



**RED 4338 Teaching Literacy & Language Arts in Elementary Classrooms  
(CRN: 14775)**

Instructor: Sarah Jean Johnson, Ph.D.      Wednesdays, 12:00-2:50  
Email: sjjohnson2@utep.edu                  Dates: August 28-December 7  
UTEP office: Education Building, 606      Location: Education Bldg, 312  
Office Hours: 3:00-4:00, Wednesday  
or by appointment

**COURSE DESCRIPTION**

This course examines the methods and resources for teaching literacy in the elementary grades. It focuses on the application of learning theories, methods of evaluation and consideration of individual differences, hands-on instructional practices, and knowledge of state and national standards for Language Arts. Students will design, implement, assess, and critique literacy instruction, with an emphasis on effectively engaging emergent bilingual students (English Language Learners).

**COURSE OVERVIEW**

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Welcome to RED 4338 Literacy and Language Arts Methods. This course will provide the tools for you to build a future classroom where students are reading, writing, and learning while enjoying the world of words.

The focus of the course is on the theoretical principles and research-based literacy practices necessary for developing and maintaining a balanced, comprehensive literacy program for young learners (K-8). You will learn how to organize the language arts classroom environment, and the pedagogy, methods, strategies, and materials to meet the individual needs of students, with an emphasis on emergent bilingual students. This course is intended to support you in making connections between theory (what you learn from our readings) and practice (what you are doing in your Miner Residency.) The clinical field tasks that are part of this course are designed to provide additional support to your Miner Teacher Residency experience. Students will engage in authentic teaching tasks, including the planning, rehearsal, and enactment of small group and full class instruction and the analysis of students' writing. Students will also reflect on balanced literacy practices they observe in their assigned classroom. This course is designed to provide students opportunities for formative assessment through peer and faculty feedback on these activities. (Non-residents will participate in video-based clinical field activities.)

The primary text for this course, *Literacy for the 21<sup>st</sup> Century: A balanced approach*, will engage you in ideas and balanced literacy practices that center on teaching and learning for diverse populations.

**Student learning outcomes:**

- Explain lesson components, effective grouping practices, assessments, and independent learning centers in a balanced literacy program and create a motivating, culturally-responsive literacy environment using a variety of literacy tools and a range of texts.

- Recognize the importance of the alphabetic principle to fluent reading and writing and demonstrate knowledge of how to differentiate fluency, vocabulary, comprehension, and writing activities through small group literacy lessons (TEKS ELAR, K-5<sup>th</sup>: Reading/Beginning Reading Skills: Phonological Awareness; Phonetic Knowledge; Spelling Knowledge; TEKS ELAR, K-5<sup>th</sup> Developing and Sustaining Foundational Language Skills: Vocabulary, Fluency, Comprehension Strategies and Skills, Author’s Purpose and Craft, Response Skills and Composition.)
- Ability to plan effective literacy teaching and assessment activities to develop students’ phonemic awareness, phonics, fluency, vocabulary, and comprehension literacy as part of a balanced literacy curriculum (TEKS ELAR, K-5<sup>th</sup>, Knowledge and Skills for Beginning Reading and Writing; Vocabulary; Fluency, Comprehension Skills, Response Skills, Multiple Genres, Author’s Purpose and Craft, Self-sustained Reading and Composition).
- Demonstrate knowledge of research-based comprehension strategy instruction and demonstrate instructional procedures for explicit and embedded comprehension assessment and instruction (TEKS ELAR, K-5<sup>th</sup> Comprehension Skills, Response Skills, Multiple Genres/literary elements and genres, and Author’s Purpose and Craft).
- Identify discussion and writing methods to interpret and comprehend a variety of text genres (TEKS ELAR, K-5<sup>th</sup>: Comprehension Skills; Response Skills; Multiple Genres, Author’s Purpose and Craft, Composition, and Inquiry and Research).
- Demonstrate knowledge of developmentally appropriate writing workshop routines and writing instruction that includes process composing strategies and formative and summative writing assessments and activities (TEKS ELAR, K-5<sup>th</sup>: Composition: Conventions, Writing Process and Multiple Texts).
- Promote deep knowledge of a content subject topic and academic language using digital and print texts and integrate literacy learning objectives with real world problems through sequenced literacy balanced activities, questioning, and meaningful discussions (TEKS ELAR, 1<sup>st</sup>-5<sup>th</sup> Inquiry and Research).
- Teach content and language objectives using balanced literacy components and teaching strategies that support English Learners’ and struggling learners’ language and inquiry skill development (TEKS ELAR, 1<sup>st</sup>-5<sup>th</sup> Inquiry and Research).
- Demonstrate professional practices and responsibilities—professional demeanor and ethics; reflect on your practice and sets goals; demonstrate initiative and seek resources; and effectively communicate with professional faculty and staff.

**State Board of Education Certification (SBEC) and Professional Responsibilities (PPR) EC-12 competencies (<https://tea.texas.gov>)**

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

- Distinguishes ongoing formative assessments to evaluate students’ oral language development and plans & provides culturally responsive literacy instruction based on students’ developmental characteristics and needs (SBEC, Standard 1; PPR I, Competency 1).
- Knows the importance of phonological awareness & the alphabet principle and plans & provides learning experiences that promote higher-level thinking, critical reading, and writing (SBEC, Standards 2 & 3; PPR I, Competency 1).
- Understands the stages of literacy development and design differentiated literacy assessments & experiences based on the developmental needs of students (SBEC, Standard 4; PPR I, Competency 2).

