

and writing activities through small group literacy lessons (TEKS ELAR, K-5th: Reading/Beginning Reading Skills: Phonological Awareness; Phonetic Knowledge; Spelling Knowledge; TEKS ELAR, K-5th 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-5th, 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-5th 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-5th: 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-5th: 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, 1st-5th 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, 1st-5th 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

Purchase or rent at the UTEP bookstore or other retailer:

Tompkins, G. (2018). *REVEL Literacy for the 21st Century: A Balanced Approach (7th Edition)*. New York: Pearson. ISBN: ISBN-13: 9780134303215 (Please note the ISBN as you need the REVEL product.)

Download the following :

2017 Texas Essential Knowledge and Skills for English Language Arts and Reading (Elementary).
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

Guadalupe Valdés (1996). *Con Respeto: Bridging the distances between culturally diverse families and schools*. New York: Teachers College Press.

- Ch. 9, pp. 200-205

Hampton, S., Murphy, S. M., & Lowry, M. M. (2008). *Using Rubrics to Improve Student Writing, Grade K*. International Reading Assoc.

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

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

Taylor, B.M. and Duke, N.K. (2013). *Handbook of effective literacy instruction: Research-based practice K-8*. New York: Guilford Press.

- (Roberts). Ch. 23 Partnering with parents

Recommended Reading

Boushey, G., & Moser, J. (2006). *The daily 5: Fostering literacy independence in the elementary grades*. Stenhouse Publishers.

Video Viewing

Refer to the course calendar and Blackboard for required videos

COURSE REQUIREMENTS

Clinical Field Experience

Six hours of video observation that accompany the Pearson REVEL version of our course text will replace field experience hours during remote instruction. Go to “Table of Contents” > “Video and Interactive Resources.” Refer to the Video Response Question Handout for assigned videos.

Field-Based (Virtual) Experience Log Sheet (5 points)

Keep track of your video observation hours by maintaining the UTEP observation log-in sheet which can be found on Blackboard.

Turn in the log to Blackboard prior to the end of the semester. A copy will be placed in your file in the UTEP field placement office. Please make a copy for your records.

Video Response Questions (12 points)

Answer the questions associated with each video. You will be provided a handout for this assignment to fill in and upload to Blackboard.

Analysis of a balanced literacy practice (6 points)

You will write one 600-word essay closely describing and analyzing the balanced literacy practice of interactive read aloud, interactive writing, or writing minilesson. 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.

You have the choice of the following videos for this assignment.

- K-2 Skills Block Interactive Writing <https://www.youtube.com/watch?v=lf8nUq169jQ>
- Writing minilesson <https://vimeo.com/141188488>
- Grades 3-5 Interactive Read Aloud (non-fiction) <https://vimeo.com/55965891>

Lesson Plan for Teaching a Balanced Literacy Practice (Draft 1 = 3 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 the second week of class. Refer to the course calendar for the deadline of the first draft and final draft.

You should plan a lesson that would take approximately 15-20 minutes to teach. The focus is on the teaching procedures for the balanced literacy practices; it is not on independent assignments, projects, crafts, etc. In your lesson plan:

1. Identify the learning objectives of the lesson;
2. Identify of grade level TEKS for ELAR and content subject (if applicable)--TEKS should correlate with each lesson objective;
3. Provide the title and author of text(s) (interactive read aloud only);
4. Identify the balanced literacy teaching practice you will teach (*interactive read-aloud or interactive writing*);
5. Describe your classroom management plan and plan for transitions. (e.g., how students will move from seats to the rug, where they will sit, how you will get students' attention, and how you will address problematic behavior);
6. Describe a plan for recognizing and reinforcing desired student behaviors and accomplishments;
7. List the resources and materials needed for the lesson;
8. Describe how you will differentiate instruction to meet diverse students' needs (plan for having a class with at least one ELL student);
9. Describe your plan for teaching the specific academic vocabulary that will be integral to your lesson, and
10. Outline the teaching points and activities for your lesson plan. Your plan should include detailed procedures for the following elements:
 - **Framing the lesson:** State the learning objectives in student friendly language (e.g., "we will" and "I will").
 - **Engaging learners:** Raise inquiry questions and tap into students' background knowledge in order to create interest and curiosity about the lesson topic.
 - **Small group or partner purposeful talk:** Provide opportunities for focused "micro-discussions" using pre-planned "seed questions" to guide student conversations towards the desired learning outcome/s.
 - **Points to check for understanding:** Integrate informal assessments at multiple points throughout the lesson and plan on how you will ensure you are measuring the groups' understanding (not just individual students who volunteer).
 - **Closing product, question, or task:** Close the lesson in a manner that provides evidence the learning objective was met. (This portion of the lesson will most likely be an oral question or a quick write as it should not take more than a few minutes.)

