**UNIVERSITY OF TEXAS**
**EL PASO**

### College of Education- Department of Teacher Education

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| **Title of Course**: Language & Literacy Development in the Early Years (ECED 4335)<br><br>**CRN:** 19193 | **Class Hours**: 3 hours |
| **Semester:** Fall 2019 | **Instructor Information** |
| **Day/Time:** 9:00 a.m. – 11:50 a.m., Saturday<br>**Place**: Education Building 307 | **Name**: Silvia Zacarias, M. Ed<br>**Email**: sizacarias@yahoo.com |
| **Credits:** 3 credit hours | **Phone**: 915-630-8623<br>**Office Hours:** (text or e-mail) Monday -Friday<br>6:00 p.m. – 8:00 p.m. |

## COURSE DESCRIPTION

This course is designed for undergraduate students interested in (1) language &literacy development, and (2) teaching reading/writing to young English Language Learners. This course will provide a critical examination of how to help children read and write, particularly in EL contexts.  During this course, students will have opportunities to examine a variety of issues related to teaching literacy to young children, including oral/written language development, emergent literacy/biliteracy, reading fluency, reading comprehension, phonics and vocabulary development, early writing acquisition, differentiation of instruction, children's literature, assessment in early literacy, effective reading/writing strategies, parental involvement, and reading-writing connections. Also, different theories and philosophies regarding children's language/literacy development will be addressed. Developmentally appropriate practices will be also integrated throughout the course.

## STUDENT LEARNING OUTCOMES

This course will focus on current issues related to children's literacy development in the early years.  On completion of this course, students should be able to:

| COURSE SPECIFIC STANDARDS<br>ECED 4335 students will be able to: | Measurements (means of assessment for student learning outcomes listed in first column) |
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| 1. Explain major theories and empirical research regarding child development in language/literacy, particularly early oral language development. | All ECED 4335 Assignments |
| 2. Identify effective strategies for involving families in supporting early reading/writing in young children. | All ECED 4335 Assignments |
| 3. Outline the development of the components of reading (including: phonological and phonemic awareness; vocabulary, comprehension; fluency and writing) and related instruction strategies to meet the needs of individual students, including English learners. | All ECED 4335 Assignments |

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| 4. Illustrate the use of varied assessment strategies to monitor young children's progress and to plan literacy activities. | Portfolio; Lesson Plan Assignments |
| 5. Apply theories and research that support the importance of social interactions/relationships in young children's literacy development and learning. | All ECED 4335 Assignments |
| 6. Design developmentally appropriate curriculum for culturally and linguistically diverse learners that is aimed at positively impacting children's knowledge, belief, and engagement as literacy learners. | Portfolio; Group Chapter Facilitation; Lesson Plan Assignments |

## TEXT & RESOURCES

### Required Texts

- Morrow, L. M. (2015). *Literacy development in the early years: Helping children read and write* (**8th edition**). Boston, MA: Pearson.
- Herrera, S. G. Perez, D. R. & Escamilla, K. (2015). *Teaching reading to English language learners: Differentiating literacies* (**2nd edition**). Boston, MA: Allyn and Bacon.

### Suggested Texts (not required)

- Clay, M. (1998). *By different paths to common outcomes*. York, ME: Stenhouse.
- Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children birth through age 8*. Washington, DC: NAEYC
- Dyson, A. H. (1993). *Social worlds of children learning to write an in Urban Primary School*. NY: Teachers College Press.
- Genish, C. (2009). *Children, language, and literacy: Diverse learners in diverse times*. NY: Teachers College Press.

- Godwin, D. & Perkins, M. (2007). *Teaching language and literacy in the early years.* David Fulton publisher.
- Herrera, S. (2001). *Classroom strategies for the English language learner: A practical guide of accelerating language and literacy development.* Manhattan, KS: MASTER teacher.
- Peterson, E. A. (2002). *A practical guide to early childhood curriculum: Linking thematic, emergent, and skill-based planning to children's outcomes* (2nd Edition), Allyn and Bacon.
- Snow, C. E., & Burns, M. S., and Griffin, P. (1999). *Preventing reading difficulties in young children.* Washington, DC: National Research Council.
- Sipe, L. (2008). *Storytime: Young children's literary understanding in the classroom.* NY: Teacher College Press.
- Vygotsky, L. S. (1978). *Mind in society. The development of psychological processes.* Cambridge, MA: Harvard University Press.
- Texes Generalist Ec-6 191 English Language Arts and Reading Teacher Certification Exam: Boost Edition.