- Models word recognition and comprehension strategies and organizes a language arts program and designs effective literacy instruction and assessment based on appropriate learning goals and objectives to encourage students' self-regulation (SBEC, Standards 5 & 7; PPR I, Competency 3).
- Understands the importance of fluency to reading comprehension and plans effective student-centered instruction with appropriate teacher support and feedback (SBEC, Standard 6; PPR I, Competency 4).
- Provides developmentally appropriate opportunities for students to engage in instructional writing routines and discussions that emphasize the writing processes, written conventions, and writing a variety of genres (SBEC, Standards 8 & 9).
- Applies principles of integrated content learning and research strategies to promote inquiry skills and viewing/representing strategies as tools for learning (SBEC, Standards 11& 12; PPR I, III; Technology Applications I-V, Competency 7).
- Uses a variety of literacy assessments to monitor student achievement and plan a balanced & motivating literacy program with high expectations for students' reading and writing growth (SBEC, Standard 10; PPR I, III; Technology Applications I-V, Competency 10).

### **COURSE READINGS**

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#### **Purchase or rent at the UTEP bookstore or other retailer:**

Tompkins, G. (2018). *Literacy for the 21st Century: A Balanced Approach (7<sup>th</sup> Edition)*. New York: Pearson. [You do not need the REVEL version which is digital and more expensive. If you purchase the 8<sup>th</sup> edition of the text, that is fine. There are minimal differences though it can create confusion as the page numbers are not the same. I recommend, however, you find a used version of the 7<sup>th</sup> edition.]

#### **Download the following :**

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

Texas Educators' Code of Ethics

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=Randapp=9andp\\_dir=andp\\_rloc=andp\\_tloc=andp\\_ploc=andpg=1andp\\_tac=andti=19andpt=7andch=247andrl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=Randapp=9andp_dir=andp_rloc=andp_tloc=andp_ploc=andpg=1andp_tac=andti=19andpt=7andch=247andrl=2)

Recommended: lead4ward.com (provides resources, such as activities, assessment tools, academic vocabulary, and more that are aligned with TEKS)

#### **Additional readings available on Blackboard:**

American Educator: A Quarterly Journal of Educational Research and Ideas

- "Literacy Education in Early Childhood," (Winter 2018-19) Vol. 42, No. 4
- "Educating English Language Learners," (Fall 2018). Vol. 42, No. 3

Katz, M. and Rose, M. (2013). *Public education under siege*. Philadelphia: University of Pennsylvania Press.

- (Rose) Ch. 23, A letter to young teachers: The graduation speech you won't hear, but should

Lems, K., Miller, L. D., & Soro, T. M. (2017). *Building literacy with English language learners: Insights from linguistics*. Guilford Publications.

- Ch. 9, Writing to learn in English across the curriculum

Michie, G. (2005). *See you when we get there: Teaching for change in urban schools*. New York: Teachers College Press.

- Ch. 6, Nancy Serrano

Souto-Manning, M. and Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2*. New York: Teachers College Press.

- Foreword by Gloria Ladson-Billings
- Ch. 2, Understanding the diversity of children's language and literacy practices

### **Video Observations**

Refer to the course calendar and Blackboard for required and recommended video observations.

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## **COURSE REQUIREMENTS**

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### **Clinical Field Experience**

Per State of Texas law- TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience (FBE). This course requires six hours of clinical field experience.

### **Miner Teaching Residents**

Clinical field experience assignments for this course will be carried out in your assigned classroom for the Miner Residency. Assignments that are to be conducted in Miner Residency classrooms are noted in the syllabus. It is your responsibility to communicate with the classroom teacher about the expectations for this course. You should notify me if there are any issues. You will turn in a field-based experience log at the end of the semester that reflects six hours of clinical field experience. The log will be added to your file in the Center for Student Success in the College of Education. It is not necessary to log all the hours in one's residency.

### **Non-Residents**

Clinical field experience assignments for this course will involve observing videos of literacy instruction in K-6 classrooms. You will be given an observation log with a list of the assigned videos and where they can be found on Blackboard or the Internet. The log should be turned in at the end of the semester. It will be added to your file in the Center for Student Success in the College of Education

### **Lesson Plan for Teaching a Balanced Literacy Practice** (Draft 1 = 5 points; Final Draft = 15 points)

You will create a lesson plan for an interactive read aloud **or** interactive writing lesson. You will sign up for the literacy practice on Blackboard, which will be explained in class. Refer to the course calendar for the deadline of the first draft and the final draft.

Residents will teach the lesson in their residency classroom and then share the video of their teaching in class ("problem of practice assignment"). *It is your responsibility to make sure that the lesson plan you sign up for will work for your schedule AND the schedule of the school to which you are assigned.*

Non-residents will “micro teach” their lesson to peers in our classroom on the scheduled date. You can refer to the course calendar.