*The lesson plan should include details of tasks, teacher actions, and expected student actions but is not a “script.” While you will plan out the components of the lessons (bullet pointed above), they may not happen in the outlined sequence (e.g. you will check for students’ understanding at various points in the lesson.) If you feel you need a scripted procedure to take with you to teach, you can create a separate document.

Literacy Writing Assessment and Plan for Re-engagement lesson

For this assignment you will be analyzing a class set of student writing. There are three parts to this lesson: 1) creating a rubric, 2) grading student work and providing feedback, and 3) reflecting on whole-class learning and planning a re-engagement lesson for three students.

You can do this assignment independently or with a partner of your choice.

1. Rubric (2 points)

You will create a student-friendly rubric for the writing assignment that evaluates student learning in the areas defined by the ELAR TEKS and learning objectives for the lesson. You should revise the rubric based on my feedback before continuing to the second task.

2. Grading student work and providing feedback (5 points)

Using the rubric created in Part 1, you will grade the students’ writing and provide written feedback for ALL students. Upload to blackboard a scanned copy of your completed rubric and feedback for the three students for whom you will plan a re-engagement lesson.

3. Reflecting on whole-class learning and planning a re-engagement lesson (18/+ possible 2 points extra credit)

You will write a 4-page reflection on whole-class learning and describe a re-engagement lesson for three students. The reflection will include the following components:

- 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 statement of the learning objectives and ELAR TEKS;
- A summary of whole-class learning in graphic (chart or table) or narrative form. Your analysis must identify and discuss patterns of learning related to ELAR TEKS for the class;
- Identification of three learners that need additional support and a description of why you chose the students. (At least one student should have an identified learning need (e.g., ELL, student with IEP);
- Identification of TEKS and learning objectives for your re-engagement lesson;
- A description of a re-engagement lesson (individual, small group, or full class lesson) and formative assessment that will support the three identified students in clarifying, practicing, or developing the learning objective, and
- A description of revisions and edits you made to your reflection based on peer feedback (2 points extra credit)

Your reflection will be graded on your discussion of the above points; your use of evidence to support your interpretations (e.g., specific reference to students’ performance as measured by your rubric and examples from students’ writing); the depth and thoughtfulness of your analysis, and your ability to plan a re-engagement lesson that targets the learning skills in which students need additional support. Your reflection will also be graded on how well-organized your writing is, the clarity of your writing, and your revisions based on peer and instructor feedback.

Blackboard “Jigsaw” Discussion Forums (6 points total)

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

Refer to the course calendar for the forum due dates. 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; 18 points total)

You are assigned six 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.

Class Participation (10 points)

Your participation grade will be based on your adherence to the following expectations:

- Participating in scheduled Blackboard Zoom sessions.
- Simulation (practice) of teaching interactive writing/reading lesson plans with peers.
- Viewing of assigned video lectures.
- Participating in an engaging discussion with peers in discussion forums.
- 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.
- Stay mindful of whether you need to “step up” (speak up) or “step back” (listen) during classroom discussions.

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

ASSIGNMENT POLICY

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 5 percent of the grade for each day late with no assignments accepted two weeks 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.

ATTENDANCE POLICY

Your attendance and active participation are vital to this course. If you have remote connectivity, childcare, or other concerns that may prevent you from attending online classes, 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 excuse absences. Therefore, 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 24 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.

TECHNOLOGY REQUIREMENTS

Course content is delivered through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

NETIQUETTE

As we know, sometimes communication online can be challenging. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other’s ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures and group discussions in the event you miss a synchronous online class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

DISABILITY POLICY

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).