**Recommended Journals**
- NAEYC Young Children
- Language Arts
- First Teacher
- Journal of Research in Childhood Education
- Reading Teacher
- Early Childhood Education Journal


**Useful Websites**
This course reflects the TEKS (Texas Essential Knowledge and Skills) for English Language Arts and Reading and for Languages other than English. The following websites provide useful resources in preparing the Texas Teacher Certification:

- Texas Essential Knowledge and Skills (TEKS): http://www.tea.state.tx.us/index2.aspx?id=6148
- Texas Educator Certification (TEC): http://cms.texes-ets.org
- Texas Education Agency (TEA): http://www.tea.state.tx.us/index.aspx
- Texas Prekindergarten Guidelines (TPG): http://www.tea.state.tx.us/index2.aspx?id=2147495508
- Texas Education Agency (TEA) Early Childhood: https://tea.texas.gov/Academics/Early_Childhood_Education
- State Board for Educator Certification (SBEC): http://www.tea.state.tx.us/index2.aspx?id=2147489433
- Texas Examinations of Educator Standards (TExES): http://www.texes.ets.org/texes/
- English Language Proficiency (ELP) Standards: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

ECED 4335 Horizontal Alignment

- TExES Preparation manual:
  http://www.texes.ets.org/assets/pdf/testprep_manuals/191_generalist_ec_6.pdf

## COURSE STANDARDS

English Language Arts and Reading Generalist EC-6 Standards (Texas Certification Standards) will be addressed in the course. These standards, domains, and competencies will be the basis of your TExES examination. During this course, you will have numerous opportunities to make connections between theories of language/literacy development and early childhood pedagogy through a variety of interactive performance task.

## English Language Arts and Reading Generalist EC-6 Standards

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

| Standard I. | **Oral Language**: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills. |
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| Standard II. | **Phonological and Phonemic Awareness**: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language. |
| Standard III. | **Alphabetic Principle**: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways. |
| Standard IV. | **Literacy Development and Practice**: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy. |
| Standard V. | **Word Analysis and Decoding**: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities. |
| Standard VI. | **Reading Comprehension**: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. |
| Standard VIII. | **Development of Written Communication**: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication. |
| Standard IX. | **Writing Conventions**: Teachers understand how young students use writing conventions and how to help students develop those conventions. |
| Standard X. | **Assessment and Instruction of Developing Literacy**: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students. |
| Standard XI. | **Research and Inquiry Skills**: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills. |
| Standard XII. | **Viewing and Representing**: Teachers understand how to interpret, analyze, evaluate, and produce. |

## UTEP POLICY AND RESOURCES

**UTEP Learning Resources**
UTEP provides a variety of student services and support including the resources below.

• UTEP Library – You can access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. • RefWorks - Bibliographic citation tool. Check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide at http://libguides.utep.edu/RefWorks (You can also check your citation at http://owl.english.purdue.edu/owl/resource/560/01/).
• University Writing Center (UWC) – You can submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources available here.

**Academic Honesty**
Materials submitted to fulfill academic requirements much represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. For instance, cheating is not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. This also includes the use of electronic devices during classroom testing. Further information can be found at http://admin.utep.edu/Default.aspx?PageContentID=2084&tabid=30292

**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.

**Student with Disabilities**
If you have or believe you have a disability, you may wish to identify yourself. You can do this by providing documentation to the Office of Disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the DSSO yearly. Failure to report to do this will place 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 or the director of Disabled Student Services. If you feel that you may have a disability requiring accommodations and/or modifications, contact DSSO at 915-747-5148. You also can visit the DSSO website (http://www.utep.edu/dsso/) or the DSSO office in Room 108 East Union Building.

**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 about harassment can be discussed confidentially with the instructor.

**Technology Requirements**
Some technological resources will be required in this course.
• Internet Access
• Microsoft Word Processing Software
• Microsoft Power Point Software
• Adobe or Foxit Reader to open PDF File

## CLASS POLICIES

**Attendance**
Excellent attendance is vital. Class attendance assures that students will receive class material and hear announcements in a timely fashion. Students will sign-in as they arrive for each class to document their attendance. If you must miss a class due to professional responsibilities, family emergencies or medical reasons, you should notify the instructor by e-mail as soon as you become aware of that possibility. A make-up plan will be created ONLY IF you provide the instructor with evidentiary documentation. It is your responsibility to provide prompt written documentation of any absences. Each unexcused absence will lower your final average score (30 points/email notification: -20 points). When student is absent from class **2 times**, this constitutes an **automatic drop** from the course.