You should plan a lesson that takes approximately 20 minutes to teach. The focus is on the teaching procedures and classroom dialogue integral for enacting the balanced literacy practice; it is not on independent assignments, projects, crafts, etc. Your lesson plan should include the following components:

1. Identify the balanced literacy practice of *interactive read aloud* or *interactive writing* or *writing minilesson* you will teach.
2. Identify the learning objectives of the lesson;
3. Identify of grade level TEKS for ELAR and content subject (if applicable)--TEKS should correspond with your lesson objective;
4. Provide the title and author of text(s) (interactive read aloud only) and any additional materials or resources needed for the lesson.
5. Provide your lesson frame, that is a statement of the learning objectives in student friendly language (e.g., “we will” and “I will”).
6. Outline your teaching procedures to include the following elements
  - What you are doing and what you anticipate students will be doing (teacher actions and student actions)?
  - What are the learning tasks that support diverse student needs and the structure and grouping for the learning tasks?
  - What are the components of the lesson (introduction, developmentally appropriate procedures for learning activity, and closure) that support the lesson objective?
  - What are the pre-planned questions to check for understanding and prompt students’ thinking?
7. Include a plan to support varied students’ learning needs. Include initials for specific students and describe the modifications that align with their IEP or 504 plans.
8. Identify academic language important to the learning objectives and how you will support students in practicing and learning this language.

***Teaching and reflecting on a “problem of practice” as part of a peer learning community [video]***  
***Miner Teaching Residents ONLY (6 points)***

You will provide your assigned cooperating teacher for your Miner Residency a copy of your lesson plan for his/her approval and schedule a day and time to teach the lesson. You will need to find a peer in the residency to videotape the lesson or ask the teacher. Check also with your teacher about students that do not have signed waivers from families for videotaping and make sure these students are sitting outside the video frame.

On the scheduled day for the peer video viewing conferences, you should be prepared with the following to facilitate your small group discussion:

1. A 3-5 minute (MAX!) video clip of your teaching on a laptop computer;
2. A prepared description of the clip that will set up the context for peer viewers;
3. An identified “problem of practice” that you would like feedback on, and
4. 1-2 key questions that will help guide discussion.

*Items 3 and 4 should be typed and printed with four copies to share OR you should have a Powerpoint to display on your labtop.*

A problem of practice:

- has a focus on instruction (what students and teachers are doing and the content being addressed);
- is directly observable;
- is actionable, and
- will make a difference in student learning.

Examples of problems of practice include: Promoting student engagement, use of a variety of teaching strategies to make concepts clear and differentiate instruction, questioning strategies that elicit students' thinking, scaffolding student learning, monitoring and adjusting instruction, etc.

During the conferences, peers will respond to the presenters' questions by providing their interpretation of the teacher's and students' behaviors and making recommendations for improvement.

You will be graded on your preparation to present and your engagement with others' presentations.

If you are not present and prepared with your video on the scheduled day for video viewing conferences (see course schedule), you will be required to submit a 1.5-page reflection on your teaching that addresses the POP description above.

### **Teaching your balanced literacy lesson to your peers Non-Residents ONLY (6 points)**

You will bring materials to teach your balanced literacy lesson to a small group of your peers on the assigned day, which can be found on the course calendar. Full credit will be given for coming to class prepared to teach on the scheduled day. If you need to miss class, then you should teach the lesson to a peer/s or family member/s and send me a link to the video.

### ***Supporting emergent bilingual students' writing development: Review of the literature, analyzing a writing artifact, and addressing an identified student's areas of need in future instruction (40 points)***

For this assignment, you will examine literature on effective writing instruction for supporting emergent bilingual students' writing development. Based on your review of the literature, you will then analyze a writing sample from a student that is classified as English Language Learner (ELL) in terms of his/her performance on the standards and what you know about the student as a learner. Lastly, you will consider the student's learning needs and describe how you will address those needs in future instruction.

You can do this assignment independently or with a partner of your choice. If you are a non-resident, I recommend you partner with a resident. Otherwise, I will provide you with writing samples from which you can select one artifact. We will devote class time in writing workshops to work on this assignment. This will support you in collaborating with peers and in conferencing with your instructor.

The assignment has five sections, the components of which are described below.

#### **1. Introduction**

- Includes title that captures what the topic of your paper is (e.g., "Supporting my emergent bilingual student in discovering his 'writing voice' in narrative text: An analysis of the literature and a writing artifact");

- States the purpose and/or topic and outlines what you will do in your paper (e.g., “In this paper I first summarize effective methods in supporting the development of the writing craft of writer’s voice. I then...”).

## 2. **Literature Review**

- Includes a summary of at least three primary ideas related to effective writing instruction for emergent bilingual students;
  - I recommend you address big ideas in instruction for ELLs, as well as find a more specific focus that relates to the assignment you analyze and your identified student’s needs. For example, you might consider how to teach a particular genre of writing (e.g., argumentative, expository, etc.) or a particular aspect of writing craft (e.g., writing fluency, organization of ideas) or how to address the needs of an unmotivated writer;
- Cites course texts and additional sources you identify from the library.

## 3. **Analysis of a student’s writing artifact**

- A description of the teaching context, including teacher, grade level, and a brief description of the lesson for which the writing assessment was produced;
- A description of the learning objectives and ELAR TEKS. The objectives/standards for the assignment should align with the genre of the writing (e.g., expository, narrative, response to literature, or other);
- Identification of student who is classified as ELL and one writing sample from the student;
- A description of what you know about the child and his or her learning;
- An analysis of the writing artifact that gives attention to how the student performed in the areas identified in the standards.

