



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: 19136	Class hours: 3
Semester: FALL 2022	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 ZOOM appointments
Day/Time: Online/BlackBoard Course (BB) Tuesday 5:30-8:20 PM Tuesday ZOOM CLASS Meeting 5:30-7:30 PM	
Credits: 3	

Course Description:

RED 5340 addresses the organization of PK-6th 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-6th 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 (SBEC) standards and the Texas Essential Knowledge and Skills for English Language Arts & Reading (TEKS ELAR/Elementary).

Course Format Information: RED 5340 will be conducted online/Blackboard. This course is organized on BlackBoard (BB) using a “**weekly calendar/sessions**” with each week’s materials, lecture notes, required course readings and academic vocabulary located in weekly folders from 1-16. The week’s class notes with pre-recorded lectures will be located inside each week’s folder; double-click on the weekly folder to listen-to, read, and study the class notes before our weekly class meeting. For this course, you will complete **12 hours of field experience** in an elementary classroom which includes teaching three small group (4-6 students) literacy center activities and an integrated content literacy lesson. Each week, expect 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.

ZOOM Class Meetings (mandatory attendance): This class requires that you participate in scheduled Zoom class meetings. 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 **Tuesday from 5:30 to 7:30 PM**. Your attendance is **mandatory** at all BB Zoom weekly class meetings. To access the ZOOM class meetings, go on BlackBoard (BB) to "Zoom Class Meetings" located on the left tool bar, double click and attend the weekly meeting. **Zoom class meetings will be locked at 5:40 PM** and you will not be allowed access so please make sure you are **on time** for 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.

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 based on students' developmental characteristics and needs (SBEC, Standard 1; PPR I, Competency 1).
- Know the importance of phonological awareness & the alphabet principle to plans and provide learning experiences that promote higher level thinking, critical reading, and writing (SBEC, Standards 2 & 3; PPR I, Competency 1).
- Understand the stages of literacy development and design differentiated literacy assessments and 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 (in addition to textbook chapters):

Week 1

Texas Essential Knowledge & Skills for English Language Arts & Reading, Science & Social Studies (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 5

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 10

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

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 effective content-based literacy assessments & instruction, grouping practices, resources, and literacy learning centers in a culturally-responsive literacy environment (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 content-knowledge, academic language and comprehension of informational texts. Plan and teach a variety of language learning opportunities & ongoing assessments to support second language development during field experiences (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>iMovie: Instructing & Engaging Students in Shared Literacy of a Content Subject</i> • <i>Quizzes</i>
<p>Know the importance of the alphabetic principle to fluent reading & writing and plan small group word work, fluency, and comprehension for small group literacy center 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 during field experiences and actively explore & reflect on students' word work, fluency, comprehension and integrated literacy and content knowledge. (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>iMovie: 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>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>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>
<p>Know how to integrate comprehension strategy instruction with a content subject with a teacher read aloud and shared reading lesson plans. Design and Teach integrated literacy and content subject lesson plans for interactive read aloud & 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-5th <i>Comprehension Skills, Response Skills, Multiple Genres/literary elements & genres, and Author's Purpose & Craft; TEKS Figure 19 Comprehension Skills; TEKS ELAR K-5th and one Math, Science or Social Studies TEKS</i>).</p>	<ul style="list-style-type: none"> • <i>Field Experience Notes</i> • <i>iMovie: Instructing & Engaging Students in Shared Literacy of a Content Subject</i> • <i>Final Reflection Paper: Assessment of Student' Content Learning during Shared Reading</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, write four different field reflection logs (5 points each). On Blackboard, submit a 500 word, APA typed reflection paper that compares and evaluates the focus with 2-3 **in-text citations** from the week's required readings with literacy teaching and learning in your field-based classroom. 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.