**Lateness**
To fully benefit from this course, it is important that you come to class on time. If you come late, it is your responsibility to come see the instructor after class and make sure you are marked present. Tardy arrival will result in lower grades. Attending class means being there for the duration, not simply making an appearance. Thus, early departure from classes will incur the same penalty. Arriving late or leaving early is subjected to 5 points deducted. Arriving more than 30 minutes late will be counted as one absence. **Three tardy arrivals will be counted as one absence**.

**Cell Phones**
Please respect the instructor and your peers by turning off your cell phones and beepers upon entering our classroom, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies. Also, refrain from bringing anything to class that rings, buzzes, beeps, purrs, barks, moans, or otherwise makes a distracting noise. Text messaging or use of laptops for anything other than note-taking is also not permitted. **Text messaging during class will be subjected to 5 points deducted**.

**Written Work**
All written work must be original and demonstrate appropriate communication skills. They must meet scholarly and formatting standards as provided in the Publication Manual of the American Psychological Association (APA), where specified for the assignment. All papers must be computer generated (Microsoft Office, 12 font, Times, and New Roman): handwritten works will not be accepted. All written assignments must be in good form: check spelling, proofread, and stapled or paper clipped. Points may be deducted for inappropriate form.

**Missed Tests**
There will be **NO make-up tests**, unless for a reason deemed valid by the instructor (you need to provide evidentiary documentation). If you think that you should miss a test, you should discuss this with the instructor in advance. The final exam will not be accepted late under any circumstances.

**Late Work**
Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. **Late assignments will not be accepted**: the instructor will not accept ANY late works after 1 day (24 hours) of the originally scheduled date. It is important for students to stay on track and submit assignments on time. If you are not able to submit your work due to any excused absences, you should send it electronically to the instructor on the originally scheduled date. Once your work has been graded, it cannot be resubmitted for a higher grade.

**Open Door Policy**
The instructor is happy to meet with students to discuss any matter that may arise during the course. If you fall behind, it will be extraordinarily difficult to catch up. Thus, if you have questions, problems, or need additional help with class material, I urge you to speak to the instructor personally as soon as that issue comes up. If you want to contest a grade, you must do so within 48 hours of the item's return to you; you must put the rationale for the proposed grade change in writing. You are encouraged to take advantage of instructor's office hours for help with coursework or anything else connected with the course and your progress.

**EVALUATING & GRADING**

This course uses a variety of instructional methods including lecture, classroom discussion, videos, small group work, presentations, and individual/group projects. Thus, students will participate in diverse class activities. All students are expected to reach out to the instructor if they need help or additional resources. Course assignments are designed to help you develop understanding of the field of early literacy and work effectively with young children. Evaluation will be based on students demonstrating an understanding of course content through a variety of ways including class participation, oral presentations, written assignments, etc.

**Participation: 50 Points**
In this course, grades will be determined by class participation and progress demonstrated throughout the semester. Thus, full and active participation is an important part of your grade. You are expected to be active and make effective comments that raise overall level of discussion. Please note that offensive and disrespectful comments during discussions will negatively affect your participation grade. Your constant participation for class will be measured by various ways including activity sheets, TExES Prep, and active discussion.

**Reading Journal Entries: 160 Points (20 points each × 8 times)**
Reading is fundamental to your success. You will read each week's assigned materials before coming to class. Reading Journal will allow you to explore texts more deeply and to understand them more fully. After reading, you are expected to write an entry that will help you prepare for the class discussion. Please do not summarize the chapters; rather, read and record your thoughts, reactions, and questions. Your journal should be **at least 250 words** (typed, double space, Times New Romans, 12 font). You should upload it on Blackboard by **11:00 pm** on the scheduled date.

**Why Teaching? Assignment**
Why did you decide to become a teacher?  What motivated you? What are your expectations? What would you like to implement in your classroom? What wouldn't you want to see? Did someone inspire

you to be a teacher? This assignment should be at least 250 words (typed, double space, Times New Romans, 12 font).

**Pop-up Quiz: 40 Points (20 points each x 2 times)**
Pop quizzes will include multiple choice, true/false, and short essay questions. All quizzes may be given as soon as class starts and will relate to the topics of the day. Because quizzes will be given ONLY to those students who are present when the quizzes are passed out, I strongly encourage you to come to class before the class starts. There will be NO make-up quizzes – none even later during the same class period.