## 4. **A plan for addressing the student’s learning needs in future instruction**

- A description of how you will support the student in your future instructional practices to address his or her learning needs. You have flexibility in describing shorter-term or longer-term plans and goals. Your plan might include more expansive practices (e.g., how you will work with school specialists or family) or specific ones (e.g., use of graphic organizers). I am looking to see in your plan evidence of your professional and informed judgment (i.e., from the literature and from your knowledge of the child). The plan for instruction should follow logically from your analysis of the student’s writing.

## 5. **Conclusion**

- A summative statement of what your analysis of the literature and of your examination of a student writing artifact shows about teaching and learning in writing for emergent bilingual students.

Your assignment will be graded on: your discussion of the above points; effective writing style; use of evidence to support your interpretations; thoughtful plan for addressing the student’s learning needs; and writing mechanics. Refer to the rubric in the syllabus appendix for a more specific description of the assignment criteria as well as extra credit possibilities.

### **Blackboard “Jigsaw” Discussion Forum (4 points)**

You will be asked to respond in one or two paragraphs to a discussion prompt on Blackboard that will address key topics of the week’s reading. Your forum response is due before class. This assignment is a “jigsaw” forum as you will be assigned different prompts from your classmates and expected to share your response with your peers in class.

Refer to the course calendar for the forum due date. Forum grades will be based on **timely completion and your reference to the assigned course readings in your response**. As the purpose of the forum is to prepare for class discussion, you will receive NO credit for late submission.

### **Quizzes (3 points each; 15 points total)**

You are assigned five quizzes during the semester. These quizzes are to be done out of class on Blackboard. The purpose of the quizzes is to prepare for class discussion, thus NO credit will be given for late assignments. The topics of each quiz corresponds to the assigned readings for the week. Refer to the course calendar for quiz due dates.

### **Literature Circle (5 points)**

On a designated week (see calendar) you will participate in a “literature circle” to discuss a course reading with peers. You will be given full credit if you are present and prepared to discuss the reading. If you cannot attend class, you need to arrange with the instructor an alternative assignment.

### **Analysis of a balanced literacy practice (8 points)**

This assignment involves writing a 600-word essay that closely describes and analyzes the balanced literacy practice of interactive read aloud, interactive writing, or writing minilesson. If these practices are not taught in your residency classroom the week the assignment is due, you can reflect on any balanced literacy practice that is in the compendium of our course textbook. There are three foci for your essay:

- Instructional practices of balanced literacy with a focus on what *moves the teacher makes*, what *student interactions these instructions promote* and *what resources are used* (e.g., technology, anchor charts);
- *Your perspective of the instructional practice you observed* (e.g., how instruction is differentiated, how the teacher is monitoring and adjusting instruction, how learning is organized and behavior is managed, what kinds of thinking the teacher is promoting, what surprised you, etc.), and;
- Connections between your observations of the balanced literacy practice and course readings.

### **Public Library Visit (2 points extra credit)**

Visit the children’s book section at a local public library. Peruse several picture or chapter books of any genre that would be appropriate for a interactive read aloud. Consider what would make the book ideal for an interactive read aloud and how it might be used as a mentor text for writing or to teach reading skills and strategies. Ideally, you will identify a book for teaching your interactive reading lesson or writing mini-lesson.

Submit to Blackboard proof of your library visit. This can be a receipt for checking out books or a picture of you in the children’s section of the library.

If you are at a school site, you should still visit a public library rather than your school library.

**TOTAL POINTS FROM WHICH YOUR FINAL GRADE WILL BE CALCULATED ARE 100 POINTS.**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below



## ASSIGNMENT REQUIREMENTS AND LATE SUBMISSION POLICY

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Written work must be high quality—clearly written, organized, and with correct mechanics. For each written assignment, please use 12-point font (Garamond, Cambria, or Times New Roman), one-inch margins, and double-spacing. Work that does not meet expectations will be returned for revision. Rubrics for assignments are in the appendix to this syllabus and on Blackboard.

All assignments must be turned in on time. Late assignments will be deducted 0.5 points of the grade for each day late with no assignments accepted one week after the deadline. OTHER THAN A DOCUMENTED MEDICAL EMERGENCY OF YOUR OWN OR A FAMILY MEMBER WHO YOU CARE FOR, DOCUMENTED ONGOING MEDICAL ISSUES OR PREGNANCY THAT AFFECTS YOUR PERFORMANCE, A DEATH IN THE FAMILY, HUMAN CAUSED TRAGEDY OR SERIOUS POLITICAL UPHEAVAL, OR NATURAL DISASTER THERE IS NO EXCEPTION TO THIS RULE. **DON'T ASK.** I will simply refer you to this policy if you do. While you might feel this policy is strict, it is my attempt to honor those students' efforts who turn in assignments on time and to not provide exceptions unevenly for those that might request deadline extensions.

## ATTENDANCE POLICY

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Your attendance and active participation are vital to this course. If you have health, childcare, or other circumstances that may necessitate missing class, please let me know.

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excused absences.