Teach & Reflect-on Small Group (4-6 students) FCRR Literacy Center Lessons: (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 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?*

Points will be deducted for late submission of Literacy Center Reflection Papers. A rubric for Literacy Centers' Plans and Implementation can be found 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 (science or social studies) TEKS objective and an informational text aligned with the content subject. For this assignment, you

will write two different lesson plans: 1) an *interactive read-aloud content subject* (social studies or science) lesson plan that integrates academic vocabulary and comprehension strategy instruction with the content subject; and a 2) *shared reading content subject* (social studies or science) lesson plan that integrates academic vocabulary and comprehension strategy with a content subject. The **same content subject TEKS and text** 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 TEK's conceptual focus and select an appropriate informational/nonfiction book 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, lesson procedures, formative writing assessments and grading rubrics. The lesson plans should include the following information:
 - *Content Subject Read-Aloud Lesson* includes a teacher think aloud; interactive teacher read aloud; turn & talk text discussion and a formative writing assessment.
 - *Content Subject Shared Reading Lesson* includes teacher think aloud; shared reading procedures; language prompts & discussions (turn & talk); observation & writing assessment rubrics.

Points will be deducted for late submission of Integrated Literacy & Content Subject Lesson Plans. An integrated content subject and literacy lesson plan rubric is located in the appendix.

iMovie: Instructing and Engaging Students in Shared Reading of a Content Subject (15 points).

Provide your mentor teacher a copy of your shared reading Science/Social Studies content subject lesson plan in advance along with questions that you would like to discuss with him/her after you teach the lesson. Make an iMovie of your teaching the shared reading lesson; **the iMovie 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 iMovie recorder to focus on how you monitor student engagement during shared reading and turn & talk discussions of the shared reading text. The iMovie 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. Your iMovie will be evaluated according to the following categories:

- ✓ *Science (S) or Social Studies (SS) Content Knowledge & Expertise*: your knowledge of academic and S/SS 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 iMovie 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 iMovie should be no less than 5 minutes

and no more than 10-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 the S/SS 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 iMovie 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 iMovie with clear transitions between engagement, exploration, explanation, elaboration, & evaluation lesson components.

Points will be deducted for late submission of the iMovie assignment. A rubric for the iMovie: Instructing & Engaging Students in Shared Reading of a Content Subject 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 your S/SS content shared reading lesson plan, iMovie, observation rubric and Quick Write rubric 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) and each student's result on the formative assessment/quick-write) in relation to the lesson's comprehension focus and Science or Social Studies content subject TEKS objective.

In your narrative, reflect on the students' proficiency in comprehending the informational text, their learning of the Science or Social Studies content subject TEKS objective, their participation during table talk discussions and patterns of student understanding or misunderstanding of the ELAR and S/SS content TEKS. Additionally, analyze English Learners (EL) participation during turn & talk discussions, 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 S/SS content TEKS objectives.

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

- ✓ Were students able to talk about about the Science or Social Studies content subject TEKS topic?
- ✓ Were students able to explain science or social studies concepts that they learned from the informational (nonfiction) text?
- ✓ Were students able to express their opinion of the science or social studies content TEKS topic?
- ✓ What were students' misunderstandings about the science or social studies content TEKS topic?
- ✓ What specific vocabulary or science/social studies 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 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). 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/ (5 points) 9/17/22 • #2 10/ (5 points) 10/1/22 • #3 11/ (5 points) 10/22/22 • #4 12/ (5 points) 12/2/22 	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)—11/1/22 ▪ Content Subject Shared Reading LP (10 points)—11/15/22 	20 points
iMovie: Instructing and Engaging Students in Shared Reading of a Content Subject	12/3/22	15 points
Small Group FCRR Literacy Center Plans & Implementation Reflection Papers	Literacy Centers’ Plans & Implementation Reflection Paper <ul style="list-style-type: none"> ▪ Word Work/FCRR Phonics Variants or Word Analysis (5 points)-- 9/18/22 ▪ FCRR Fluency—Connected Text (5 points)-- 10/2/22 ▪ Comprehension/FCRR Text Factors (5 points)-- 10/23/22 	15 points
Final Reflection Paper: Assessment of Students’ Learning & UTEP Observation Log-in Sheet	12/6/22	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 **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/>.

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 23 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 ZOOM Class Meeting (mandatory) on Tuesday, 8/23/22 at 5:30-8:00 PM. • Download, read & listen-to week #1 class notes (power point) located inside week #1 folder on BB.
<p>August 30 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 ZOOM Class Meeting (mandatory) on Tuesday, 8/30/22 at 5:30-8:00 PM. • Download, read & listen-to week #2 class notes (power point) located inside week #2 folder on BB. • Complete Quiz #1 on BlackBoard (BB) by Thursday, 9/1 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
<p>Sept. 6 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 ZOOM Class Meeting (mandatory) on Tuesday, 9/6/22 at 5:30-8:00 PM • Download, read & listen-to week #3 class notes (power point) located inside week #3 folder on BB. • Complete Quiz #2 on BlackBoard (BB) by Thursday, 9/8 at midnight. You must score 80% or higher to get 2 points credit for the quiz.