**Chapter Presentation (Group Presentation): 60 Points**
On the first day of class, students will be assigned to present a chapter from the textbooks. After you read, summarize, and critique the chapter, you will make a PowerPoint presentation about it. You are expected to include 1) a summary and 3 ABCD questions (10-15 min) and (2) a short activity (5 min). Your presentation will be approximately 20-25 minutes (30 min maximum). Your group will prepare a **handout** for your audiences. You will also submit a one-page **summary paper** of (1) main ideas of the article, (2) the description and goal of the activity, and (3) how your group prepared your presentation (e.g. what was your role?). You will turn in to the instructor a Presentation Rubric for each of your group members with his/her name on the day of presentation.  See rubric on page 10.  **Chapter presentations should provide a practical application of the content covered in the chapter.  Students should prepare a lesson teaching the content, not presenting the chapter.**

**Poster Presentation (Individual Presentation): 60 Points**
On the last day of class, you will present what literacy activities you did with your student with a poster. You should use "visuals" (photographs, student's works, etc.) to tell your "story."

**Teaching Portfolio: 180 Points**
• **Introduction (20 pts)**
You will include (1) a cover, (2) table of content, and (3) introduction page (e.g. description of your students and teaching context). This should be at least **200 words**.
• **4 Lesson plans (35 pts x 4 lesson plans= 140 pts)**
Your portfolio should include a practical application that could be used in an early childhood literacy setting. In your lesson plans, you should include two strategies about phonemic awareness (or vocabulary), two for reading (reading comprehension/ fluency), and two for writing. See appendix for lesson plan template.
• **Reflection Paper (20 pts)**
At the end of the Portfolio, you will include a short reflective paper about your overall experiences. This should be at least **200 words** (typed, double space, Times New Romans, 12 font).

Note: The ECED department approved lesson plan will be used, and instruction should focus on the entire template (template is appendix A).  Additionally, the ECED department approved lesson plan commentary will be used, and instruction should focus on the entire template (template is appendix B):

**Mid-term Exam: 160 Points**
The midterm exam may include multiple choice, true/false, and short essay questions. During the exam, you are not allowed to look at books, articles, etc. Anything that is covered in the assigned chapters and course packet can be considered for test material. Exams not submitted on time will receive a zero.

**Final Exam: 200 Points**

In your exam, you will be given multiple choice, and true/false questions. You are not allowed to work collaboratively to answer the exam questions. The final exam will not be re-taken or rescheduled. There is no exception.

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| Attendance | 90 Points |
| Participation | 50 Points |
| Reading Journal | 160 Points |
| Pop-up Quiz | 40 Points |
| Chapter Presentation | 60 Points |
| Poster Presentation | 60 Points |
| Teaching Portfolio | 180 Points |
| Mid-term Exam | 160 Points |
| Final Exam | 200 Points |
| Total | 1000 Points |

## GRADING SYSTEM

| Grading based on UTEP Policies | | Points |
|---|---|---|
| A | 4.0 (GPA) | 900-1000 |
| B | 3.33-2.67 | 890-800 |
| C | 2.33-2.00 | 790-690 |
| D | Retake of course | 680-below |

ECED 4335 Horizontal Alignment

**What do grades represent in this class?**

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| A | Represents **outstanding** participation in all course activities; **all** assigned work completed in a timely manner (on time), with very high quality in all work produced for the course. Evidence submitted via individual project, contributions to group project and in-class presentations, discussions and weekly assignments demonstrate significant understanding of the topics and issues. No unexcused absences. |
| B | Represents **good** participation in all course activities; **most** of the assigned course work completed in a fairly good quality in course work. Evidence submitted via individual project, contributions to group project and in-class presentations, discussions and weekly assignments demonstrate somewhat significant understanding of the topics. |
| C | Represents participation in **some** of the course activities; missing assigned work with **mediocre quality** and/or timeliness in submitting course work. Evidence submitted via assignments and projects demonstrate there are some misconceptions, gaps and/or work submitted in an untimely manner. |
| D | Represents **minimal** participation in course activities; serious **gaps** in assigned work completed, or very low quality in course work. |