If I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 48 hours advance notice via email.

**OR**

If you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

## PARTICIPATION NORMS

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- Complete all readings before class and be prepared to apply, discuss, write about, and raise questions about what you read. Use the guiding questions in the course calendar to focus your reading.
- Bring the textbook and weekly assigned readings to each class.
- Turn off e-mail and cell phone. Laptops will be needed for the purposes of taking notes and occasionally accessing the Internet, but we expect you will be focused on our work together in class. Please tell me if you must take an emergency call or respond to an emergency text during times other than breaks.
- Stay mindful of whether you need to “step up” (speak up) or “step back” (listen) during classroom discussions.

If participation norms are not followed, you will be asked to meet with me and make a plan to address points for improvement.

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### DISABILITY POLICY

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If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) formerly known as the Disabled Student Services Office (DSSO) located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Center for Accommodations and Support (CASS) on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS)-- <http://sa.utep.edu/cass/>. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

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### STANDARDS OF ACADEMIC INTEGRITY

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Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

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### EQUAL EDUCATION OPPORTUNITY

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In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, gender identity, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or [eoaa@utep.edu](mailto:eoaa@utep.edu)<<mailto:eoaa@utep.edu>>

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### YOUR MENTAL HEALTH, WELLNESS, AND CAMPUS SERVICES

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Your success and enjoyment in your pursuit of your degree depends on your health. Each of us are likely to experience health or other life challenges at some time. There are support services on campus to assist you. The UTEP Food Pantry is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted

online at <https://www.utep.edu/student-affairs/foodpantry/>. The office of Counseling and Psychological Services offers FREE mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at <https://www.utep.edu/studentaffairs/counsel/resources/services-students.html>. Additional support services and resources are listed at <https://www.utep.edu/student-affairs/resources/index.html>. I encourage you to check out these resources and to also let me know if you are struggling. I will help you in managing course expectations as you deal with other difficulties in your life.

#### ADDITIONAL RESOURCES

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UTEP Children's Library <https://o-www-teachingbooks-net.lib.utep.edu>  
Florida Center for Reading Research—*Educators/Student Center Activities*  
<http://www.fcrr.org/for-educators/>.  
Literacy Resources Online—<http://www.mcrel.org>  
NCTE sponsored website with classroom resources— <http://www.readwritethink.org>  
Phonological Awareness Literacy Screening (PALS)— <https://pals.virginia.edu/tools-activities.html>  
ReadersWorkshop.org – <http://www.readersworkshop.org/>  
National Reading Panel Report—[www.nationalreadingpanel.org/publications/summary.htm](http://www.nationalreadingpanel.org/publications/summary.htm).  
TEKS ELAR <http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>  
RTI Action Network—<http://www.rtinetwork.org/learn/what/whatisrti>  
Response to Intervention (RTI)— <http://www.rti4success.org/>  
International Literacy Association – [www.reading.org](http://www.reading.org).  
National Council of Teachers of English –<http://www2.ncte.org/>  
LA librería: Books for kids en español –<http://www.la-libreria.net>  
Children's trade books for social studies— <https://www.socialstudies.org/publications/notables>  
Children's trade books for science— <http://www.nsta.org/publications/ostb/>  
Children's trade books for math— <https://www.the-best-childrens-books.org/math-for-kids.html>



RED 4338 Fall 2023 Course Schedule

Date	Location/time	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines (midnight the night before class)	Field Activities
Week 1 8/30	EDUC Rm 312	Introduction to course and balanced literacy components	<ul style="list-style-type: none"><li>○ What are elements of balanced literacy instruction (BLI)?</li><li>○ Describe instructional activities and core practices of BLI.</li><li>○ What theories and instructional practices guide our work?</li></ul>	<ul style="list-style-type: none"><li>○ Getting to know each other as readers and writers</li><li>○ Syllabus Review</li><li>○ Reflections on effective teaching and BLI</li></ul>	Tompkins Ch 1		
Week 2 9/6	EDUC Rm 312	Phonics and spelling	<ul style="list-style-type: none"><li>○ How do you foster an interest in literacy and develop the literacy skills of emergent readers and writers?</li><li>○ What are effective ways of teaching and assessing phonics and spelling?</li><li>○ How can you avoid instructional missteps in teaching phonics?</li></ul>	<ul style="list-style-type: none"><li>○ Modeling morning meeting</li><li>○ Phonics – “Green Eggs and Ham”</li><li>○ Examining students’ writing with an interest in developmental spelling</li></ul>	Tompkins Chs. 4,5 <i>American Educator</i> , “Phonics Faux Pas”	Quiz 1	
Week 3 9/13	EDUC Rm 312	Balanced literacy, the reading process, and reading fluency	<ul style="list-style-type: none"><li>○ Describe the stages of the reading process and consider how to apply the reading process to read aloud instruction.</li><li>○ Notice the differences between types of reading instructional practices (figure 2-2) and consider for what purposes you would</li></ul>	<ul style="list-style-type: none"><li>○ Matching Books to Readers</li><li>○ Observing video of peer reading</li><li>○ Choral Reading</li><li>○ Read-aloud study</li></ul>	Tomkins Ch. 2 (pp. 36-47), Ch 3 (skim, attending to assessment of reading and matching books to readers), Ch. 6 (pp. 182-197 and 202-206) <i>American</i>	Quiz 2	

