) Lesson Plan (10 points)

Criteria	Possible Points	Points Earned
Literacy & Content TEKS: Exhibits knowledge of a content subject TEKS' conceptual focus & content-specific vocabulary. Clear description of a grade level content subject TEKS, a comprehension strategy skill (aligned to TEKS Figure 19) and related language prompts.	2	
Materials & Vocabulary: Title & Level of an information text, text theme & summary, informational text features, and 6-7 academic & content-specific vocabulary words aligned to the content subject TEKS.	3	
Teacher Think Aloud & Read Aloud: Clear description of procedures for teacher think aloud to model comprehension strategy and vocabulary clarification while reading aloud. Clear description of procedures for language prompts, discussions (turn & talk/table talk), and topic for Quick Write assessment.	3	
Assessment of Student Learning: Clear description of the observation rubric to assess students' oral responses, active participation & content conceptual understandings during discussions. Clear description of rubric to assess students' Quick Write.	2	
TOTAL	10 points	

Grading Rubric: Integrated Content Subject & Literacy (Shared Reading) Lesson Plan (10 points)

Criteria	Possible Points	Points Earned
<p>Literacy & Content TEKS: Exhibits knowledge of a content subject TEKS' conceptual focus & content-specific vocabulary aligned with the content TEKS. Clear description of a grade level content subject TEKS, a comprehension strategy skill (aligned to TEKS Figure 19) and related language prompts.</p>	2	
<p>Materials & Vocabulary: Title & Level of an information text, text theme & summary, informational text features, and 6-7 academic & content-specific vocabulary words aligned to the content subject TEKS.</p>	3	
<p>Teacher Think Aloud & Shared Reading: Clear description of procedures for teacher think aloud to model comprehension thinking & vocabulary clarification while reading the text. Clear description of procedures for shared reading, the language prompts, discussion (turn & talk/table talk), how students will talk about the text and topic for Quick Write assessment.</p>	3	
<p>Assessment of Student Learning: Clear description of the observation rubric to assess students' oral responses, active participation & content conceptual understandings during discussions. Clear description of how students' Quick Write will be assessed.</p>	2	
TOTAL	10 points	

APPENDIX

Grading Rubric Video-clip: Instructing and Engaging Students in Shared Reading of a Content Subject (15 points)

Criteria	Possible Points	Points Earned
Content Knowledge & Expertise: Teacher exhibits an in-depth knowledge of comprehension thinking strategy and the TEKS, key content ideas and academic vocabulary. Clear evidence of how you related the content topic to students' prior knowledge, how you engaged students in shared reading to construct meaning of the informational text, and how you reinforced students use of language prompts during discussions (turn & talk/table talk) to comprehend text information and explain content topics.	4	
Lesson Pacing & Student Engagement: The video-clip should be no less than 5 minutes and no more than 10-minutes and focus on students. Clear evidence/demonstration of teacher think aloud, shared choral reading of text, language prompts and text discussions (turn & talk/table talk)	4	
Monitoring Student Comprehension & Understanding of Content TEKS: The video-clip demonstrates how you monitored students' discussion (turn & talk/table talk) and your feedback given to students to assist their comprehension of the text and understanding of the content TEKS.	4	
Video-Component (Technical Rating): The video-clip is at least 5 minutes and no more than 15-minutes long with clear visual & auditory effects. The video-recording is submitted on time to the RED 5340 folder on UTEP's One Drive for Business.	3	
TOTAL	15 points	

APPENDIX

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

Criteria	Possible Points	Points Earned
<p>Word Work/FCRR Phonics Variants or Word Analysis. Select an FCRR Phonics or Word Analysis guide (objective, ELAR TEKS, materials, activity) and implement it in a K-5th grade classroom. Write a self-reflection paper (minimum 500 words) that addresses the following questions:</p> <ul style="list-style-type: none"> ▪ <i>How did the literacy center activity address the ELAR TEKS expectation and objective?</i> ▪ <i>How well did students understand the center activity?</i> ▪ <i>How engaged were students in the literacy activity?</i> ▪ <i>How adequate was the pacing of the literacy activity?</i> ▪ <i>How did you use teacher prompts to check for student understanding of the lesson objective?</i> 	5	
<p>Fluency. Select an FCRR Fluency guide (objective, ELAR TEKS, materials, activity) and implement it in a K-5th grade classroom. Write a self-reflection paper (minimum 500 words) that addresses the following questions:</p> <ul style="list-style-type: none"> ▪ <i>How did the literacy center activity address the ELAR TEKS expectation and objective?</i> ▪ <i>How well did students understand the center activity?</i> ▪ <i>How engaged were students in the literacy activity?</i> ▪ <i>How adequate was the pacing of the literacy activity?</i> ▪ <i>How did you use teacher prompts to check for student understanding of the lesson objective?</i> 	5	
<p>Comprehension/FCRR Text Factors. Select an FCRR Comprehension Text Factors guide (objective, ELAR TEKS, materials, activity) and implement it in a K-5th grade classroom. Write a self-reflection paper (minimum 500 words) that addresses the following questions:</p> <ul style="list-style-type: none"> ▪ <i>How did the literacy center activity address the ELAR TEKS expectation and objective?</i> ▪ <i>How well did students understand the center activity?</i> ▪ <i>How engaged were students in the literacy activity?</i> ▪ <i>How adequate was the pacing of the literacy activity?</i> ▪ <i>How did you use teacher prompts to check for student understanding of the lesson objective?</i> 	5	
TOTAL	15 points	

Final Reflection Paper: Assessment of Students' Content Learning during the Shared Reading Lesson & UTEP Observation Log-in Sheet: (10 points).

Criteria	Possible Points	Points Earned
<p>Whole Class Student Learning Analysis: Discussions (Turn & Talk/Table Talk) & Quick Write. A clear analysis of students' ability to talk and explain what they learned about the content topic as well as how students' misunderstandings were addressed. A clear profile of students' ability to write about the topic using academic vocabulary and text evidence to justify their thinking about the content topic.</p>	3	
<p>English Learners Analysis: Discussions (Turn & Talk/Table Talk) & Quick: A clear summary of English Learners' communication proficiency and an in-depth analysis of English Learners' comprehension of the content TEKS' academic vocabulary & text features in regards to the lesson's language & content objectives.</p>	3	
<p>Self-Evaluation: 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.</p>	2	
<p>Mechanics: 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. Scan & include a copy of UTEP Observation Log-in Sheet.</p>	2	
TOTAL	10 points	