ECED 4335 Horizontal Alignment

## TENTATIVE SCHEDULE
**Note: All assignments should be uploaded by 11:00 p.m. on the scheduled date.**

| Week | Date | Standards | Topic | Related readings | Assign |
|------|------|-----------|-------|------------------|--------|
| 1 | 8/31/19 | Class Introductions and Syllabus | | | |
| 2 | 9/7/19 | Texas#XII | Theory and Evidence-based teaching: Theoretical and evident based foundations of reading and writing process | • Literacy book Chapter 1 | • TExES Prep 1 <br> • Why teaching? (due 9/5/19) |
| 3 | 9/14/19 | Texas#I, II, IV | Developmentally appropriate teaching/learning approaches | • EL book Ch. 1 <br> • Literacy book Chapter 4 | • TExES Prep 2 |
| 4 | 9/21/19 | Texas#II, III, V | Phonemic awareness & Vocabulary development Literacy Camp#1 (Prep) | • Literacy book Chapter 5 <br> • EL book Chapter 4 | • Journal 1 (week 3) <br> • Journal 2 (week 4) |
| 5 | 9/28/19 | Texas#VI, VII | Phonemic awareness & Vocabulary development | • EL book Chapters 3 & 5 | TExES Prep 3 and 4 |
| 6 | 10/5/19 | Texas#VI, VII | Reading comprehension and fluency: Reading comprehension/fluency strategies Literacy Camp #2 (2 vocab activities) | • Literacy book Chapter 6 | • Journal 3 (week 5) <br> • Journal 4 (week 6) |
| 7 | 10/12/19 | Texas#VI, VII | Reading comprehension and fluency: Strategies-based reading comprehension instruction | • EL book Chapter 6 | • TExES Prep 5&6 |
| 8 | 10/19/19 | Midterm Exam | | | |
| 9 | 10/26/19 | Texas#IX | Writing: Early writing acquisition / Writing development Literacy Camp#3 (2 reading activities) | • Literacy book Chapter 7 | • Journal 5 (week 7) <br> • Journal 6 (week 9) |
| 10 | 11/2/19 | Texas#IX | Writing: Early writing acquisition/Writing development | • EL book Chapter 8 | • TExES Prep 7&8 |
| 11 | 11/9/19 | Texas#VI, VII, IX | Motivating reading & writing Literacy Camp#4 (2 writing activities) | • Literacy book Chapter 8 | • Journal 7 (week 10) <br> • Journal 8 (week 11) |
| 12 | 11/16/19 | Texas#VI, VII, IX | Diversity & multicultural literature | • Literacy book Chapter 3 | • TExES Prep 9&10 |
| 13 | 11/23/19 | Texas#All | Poster presentation & Review | | |
| 14 | 11/30/19 | Thanksgiving Holiday | | | |
| 15 | 12/7/19 | Portfolio due | | | |
| TBA | | Final Exam | | | |

Appendix A – Lesson Plan Template
# Lesson Plan

## Designed by:

| OVERVIEW/FRAMING | |
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| **THIS LESSON IS PART OF A LEARNING SEGMENT ON:** *What is the overarching theme of the group of lessons that this specific lesion belongs to?* | *A learning segment is 3-5 lessons done over the course of a week or two that are tied together by a common, overarching theme. List what the common, overarching theme is between all the lessons in the learning segment and what number (for example, Lesson 4 out of 5) that this lesson would take place in the sequence of the learning segment.* |
| **SPECIFIC SUB-TOPIC--BIG IDEAS/QUESTIONS** *What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?* | *What specific question does this activity mean to allow children to answer? Good big questions are open-ended, non-judgmental, meaningful and purposeful to the children's lives. Put the question in simple, elementary language (like a child would use…. that this activity would lead them to the answer).* *"The general topic of this lesion is "XXXXX".* *"At the end of the lesson, the children will be able to answer the question: XXXXX?" (NO more than 1-3 major questions to be answered)* |
| **CONTENT AREA:** *Which content area will be specifically addressed in this activity as denoted by the TEKs* | *List only **ONE** of the following (even if more than one content area is touched upon in the activity): English Language Arts and Reading; Mathematics; Science; Social Studies; Languages other than English; Health Education; Physical Education; Art; Music, Theater; or Technology Applications* |

| KNOWING THE LEARNERS | |
|---|---|
| **GRADE LEVEL/AGE RANGE**: | *List the grade level/ age range here* |
| **CURRENT DEVELOPMENT:** *What do you know about the current growth of learners in this age range for the content focus?* | *Provide Details for BOTH:* *1. Related to the content focus, describe what the children already know, what they can do and what they still need improvement on OR Given the grade level, what would you expect them to know (what prior knowledge, skills and/or abilities would it be safe to assume they have)* *2. Explain how the topic and related activity is developmentally appropriate given your general knowledge of the age range/grade and your specific knowledge of the intended students.* |
| *What initial misunderstandings might children in this age have about the topic/content and how do you plan to address this?* | *Provide Details for BOTH:* *1. What incorrect thinking related to the topic/content focus might you expect children have? If it is reasonable to expect none, then state none.* *2. How are you explicitly going to account for these possible misinformation/misperceptions in some way during part(s) of the activity? Be specific.* |
| **SOCIOCULTURAL CONTEXT:** *What do you know about this group of children in terms of* | *Provide Details for BOTH:* |