			<p>use a particular reading format.</p> <ul style="list-style-type: none"> <li>○ How do students become fluent readers?</li> <li>○ How is reading fluency assessed?</li> </ul>		<p><i>Educator, "The Power of Interactive Read-Alouds"</i></p> <p>Recommended Video Viewing:</p> <ul style="list-style-type: none"> <li>○ Skinny miscue analysis</li> <li>○ Buddy reading in kindergarten</li> </ul>		
Week 4 9/20	Field Experience @ Residency Site Or video observations for non-residents	Focus on balanced literacy instructional practices				Analysis of a balanced literacy practice due	Observe and reflect on a balanced literacy practice
Week 5 9/27	EDUC Rm 312	Reading comprehension & vocabulary development	<ul style="list-style-type: none"> <li>○ What comprehension skills do students need to be successful readers?</li> <li>○ What is the relationship between vocabulary development and reading?</li> <li>○ How do teachers teach and assess comprehension vocabulary development?</li> </ul>	<ul style="list-style-type: none"> <li>○ Reader factors for reading</li> <li>○ comprehension</li> <li>○ Vocabulary Study</li> </ul>	<ul style="list-style-type: none"> <li>○ Tompkins Ch. 7 &amp; 8</li> </ul>	Quiz 3 <i>Draft</i> Interactive read aloud lesson plan due	
Week 6 10/4	EDUC Rm 312	Integrated literacy & using informational texts to teach content	<ul style="list-style-type: none"> <li>○ Describe how students use reading and writing as learning tools.</li> <li>○ Discuss how to use content area textbooks.</li> <li>○ Explain how to</li> </ul>	<ul style="list-style-type: none"> <li>○ Shared reading strategies for comprehension of informational text</li> <li>○ Thematic units</li> <li>○ Graphic organizers</li> </ul>	<p>Tomkins Ch. 9 &amp; Ch. 12</p> <p>Recommended Video viewing: "Show me books"</p>	Quiz 4	

			<p>develop a thematic unit.</p> <ul style="list-style-type: none"> <li>○ Describe the genres and types of texts that K-6 teachers need to teach.</li> <li>○ How does the structure of text affect students' reading and writing?</li> </ul>				
Week 7 10/11	EDUC Rm 312	Balanced literacy and the writing process	<ul style="list-style-type: none"> <li>○ Describe the stages of the writing process.</li> <li>○ What is writer's craft and what teaching strategies might you use to teach writer's craft?</li> <li>○ How do teachers craft minilessons to teach writing?</li> <li>○ How do teachers promote and assess writing fluency?</li> </ul>	<ul style="list-style-type: none"> <li>○ Prepping the interactive writing/writing mini-lesson assignment</li> <li>○ Video observations of writing mini-lesson</li> <li>○ Micro-teaching of interactive read aloud (non-residents)</li> </ul>	Tompkins Ch. 2 (pp. 48-66), and Ch. 6 (pp. 198-202 & 204-206)	Quiz 5	
Week 8 10/18	Field Experience @ Residency Site Or video observations for non-residents	Focus on balanced literacy instructional practices				<i>Final Draft</i> Interactive read aloud lesson plan due	
Week 9 10/25	EDUC Rm 312	Differentiated teaching styles, English learners, and formative assessment.	<ul style="list-style-type: none"> <li>○ What instructional strategies help support ELLs students in the classroom?</li> <li>○ How can you support ELLs oral language development through classroom talk?</li> <li>○ Describe the four steps to assess students' learning.</li> <li>○ What are various methods of formative</li> </ul>	<ul style="list-style-type: none"> <li>○ Jigsaw reading discussion</li> </ul>	Tompkins Ch. 3 (reread attending to formative assessment of reading and writing); and Ch. 11  <i>American Educator</i> , "Teaching ELLs: Tips from the classroom" and "Meaningful	<i>Draft</i> interactive writing OR writing minilesson lesson plan due  Jigsaw reading discussion post due on	

			<p>assessment?</p> <ul style="list-style-type: none"> <li>Describe how teachers differentiate instruction through content, process, and product to meet particular needs of their students.</li> </ul>		<p>classroom talk: Supporting English Learners Language Development”</p> <p>Recommended Reading: Garcia and Kleifgen</p>	<p>Blackboard forum (before class!)</p>	
<p>Week 10 11/1</p>	<p>Field Experience @ Residency Site Or video observations for non-residents</p>	<p>Focus on balanced literacy instructional practices</p>					
<p>Week 11 11/8</p>	<p>EDUC Rm 312</p>	<p>Culturally responsive and inclusive classrooms</p> <p>and Micro-teaching of Interactive Writing lesson (non-residents only)</p>	<ul style="list-style-type: none"> <li>What are the features of culturally responsive classrooms?</li> <li>Describe specific culturally responsive literacy practices in Nancy Serrano’s classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Overview of topic</li> <li>Literature circles</li> <li>Micro-teaching of interactive writing lesson (Non-Residents only)</li> </ul>	<p>Souto-Manning and Martell, Foreword &amp; Ch. 2 (Skim)</p> <p>Michie Ch. 6</p> <p>Recommended Video Viewing:</p> <ul style="list-style-type: none"> <li>Sonia Nieto, Zaretta Hammond, OR Gloria Ladson-Billings</li> <li>Video of CRP classroom</li> </ul>	<p>Interactive Writing FINAL DRAFT due</p> <p>Prepare for in class literature circles.</p> <p>Non-residents bring your materials to teach.</p>	
<p>Week 12 11/15</p>	<p>EDUC Rm 312</p>	<p>Problem of Practice Presentations</p> <p>+ Our community writing</p>		<ul style="list-style-type: none"> <li>Miner Residents (only) will present POP video assignment (see syllabus description)</li> <li>Discuss final assignment</li> </ul>	<ul style="list-style-type: none"> <li>Lems, Miller, Soro (2017). “Writing to learn in English across the curriculum”</li> </ul>	<p>Miner Residents be prepared to present your POP assignment (bring</p>	