STANDARDS OF ACADEMIC INTEGRITY

Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, 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.

EQUAL EDUCATION OPPORTUNITY

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>>

COVID-19 PRECAUTIONS

The University of Texas at El Paso requires everyone to wear a mask in common spaces, or where two or more individuals are located, including, but not limited to, classrooms. You must wear a mask covering your nose and mouth at all times in this class. If you choose not to wear a mask, you may not enter the classroom. If you remove your mask, you will be asked to put it on and/or leave the classroom. Students who refuse to wear a mask and/or follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions as defined in the UTEP Handbook of Operating Procedure.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (<https://screening.utep.edu>). The website will verify if you are permitted to attend class in-person. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities will be transitioned to remote delivery.

ADDITIONAL RESOURCES

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.
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.
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 2020 Course Schedule

Date	Location	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines	Field Activities
Week 1 8/26	ZOOM Class Meeting at 9:30-11:20	Introduction to course and balanced literacy components	<ul style="list-style-type: none">• What are elements of balanced literacy instruction (BLI)?• Describe instructional activities and core practices of BLI.• What theories and instructional practices guide our work?	<ul style="list-style-type: none">• Getting to know each other as readers and writers• Syllabus Review• Reflections on effective teaching and BLI	Tompkins Ch 1		
Week 2 9/2	ZOOM Class Meeting at 9:30-11:20	Phonics and spelling	<ul style="list-style-type: none">• How do you foster an interest in literacy and develop the literacy skills of emergent readers and writers?• What are effective ways of teaching and assessing phonics and spelling?• How can you avoid instructional missteps in teaching phonics?	<ul style="list-style-type: none">• Modeling morning meeting• Phonics – “Green Eggs and Ham”• Examining students’ writing with an interest in developmental spelling	Tompkins Chs. 4,5 <i>American Educator</i> , “Phonics Faux Pas”	Quiz 1	
Week 3 9/9	Video-based Field Experience	Focus on balanced literacy instructional practices	<ul style="list-style-type: none">• Video Response Questions			Video viewing handout 1 (due Friday)	Video viewing and response questions - See handout for assigned videos
Week 4 9/16	No class meeting due to Dr. J’s scheduled medical procedure	Balanced literacy, the reading process, and reading fluency	<ul style="list-style-type: none">• Describe the stages of the reading process and consider how to apply the reading process to read aloud instruction.	<ul style="list-style-type: none">• Matching Books to Readers• Observing video of peer reading• Choral Reading• Read-aloud study	Tomkins Ch. 2 (pp. 36-47), Ch 3 (skim, attending to assessment of reading and matching books to	Quiz 2	

			<ul style="list-style-type: none"> • Notice the differences between types of reading instructional practices (figure 2-2) and consider for what purposes you would use a particular reading format. • How do students become fluent readers? • How is reading fluency assessed? 		<p>readers), Ch. 6 (pp. 182-197 and 202-206)</p> <p><i>American Educator</i>, “The Power of Interactive Read-Alouds”</p> <p>Video Viewing:</p> <ul style="list-style-type: none"> • Watch recorded class lecture • Skinny miscue analysis • Buddy reading in kindergarten 		
Week 5 9/23	ZOOM Class Meeting at 9:30-11:20	Reading comprehension & vocabulary development	<ul style="list-style-type: none"> • What comprehension skills do students need to be successful readers? • What is the relationship between vocabulary development and reading? • How do teachers teach and assess comprehension and vocabulary development? 	<ul style="list-style-type: none"> • Engle’s <i>Enchanted Air</i> – Reader factors for reading comprehension • Vocabulary Study 	Tompkins Ch. 7 & 8	Draft Interactive read aloud lesson plan due	Quiz 3
Week 6 9/30	ZOOM Class Meeting at 9:30-11:20	Integrated literacy & using informational texts to teach content	<ul style="list-style-type: none"> • Describe how students use reading and writing as learning tools. • Discuss how to use content area textbooks. • Explain how to develop a thematic unit. • Describe the genres and types of texts 	<ul style="list-style-type: none"> • Shared reading strategies for comprehension of informational text • Thematic units • Graphic organizers 	Tomkins Ch. 9 & Ch. 12	Quiz 4	Video viewing: <ul style="list-style-type: none"> • “Show me books”