Date	Topic	Readings & Assignments Due
<p>Sept. 13 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 12-16, 2022. • 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) located inside week #4 folder on BB. • Field experience notes #1 (minimum 500 words) due on BB on 9/17/22 • FCRR Word Work (Phonics/Word Analysis) Literacy Center Plan & Implementation Reflection Paper (5 points) due on BB on 9/18/22.

Date	Topic	Readings & Assignments Due
Sept.20 Week 5	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>Questions</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 ZOOM Class Meeting (mandatory) on Tuesday, 9/20/22 at 5:30-8:00 PM • Download, read & listen-to week #5 class notes (power point) located inside week #5 folder on BB. • Complete Quiz #3 on BlackBoard (BB) by Thursday, 9/22 at midnight. You must score 80% or higher to get 2 points credit for the quiz.
Sept. 27 Week 6	Classroom Assessment, Grouping Practices & Monitoring Student Progress Field Experience Assignment (Class Does Not Meet)	<p>Read (before class)</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 September 26-30, 2022 • 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"> • Download, read & listen-to week #6 class notes located inside week #6 folder on BB. • Field experience notes #2 (minimum 500 words) (5 points) due on BB on

		<p>10/1/22</p> <ul style="list-style-type: none"> • FCRR Fluency Literacy Center Plan & Implementation Reflection Paper (5 points) due on BB on 10/2/22.
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Date	Topic	Readings & Assignments Due
<p>Oct. 4 Week 7</p>	<p>Effective Integration of Literacy with Instruction in Content Areas</p>	<p>Read (before class)</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 ZOOM Class Meeting (mandatory) on Tuesday, 10/4/22 at 5:30-8:00 PM • Download, read & listen-to week #7 class notes (power point)

		<p>located inside week #7 folder on BB.</p> <ul style="list-style-type: none"> Complete Quiz #4 on BlackBoard (BB) by Thursday, 10/6 at midnight. You must score 80% or higher to get 2 points credit for the quiz.
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Date	Topic	Readings & Assignments Due
<p>Oct. 11 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>Questions:</p> <ul style="list-style-type: none"> <i>Describe how comprehension strategy instruction is expanded through teacher read aloud and shared reading of text.</i> <i>Explain how teachers engage students in synthesized comprehension instruction.</i> <i>How do teachers use language prompts a gradual release of responsibility to teach associated the comprehension strategies--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 ZOOM Class Meeting (mandatory) on Tuesday, 10/11/22 at 5:30-8:00 PM Download, read & listen-to week #8 class notes (power point) located inside week #8 folder on BB. Complete Quiz #5 on BlackBoard (BB) by Thursday, 10/13 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).

Date	Topic	Readings & Assignments Due
<p>Oct. 18 Week 9</p>	<p>Culturally Responsive Instruction & Digital Literacy</p> <p>Field Experience Assignment (Class Does Not Meet)</p>	<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 October 17-21, 2022 • 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"> • Download, read & listen-to week #9 class notes (power point) located inside week #9 folder on BB.

		<ul style="list-style-type: none"> • Field experience notes #3 (minimum 500 words) (5 points) due on BB on 10/22/22 • FCRR Comprehension Literacy Center Plan & Implementation Reflection Paper (5 points) due on BB on 10/23/22
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Date	Topic	Readings & Assignments Due
Oct. 25 Week 10	Content Subject Interactive Read Aloud Lesson Plan Bring to ZOOM class the content subject TEKS (social studies, science) an informational text & a comprehension strategy	<p>Read (before class)</p> <ul style="list-style-type: none"> • Cummins, S. <i>Introducing synthesis with interactive read-alouds in Close Reading of Informational Texts</i> (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 ZOOM Class Meeting (mandatory) on Tuesday, 10/25/22 at 5:30-8:00 PM • Download, read & listen-to week #10 class notes (power point) located inside week #10 folder on BB. • Complete Quiz #6 on BlackBoard by Thursday, 10/27 at midnight. You must score 80% or higher to get 2 points credit for the quiz

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Date	Topic	Readings & Assignments Due
<p>Nov. 1 Week 11</p>	<p>Academic Vocabulary & Comprehension of Content Subject Texts</p>	<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 ZOOM Class Meeting (mandatory) on Tuesday, 11/1/22 at 5:30-8:00 PM • Content Subject Interactive <u>Read Aloud</u> Lesson Plan (10 points) due on BB on 11/1/22 by midnight. • Download, read & listen-to week #11 class notes (power point) located inside week #11 folder on BB.