		workshop (on final assignment)		<ul style="list-style-type: none"> <li>○ Writing workshop for final assignment – graphic organizers and a summary on research-based writing instruction for emergent bilingual students</li> </ul>		laptop to show your video)  Bring laptop for writing workshop and sample of ELL student’s writing in any genre	
Week 13 11/22	Field Experience @ Residency Site Or video observations for non-residents	Focus on balanced literacy instructional practices					
Week 14 11/29	EDUC Rm 312	Organizing for instruction  + Our community writing workshop (on final assignment)	<ul style="list-style-type: none"> <li>○ Describe how effective literacy teachers adjust the amount of whole &amp; small group instruction to meet lesson objectives &amp; students’ needs.</li> <li>○ Describe the instructional components of a teacher’s daily literacy block.</li> <li>○ How do teachers organize the various components of a balanced literacy approach across a day, unit, and year?</li> <li>○ What are the characteristics of exemplary readers’ and writers’ workshops?</li> </ul>	<ul style="list-style-type: none"> <li>○ Overview of topic</li> <li>○ Analyze student’s writing sample</li> </ul>	Tompkins, Ch. 10  Recommended Video Viewing <ul style="list-style-type: none"> <li>○ Reading Workshop Demo</li> <li>○ Structures of Reading Workshop (Lucy Calkins)</li> <li>○ Writing Workshop demo</li> </ul>	Bring to class one sample of ELL student writing in any genre	
Week	EDUC Rm 312	Reflecting on	<ul style="list-style-type: none"> <li>○ In what ways does</li> </ul>	<ul style="list-style-type: none"> <li>○ Collaboration time with</li> </ul>	Rose Ch. 23, Letter	Bring to class	



15 12/6		<p>our learning and looking towards your future career as a teacher</p> <p>+ Our community writing workshop (on final assignment)</p>	<p>Rose's letter speak to you and your hopes as a young teacher?</p> <ul style="list-style-type: none"> <li>○ What ideas/practices from this course will inform your teaching and how?</li> </ul>	<p>peers on final assignment</p> <ul style="list-style-type: none"> <li>○ Meet with peers or Dr. Johnson to receive/give feedback on final assignment</li> </ul>	to young teachers	<p>rough draft of final assignment</p> <p>Field-based Experience LOG due.</p>	
Week 16 12/13	Class does not meet					<p>Final assignment due</p> <p>Extra credit assignment due</p>	

**APPENDIX**  
**Grading Rubrics for Course Assignments**

**1. Grading Rubric: Interactive Read Aloud or Interactive Writing Lesson Plan (20 points)**

Criteria	Possible Points	Points Earned
<b>First Draft:</b> Full credit if first draft is turned in on time.	5	
<b>Grade Level TEKS:</b> Lesson plan is an appropriate fit for identified grade level ELAR and (optional) content subject TEKS.	1	
<b>Plan for lesson differentiation:</b> Describes how the lesson plan meets the needs of specific students in the class. IEP and/or 504 Plan students are identified with initials with a description of appropriate modifications.	2	
<b>Plan for teaching academic vocabulary:</b> Includes a plan for teaching academic vocabulary.	2	
<b>Description of lesson procedures:</b> Includes a DETAILED description of the following lesson procedures: <ul style="list-style-type: none"> <li>- Framing the lesson: State the learning objectives in student friendly language.</li> <li>- What you are doing and what you anticipate students will be doing (teacher actions and student actions)?</li> <li>- What are the learning tasks that support diverse student needs and the structure and grouping for the learning tasks?</li> <li>- What are the components of the lesson (introduction, developmentally appropriate procedures for learning activity, and closure) that support the lesson objective?</li> <li>- What are the pre-planned questions to check for understanding and prompt students' thinking?</li> </ul>	8	
<b>Revisions made based on instructor's feedback.</b>	2	
<b>TOTAL</b>	<b>20 points total</b>	

**2. Grading Rubric: Analysis of a balanced literacy practice (10 points)**

Criteria	Possible Points	Points Earned
<b>Balanced Literacy Instructional Practice Description:</b> Clear & detailed description of balanced literacy instructional practice with a focus on teacher moves, students' interactions in response to instructional moves, and how resources are used.	5	
<b>Your Critical Reflection Tied to Required Readings:</b> Thoughtful analysis of the instructional practice tied to required course readings. See the lesson handout for possible discussion points.	4	
<b>Mechanics:</b> Essay is 600 words minimum and free of spelling and grammatical errors.	1	
<b>TOTAL</b>	<b>10 points total</b>	