			<p>that K-6 teachers need to teach.</p> <ul style="list-style-type: none"> • How does the structure of text affect students' reading and writing? 				
Week 7 10/7	Video-based Field Experience	Focus on balanced literacy instructional practices	Video Response Questions			<p><i>Final draft</i> Interactive read aloud lesson plan due</p> <p>Video viewing handout 2 (due Friday)</p>	<p>Video viewing and response questions</p> <ul style="list-style-type: none"> - See handout for assigned videos
Week 8 10/14	ZOOM Class Meeting at 9:30-11:20	Balanced literacy and the writing process	<ul style="list-style-type: none"> • Describe the stages of the writing process. • What is writer's craft and what teaching strategies might you use to teach writer's craft? • How do teachers craft minilessons to teach writing? • How do teachers promote and assess writing fluency? 	<ul style="list-style-type: none"> • Simulation and micro teaching of interactive read aloud • Prepping the interactive writing/writing mini-lesson assignment • Video observations of writing mini-lesson/conference 	Tompkins Ch. 2 (pp. 48-66), and Ch. 6 (pp. 198-202 & 204-206)	Quiz 5	
Week 9 10/21	ZOOM Class Meeting at 9:30-11:20	Differentiated teaching styles, English learners, and formative assessment.	<ul style="list-style-type: none"> • What instructional strategies help support ELLs students in the classroom? • How can you support ELLS oral language development through classroom talk? • Describe the four steps to assess students' learning. • What are various methods of formative assessment? 	<ul style="list-style-type: none"> • Jigsaw reading discussion 	<p>Tompkins Ch. 3 (reread attending to formative assessment of reading and writing); and Ch. 11</p> <p><i>American Educator</i>, "Teaching ELLS: Tips from the classroom" and "Meaningful classroom talk: Supporting English Learners Language Development"</p>	<p>Draft interactive writing lesson plan due</p> <p>Jigsaw reading discussion post due on Blackboard forum (before class!)</p>	

			<ul style="list-style-type: none"> Describe how teachers differentiate instruction through content, process, and product to meet particular needs of their students. 		Recommended Reading: Garcia and Kleifgen		
Week 10 10/28	Video-based Field Experience	Focus on balanced literacy instructional practices	Video Response Questions			Video viewing handout 3 (due Friday)	Video viewing and response questions - See handout for assigned videos
Week 11 11/4	ZOOM Class Meeting at 9:30-11:20	Culturally responsive and inclusive classrooms	<ul style="list-style-type: none"> What are the features of culturally responsive classrooms? Describe specific culturally responsive literacy practices in Nancy Serrano's classroom. 	<ul style="list-style-type: none"> Overview of topic Be prepared to discuss assigned videos Synchronous online Literature circles Discuss Rubric Assignment 	Souto-Manning and Martell, Foreword & Ch. 2 (Skim) Michie ch. 6 Video Viewing: <ul style="list-style-type: none"> Sonia Nieto OR Gloria Ladson-Billings Video of CRP classroom 	Quiz 6 Analysis of a balanced literacy practice due Interactive Writing FINAL DRAFT due	
Week 12 11/11	ZOOM Class Meeting at 9:30-11:20	Organizing for instruction	<ul style="list-style-type: none"> Describe how effective literacy teachers adjust the amount of whole & small group instruction to meet lesson objectives & students' needs. Describe the instructional components of a teacher's daily literacy block. How do teachers organize the various 	<ul style="list-style-type: none"> Overview of topic Be prepared to discuss assigned videos Discuss final assignment Simulation and micro teaching of Interactive Writing 	Tompkins, Ch. 10 Video Viewing <ul style="list-style-type: none"> Reading Workshop Demo Structures of Reading Workshop (Lucy Calkins) Writing Workshop demo 	Rubric for formative writing assessment due	