| *their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?* | 1. *Provide a detailed description of their sociocultural background— community/everyday experiences, cultural and language practices and current/general interests.*<br>2. *Explain how the topic and related activity are culturally relevant given your knowledge of the sociocultural background of the specific intended students.* |
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| **MATERIALS & LEARNING ENVIRONMENT** | |
|---|---|
| **MATERIALS**<br>*What, if any, materials, including set-up and clean-up, will be needed?* | *List **ALL** materials, including any used during the launch/reflection and clean-up.* |
| **LEARNING ENVIRONMENT MODIFICATIONS** | *What, if any, modifications will you need to make to the classroom (seating, room arrangement, rules/daily schedule)? If none are needed, state none.* |
| **PRIOR EVENTS/RESOURCES** | *What events or resources, including people, might you need to arrange in advance of conducting the lesson? If none, then state none.* |

| **THE LEARNING EXPERIENCE** | |
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| **SPARK/LAUNCH/INTRO**<br>*What will you say or do to first engage the children in this experience?* | *What will you do to start the activity? Give details about the "hook" you will use to get the children excited/ anxious to participate in the lesson.*<br><br>*What will you do to initially define specific vocabulary, concepts, or procedures….describe how you would introduce them. <u>BE specific</u> (for instance, if you start by reading a book, then name the book and author* |
| Launch Formative /Informal Assessment | *Explain your plan to capture data about where the children are at regarding the content focus/topic/vocabulary at this point…. indicate the EXACT questions/framework for initial discussion of the book/topic/ lesson question, explain exactly how you will engage the children to find out their initial knowledge about topic idea/TEKs and the target vocabulary.*<br><br>*Explain what the children will say/do and what information this will provide you.* |
| **ACTIVITY**<br>*What will the children be doing? List the procedure step-by-step. What will you say or do to support their process during the activity?* | *During the activity, the children will be….*<br>*1. List exactly what the children will do with as many number steps as needed*<br>*2.*<br>*3…….* |
| | *During the activity, the teacher will….*<br>*1. List a minimum of three: questions you will ask to deepen thinking and/or concrete support you will <u>intentionally</u> provide to help learners use/explore the target vocabulary words and perform actions necessary to achieve the cognitive & language/literacy growth & learning objectives* |

| | 2.<br>3. |
|---|---|
| **REFLECTION**<br>*As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?* | *To prompt reflection, at the end the teacher will ask/do:*<br>*1. List at least three questions you will ask or actions to do at the end of the activity (once it is over/before clean-up) to get children to reflect on and critically think about the activity and related TEKs/vocabulary words.*<br>*2.*<br>*3.* |
| **MULTIMODAL ENGAGEMENT**<br>*What ways does this activity offers opportunities to use multiple senses? (Sight, Hearing, Taste, Touch, Smell, Kinesthetic)* | *This activity will allow children to be engaged by:*<br>*1. Identify **AND** explain the ways that this activity offers opportunities to use at least three senses (Sight, Hearing, Taste, Touch, Smell, Kinesthetic [touch/movement]). Do NOT just list the sense—explain specifically how the sense is used during the activity in some way.*<br>*2.*<br>*3.* |
| **DIFFERENTIATION**<br>*How will you modify this activity for learners with different styles and needs?* | *How will you modify this activity for the lowest performing group of children/those struggling in the content area? How will you modify this activity for the highest performing group of children/those ahead in this content area?*<br><br>*For all learners with different styles and needs (whether based on formal IEP or your specific knowledge of each child) where some adaptation to the activity is, or may be, required for involvement/successful completion by that child, explain in detail what you will do to adapt the activity – and why-- so the child can be optimally engaged/involved.  Be specific.* |