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**Grading Rubrics for Course Assignments**

**3. Grading Rubric: Supporting emergent bilingual students' writing development: Review of the literature, analyzing a writing artifact, and addressing an identified student's areas of need in future instruction (40 points), 4-6 pages**

Criteria	Possible Points	Points Earned
<p><b>Introduction, Section 1, includes the following:</b></p> <ul style="list-style-type: none"> <li>• You should have a title that captures what the topic of your paper is (e.g., "Supporting my emergent bilingual student in discovering his 'writing voice' in narrative text: An analysis of the literature and a writing artifact");</li> <li>• The introduction states the purpose and/or topic and outlines what you will do in your paper (e.g., "In this paper I first summarize effective methods in supporting the development of the writing craft of writer's voice. I then...").</li> </ul>	3	
<p><b>Literature review, Section 2, includes the following:</b></p> <ul style="list-style-type: none"> <li>• A summary of at least three primary ideas related to effective writing instruction for emergent bilingual students;</li> <li>- I recommend you address big ideas in instruction for ELLs, as well as find a more specific focus that relates to the assignment you analyze and your identified student's needs. For example, you might consider how to teach a particular genre of writing (e.g., argumentative, expository, etc.) or a particular aspect of writing craft (e.g., writing fluency, organization of ideas) or how to address the needs of an unmotivated writer;</li> <li>• Use course texts and additional sources you identify from the library.</li> </ul>	6	
<p><b>Analysis of a student's writing artifact, Section 3, includes the following:</b></p> <ul style="list-style-type: none"> <li>• A description of the teaching context, including teacher, grade level, and a brief description of the lesson for which the writing assessment was produced;</li> <li>• A description of the learning objectives and ELAR TEKS. THE OBJECTIVES/STANDARDS FOR THE ASSIGNMENT SHOULD ALIGN WITH THE GENRE OF THE WRITING (e.g., expository, narrative, response to literature, or other);</li> <li>• Identification of one student who is classified as ELL and a sample of the student's writing;</li> <li>• A description of what you know about the child and his or her learning;</li> <li>• An analysis of the writing artifact that gives attention to how the student performed in the areas identified in the standards. (Refer to criteria below on use of evidence for what your analysis should include).</li> </ul>	6	
<p><b>A plan for addressing student's learning needs, Section 4, includes the following:</b></p> <ul style="list-style-type: none"> <li>• A description of how you will support the student in your future instructional practices to address his or her learning needs. You have flexibility in describing shorter-term or longer-term plans and goals. Your plan might include more expansive practices (e.g., how you will work with school specialists or family) or specific ones (e.g., use of graphic organizers). I am looking to see in your plan evidence of your professional and informed judgment (i.e., from the literature and from your knowledge of the child). The plan for instruction should follow logically from your analysis of the student's writing.</li> </ul>	6	
<p><b>Conclusion, Section 5, includes the following:</b></p> <ul style="list-style-type: none"> <li>• A summative statement of what your analysis of the literature and of your examination of a student writing artifact shows about teaching and learning in writing for emergent bilingual students.</li> </ul>	3	
<p><b>Academic summary of literature:</b> Writing is organized by primary themes or ideas and is organized to achieve a logical flow of ideas. Writing should be in academic style and should use your own words, except when citing verbatim the</p>	4	

**APPENDIX**  
**Grading Rubrics for Course Assignments**

literature.		
<b>Use of evidence to support your interpretations:</b> In analyzing student's writing artifacts you should draw upon specific evidence to support your interpretations of student learning (e.g., reference to the standards in relation to student's writing, citing specific things you noticed about the students' writing, connections to course readings based on what you see in the student's writing)  *You should include a photo of the writing sample with your paper as an appendix or in the text.	4	
<b>Thoughtful plan for addressing student's learning needs:</b> Your plan for addressing the student's learning needs is logically based on your analysis of the student's writing. Your plan should also align with research-based methods for supporting ELL students' writing development and you should cite the sources (e.g., course texts) that support your plan. I recommend you revisit chapter 11 of the course text.	4	
<b>Writing Style and Mechanics:</b> Clear & well-organized 4-6 page paper (double spaced) written in the first person point of view. The paper uses headings to organize sections of the paper, is free of grammar and spelling errors, uses proper citation methods, and includes a reference page (MLA, Chicago, or APA).	4	
<b>Reflection:</b> Reflect on what you learned about the writing process by writing this paper? What helped you? What were your challenges? What did you learn about the process that could help your students? <u>2 points extra credit</u>		
<b>A description of revisions and edits</b> you made to your paper based on peer feedback and identification of the peer who read your paper. <u>2 points extra credit</u>		
<b>TOTAL</b>		<b>40 points</b>

**4. Grading Rubric: Blackboard "Jigsaw" Discussion Forums (4 points total)**

Criteria	Possible Points	Points Earned
<b>Reference to assigned readings:</b> Thoughtful and appropriate references to assigned readings in responses. <b>Reflection on practice:</b> Consideration of how your learning can advance your practice, or other reflection on learning based on your education experience broadly.	4	
<b>Total</b>	4	