- Complete Quiz #7 on BlackBoard by **Thursday, 11/3** at midnight. You must score **80% or higher to get 2 points credit** for the quiz.

Course Schedule

Date	Topic	Readings & Assignments Due
Nov. 8 Week 12	Content Subject Shared Reading Lesson Plan & Teaching Comprehension Thinking Skills using Language Prompts	<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 ZOOM Class Meeting (mandatory) on Tuesday, 11/8/22 at 5:30-8:00 PM • Download, read & listen-to week #12 class notes (power point)

		<p>located inside week #12 folder on BB.</p> <ul style="list-style-type: none"> • Complete Quiz #8 on BlackBoard by Thursday, 11/10 at midnight. You must score 80% or higher to get 2 points credit for the quiz.
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Date	Topic	Readings & Assignments Due
<p>Nov. 15 Week 13</p>	<p>Video-taping Content Subject Shared Reading & Professional Learning</p>	<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 access 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 ZOOM Class Meeting (mandatory) on Tuesday, 11/15/22 at 5:30-8:00 PM

		<ul style="list-style-type: none"> • Content Subject Shared Reading Lesson Plan due on BB on 11/15/22 • Download, read & listen-to week #13 class notes (power point) located inside week #13 folder on BB. • Complete Quiz #9 on BlackBoard by Thursday, 11/17 at midnight. You must score 80% or higher to get 2 points credit for the quiz.
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Date	Topic	Readings & Assignments Due
Nov. 22 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.

		<ul style="list-style-type: none"> Grading rubric for students' quick write responses. <p>BlackBoard (BB) Assignments:</p> <ul style="list-style-type: none"> Attend ZOOM Class Meeting (mandatory) on Tuesday, 11/22/22 at 5:30-8:00 PM Download, read & listen-to week #14 class notes (power point) located inside week #14 folder on BB. Complete Quiz #10 on BlackBoard by Friday, 11/25 at midnight. You must score 80% or higher to get 2 points credit for the quiz.
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Date	Topic	Readings & Assignments Due
Nov 29 Week 15	Video-tape: Teaching a Content Subject Shared Reading Lesson Field Experience Assignment (Class Does Not Meet)	<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"> <i>How do teachers use mentor texts as models of how to write a specific genre?</i> <i>Explain what students learned about the content topic.</i> <i>How would you summarize whole class patterns of language use and thinking in regards to the lesson's language and content objectives?</i> <i>How would you summarize English Learners' understanding of the academic vocabulary & content subject TEKS?</i> <p>Field Experience:</p> <ul style="list-style-type: none"> Complete 3 hours of field experience during the week of November 28- December 2, 2022 Video-tape your teaching of your content area subject shared reading lesson. Focus (5- minutes) the video on the shared reading of the text

		<p>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- 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.</p> <ul style="list-style-type: none"> 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"> Download, read & listen-to week #14 class notes located inside week #14 folder on BB. Field experience notes #4 (minimum 500 words) (5 points) due on BB on 12/2/22 I-Movie (15 points) Teaching & Engaging Students in Content Subject Literacy Lesson due on UTEP's One Drive for Business on 12/3/22
Dec. 7 Week 16	Final Field Experience Paper & UTEP Observation Log-in Sheet	<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 is due on Blackboard on 12/6/22.</i> <i>UTEP Observation Log-in Sheet due on Blackboard on 12/6/22.</i>