| GROWTH AND LEARNING OBJECTIVES | |
| --- | --- |
| *How will this learning experience support the children's growth and learning be in the following domains?* | |
| **TEKS Standard** | *Name **ONE** specific TEKS for the content area/grade level that the children will be working on in this activity that you will assess. [include the TEKS number and FULL description].*<br><br>*More TEKs may be covered during the activity—**ONLY PICK and LIST ONE!*** |
| **Central Focus** | Children will   *[Insert a Blooms Taxonomy Action verb] [insert specific & measurable behavior]*<br><br>*Specific & Measurable = I can look at this objective and answer "yes this child did this behavior or no the child did not do this behavior"*<br><br>*This learning objective should DIRECTLY address the Content/TEKS you identified above. Basically, you are re-wording the TEKS (as little as possible) to make it into a behavioral objective and to be sure it is specific and measurable.  Be sure that whatever Bloom's verb used is a behavior the children can actually show during the activity.* |
| **Academic Language** | 1.  Language Function: *The first behavior objective for language/literacy should be language-function focused.  The Language Function is the purpose for which language will be used (as represented by a chosen Bloom's Verb).*<br>Children will   *[Insert a Blooms Taxonomy Action verb] [insert specific & measurable behavior]*<br><br>*Suggested Language Function Bloom's Verbs (use one of these): analyze, categorize, compare/contrast, describe, explain, predict, retell, summarize*<br><br>*This behavior verb MUST be able to be shown by the children during the activity... note it can be part of the launch or reflection!*<br><br>2.  Discourse or Syntax:  *This second behavior objective for language/literacy should be academic discourse or syntax focused.  ACADEMIC DISCOURSE is how people in the content-focus/discipline: talk, write, use symbols and participate in knowledge construction using the structures of written and oral language. SYNTAX are the rules for organizing words or symbols together into phrases, clauses, sentences or visual representations.  One of the main jobs of syntax is to organize language in order to convey meaning.*<br><br>Children will  *[Insert a Blooms Taxonomy Action verb] [insert specific & measurable behavior]*<br><br>*Suggested Language Discourse Bloom's Verbs: create, design, compose, construct, interpret, formulate, generate, write, illustrate, tell, argue, justify … {also see others in synthesis section of Bloom's}*<br><br>*This behavior verb MUST be able to be shown by the children during the activity... note it can be part of the launch or reflection!*<br><br>3. Target vocabulary words:  *List 3-5 words that will be used, defined and engaged with during the activity that are critical to content focus discipline and the chosen TEKs*<br><br>*Focus should be on these types of vocabulary: words that may have a different meaning than everyday life when used in a specific content focus or specific/topic related words or symbols that are subject-specific in the content focus.* |

| AUTHENTIC ASSESSMENT | |
|---|---|
| **PERFORMANCE-BASED FORMAL/SUMMATIVE EVALUATION** *How will you determine whether or not the children are getting the Big Ideas and/or know the answer to the Sub-topic Question?* *How will you determine if the children have gain knowledge/skill related to your chosen TEKS?* | General: *State an explicit plan that outlines what will you do after the END of the lesson (after you have finished, reflected and cleaned up) to find out if the children met **ALL** of your Growth & Learning Objectives. Give specific details of how you will find out, and what criteria will be used, to determine what children know as a result of the lesson regarding the topic and content-focus (generally) and identified TEKS (specifically)… You need to:* <br><br> 1. *describe what the assessment is exactly* <br> 2. *describe how the children's behavior will be judged as to what they now know/can do* <br> 3. *explain how the assessment will provide the teacher evidence about **ALL** of the learning objectives (both central focus/TEKS objective and academic language objectives) and can be used to inform the next teaching interaction* <br><br> *Remember that learning is LATENT, so you need to assess them in a **performance, behavior, ACTION-based way!** (This may be a guided conversation (open or book-based), a group or individual project, a show-and-tell, a collection of student work samples, etc…) Just like for the activity itself, think multimodal and engaging for the assessment…..it does not have to mean test or exam!* <br><br> Differentiated Assessment: *For EACH identified child identified with a special learning need, explain if (and what) adaptation would be needed to the general assessment plan for that child so that they could be evaluated and be able to show their learning from the lesson.* |

| POST-ACTIVITY REFLECTION | |
|---|---|
| *What aspects of this lesson seemed to be most successful in supporting the children's growth and learning? What, if any, surprises were there? What, if any, challenges were there? Record the results of your authentic assessment activity. Based on where the children are now, what would you do next?* | 1. *Briefly summarize what happened—what worked, what didn't, what was a surprise during the experience (if any).* <br> 2. *Analyze student performance on the assessment for the whole class in in terms of each of the growth and learning objectives and the vocabulary words. Based on the data from the formal/summative assessment, what did the class (generally) accomplish? What do they still need more practice/to work/improve on (generally)?* <br> *For three students:* <br> 3. *For each, specifically provide the results of the authentic assessment conducted in terms of each of the growth and learning objectives and the vocabulary words. What did they each accomplish? What do they each still need more practice/to work/improve on?* <br> 4. *For each, provide appropriate feedback (strengths, needed improvement) that you would give/share with the child and a specific plan for a follow-up structured opportunity to use the feedback you have given to practice and improve.* <br> 5. *Based on what you know (about the class generally/three children specifically) from conducting the authentic assessment… what will you do next? Support your follow-up instructional plan with reference to the children's needs, research and theory.* |

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Appendix B – Lesson Plan Commentary Template
**Lesson Plan Commentary**

**Designed by:**
**General Lesson Rationale:**
*Why are you doing this particular activity for the lesson? How does it allow children to engage multi-modally with the content-focus and TEKS that other instructional activity/approach(s) may not?*

*Why are you teaching this lesson? How does this lesson fit in the curriculum? How does this lesson connect with and build on the previous lesson? How will this lesson support subsequent lesson(s)?*

**Teacher Background Knowledge Considerations:**
*What do you, as the teacher, know about the concepts/topic/etc.? What background knowledge/information do you, as the teacher, need to know in order to teach this lesson and meet your objectives? List specific knowledge about the actual subject matter that you will need to help students learn, such as vocabulary, facts, and information that you will be sharing with students.*

**Materials Rationale:**
*Provide an explanation of why you selected the materials you will use for the lesson and the technology (if incorporated)*

**Learning Environment/Classroom Management Considerations:**
*What will you need to consider regarding classroom management (e.g. room/seating arrangement, classroom rules, group work, procedures, teaching/strategies/approaches, how you will keep them engaged). Explain your reasoning and identify and describe the theory/theorists that support your plan.*

*What management systems are in place that you must follow? What do you anticipate may happen either by the class as a whole or by individuals, and what plans do you have for preventing and responding to these possible occurrences?*

**Activity Parts Rationale:**

*SPARK/LAUNCH/INTRO-*
*Why did you introduce the activity this way? How will it capture the children's interest? How will it serve to activate their prior associations, ideas, or connections to the topic /the TEKS? Explain your reasoning and identify and describe the theory/theorists that support your plan.*

*THE ACTIVITY-*
*Why is the activity structured (step-by-step) the way you described? How will the procedure allow children to build/practice knowledge and skills (in comparison to other possible procedures) related to the identified TEKS? Why are you (the teacher) doing the supports you indicated during the activity—what is the potential benefit of your actions? How will you*

*transition children from one segment of the activity to another segment?  Explain your reasoning and identify and describe the theory/theorists that support your plan.*
*THE REFELCTION-*
*How will you bring the lesson to closure? How will this help students verbalize what they learned?  Explain your reasoning and identify and describe the theory/theorists that support your plan.*

## Differentiation Rationale:
*Why did you plan each accommodation noted the way you did? What purpose will each serve? Explain your reasoning for providing these accommodations and identify and describe the theory/theorists that support your plan.*

## Academic Language Considerations:
*When, where and with whom are children using language during the lesson? [Consider everything that the students have to do to engage in the communication related to the activity, such as: listen to directions, read a piece of text, answer a question out loud, prepare a presentation, write a summary, respond to written questions, research a topic, talk within a small group of peers.   ALL of these common activities create a demand for language reception or language production.]*

*Why did you focus on the specific language functions and discourse/syntax you identified in the lesson?  Why did you choose those target vocabulary (over other possible options)?*

*Identify specific places in your lesson plan where you will focus on Academic Language---name and explain what children will be doing AND how you will support them.  Explain your reasoning and identify and describe the theory/theorists that support your plan.*

## Assessment Rationale:
*How will you monitor student engagement/knowledge levels during and at the end of the Spark/Launch/Intro?  How will you monitor student engagement/knowledge levels during the activity?*

*Why is your chosen whole group assessment and judgement criteria appropriate/optimal (in comparison to possible others)?  What can you learn (specifically) about the children from it? How can the knowledge you gain from this particular assessment help you plan the next instructional step?  Explain your reasoning and identify and describe the theory/theorists that support your plan.*

*Why are the accommodations made (if any) to your assessment for children identified with special needs appropriate?  Explain your reasoning and identify and describe the theory/theorists that support your plan.*