APPENDIX

Grading Rubric: Field Experience Logs (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 	3	

how you addressed students' misunderstandings about the content topic.		
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 (Teacher 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 Science or Social Studies content subject TEKS, a comprehension strategy skill and related language prompts.	2	
Materials & Vocabulary: Title & Level of an information text (nonfiction), text theme & summary, informational text features, and 6-7 academic & content-specific vocabulary words aligned to the Science or Social Studies content subject TEKS.	3	
Teacher Think Aloud & Read Aloud: Clear description of procedures for teacher think aloud about the Science/Social Studies topics using a comprehension strategy and clarifying academic vocabulary while reading aloud. Clear description of procedures for language	3	

prompts, discussions (turn & talk), and topic for Quick Write assessment.		
Assessment of Student Learning: Clear description of the observation rubric to assess students’ oral responses, active participation & Science/Social Studies 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
Literacy & Content TEKS: Exhibits knowledge of a Science or Social Studies content subject TEKS’ conceptual focus & content-specific vocabulary aligned with the S/SS content TEKS. Clear description of a grade level content subject TEKS, a comprehension strategy skill and related language prompts.	2	
Materials & Vocabulary: Title & Level of an information text (nonfiction), text theme & summary, informational text features, and 6-7 academic Science or Social Studies content-specific vocabulary words aligned to the S/SS content subject TEKS.	3	
Teacher Think Aloud & Shared Reading: Clear description of procedures for teacher preview of the Science or Social Studies topic using a comprehension strategy & academic vocabulary clarification. Clear description of procedures for students’ shared reading and the	3	

language prompts, discussion (turn & talk). Clearly describe discussion sentence starters and topic for Quick Write assessment.		
Assessment of Student Learning: Clear description of the observation rubric to assess students’ oral responses, active participation & Science or Social Studies content conceptual understandings during discussions. Clear description of how students’ Quick Writes will be assessed.	2	
TOTAL	10 points	

APPENDIX

Grading Rubric iMovie: 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 strategy and the Science or Social Studies TEKS, key S/SS content ideas and academic vocabulary. Clear evidence of how you related the Science or Social Studies content topic to students’ prior knowledge, how you engaged students in shared reading to construct meaning of the informational (nonfiction) text, and how you reinforced students use of language prompts during discussions (turn & talk) to comprehend text information and explain S/SS content topics.	4	
Lesson Pacing & Student Engagement: The iMovie 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 informational text, language prompts and text discussions (turn & talk)	4	

Monitoring Student Comprehension & Understanding of Content TEKS: The iMovie demonstrates how you monitored students' discussion (turn & talk) and your feedback given to students to assist their comprehension of the text and understanding of the Science or Social Studies content TEKS.	4	
Video-Component (Technical Rating): The iMovie is at least 5 minutes and no more than 10-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 Variants or Word Analysis guide (objective, ELAR TEKS, materials, activity) and teach the center activity in your field experience classroom to a small group (4-6 students). 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"> ▪ <i>How did the phonics center activity address the ELAR Phonics TEKS expectation and objective?</i> ▪ <i>How well did students understand the phonics center activity?</i> ▪ <i>How engaged were students in the phonics activity?</i> ▪ <i>How adequate was the pacing of the phonics activity?</i> ▪ <i>How did you use teacher prompts to check for student understanding of the decoding lesson objective?</i> 	5	

<p>Fluency/FCRR Connected Text: 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 small group (4-6 students). 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"> ▪ <i>How did the fluency activity address the ELAR Fluency TEKS expectation and objective?</i> ▪ <i>How well did students understand fluent reading of the text?</i> ▪ <i>How engaged were students in fluently reading the book?</i> ▪ <i>How adequate was the pacing of the fluency activity?</i> ▪ <i>How did you use teacher prompts and the fluency rubric to check students' fluent reading?</i> 	5	
<p>Comprehension/FCRR Text Factors. 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 small group (4-6 students). 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"> ▪ <i>How did the comprehension activity address the ELAR Multiple Genres TEKS expectation and objective?</i> ▪ <i>How well did students comprehend the book's text structure & features?</i> ▪ <i>How engaged were students in the comprehension activity?</i> ▪ <i>How adequate was the pacing of the comprehension activity?</i> ▪ <i>How did you use teacher prompts to check for student comprehension of the book's text structure & text features?</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) & Quick Write. A clear analysis of students' ability to talk and explain what they learned about the Science or Social Studies content 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.</p>	3	
<p>English Learners Analysis: Discussions (Turn & Talk) & Quick: A clear summary of English Learners' communication proficiency and an in-depth analysis of English Learners' comprehension of the Science or Social Studies 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</p>	2	

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.		
TOTAL	10 points	