			<p>components of a balanced literacy approach across a day, unit, and year?</p> <ul style="list-style-type: none"> • What are the characteristics of exemplary readers' and writers' workshops? 				
Week 13 11/18	Video-based Field Experience	Focus on balanced literacy instructional practices	<ul style="list-style-type: none"> • Video Response Questions 			Video viewing handout 4 (due Friday)	Video viewing and response questions - See handout for assigned videos
Week 14 11/25	ZOOM Class Meeting at 9:30-11:20	Partnering with families	<ul style="list-style-type: none"> • Explain why parents & families matter to a child's literacy development. • Describe the four principles for effective family literacy involvement? • Describe the cautions Valdés makes regarding involving immigrant families in their children's education. 	<ul style="list-style-type: none"> • Reflect on issues with partnering with the school, family, and community • Online jigsaw reading discussion 	<p>G. Valdés Ch. 9 (pp. 200-205)</p> <p>Taylor & Duke Ch. 23</p> <p>Video viewing (link posted on Blackboard)</p> <ul style="list-style-type: none"> • Building trust with families 	<p>Jigsaw reading discussion post due on Blackboard forum (before class!)</p> <p>Grading Student Work Due</p>	
Week 15 12/2	ZOOM Class Meeting at 9:30-11:20	Celebrating and reflecting on our learning as a community	<ul style="list-style-type: none"> • In what ways does Rose's letter speak to you and your hopes as a young teacher? 	<ul style="list-style-type: none"> • Review of our learning and looking ahead • Meet with peers or Dr. Johnson to receive/give feedback on final assignment 	Rose Ch. 23, Letter to young teachers	Field Experience Assignment Log Sheet (due on Blackboard).	
Week 16 12/9	Class does not meet					Literacy Writing Assessment and Plan for Re-engagement lesson due	

APPENDIX
Grading Rubrics for Course Assignments

1. Grading Rubric: Interactive Read Aloud or Interactive Writing Lesson Plan (18 points)

Criteria	Possible Points	Points Earned
First Draft: Full credit if first draft is turned in on time.	3	
Grade Level TEKS: Lesson plan is an appropriate fit for identified grade level ELAR and (optional) content subject TEKS.	1	
Classroom management plan and plan for recognizing and reinforcing positive behavior: Includes a thoughtful classroom management plan and student recognition plan that considers the specifics of the lesson, the students, and the practices of the classroom teacher.	1	
Plan for lesson differentiation: Describes how the lesson plan meets the needs of specific students in the class.	1.5	
Plan for teaching academic vocabulary: Includes a plan for teaching academic vocabulary.	1.5	
Description of lesson procedures: Includes a DETAILED description of the following lesson procedures: <ul style="list-style-type: none"> – Framing the lesson: State the learning objectives in student friendly language. – Engaging learners: Raise inquiry questions and tap into students’ background knowledge in order to create interest and curiosity about the lesson topic. – Small group or partner purposeful talk: Provide opportunities for focused “micro-discussions” using pre-planned “seed questions” to guide student conversations towards the desired learning outcome. – Points to check for understanding: Integrate informal assessments at multiple points throughout the lesson and plan on how you will ensure you are measuring the groups’ understanding (not just individual students who volunteer). – Closing product, question, or task: Close the lesson in a manner that provides evidence the learning objective was met. (This portion of the lesson will most likely be an oral question or a quick write as it should not take more than a few minutes.) 	7	
Revisions made based on instructor’s and cooperating teacher’s feedback.	3	
TOTAL	18 points total	

2. Grading Rubric: Analysis of a balanced literacy practice (6 points total)

Criteria	Possible Points	Points Earned
Balanced Literacy Instructional Practice Description: 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.	2	
Your Critical Reflection Tied to Required Readings: Thoughtful analysis of the instructional practice tied to required course readings. See the lesson handout for possible discussion points.	3	
Mechanics: Essay is 600 words minimum and free of spelling and grammatical errors.	1	
TOTAL	6 points total	

APPENDIX
Grading Rubrics for Course Assignments

3. Grading Rubric: Writing rubric and grading student work (7 points)

Criteria	Possible Points	Points Earned
Rubric: Criteria evaluate student learning in lesson TEKS and learning objectives. Revisions are made on final rubric to incorporate instructor’s feedback.	2	
Grading student work and providing feedback: Full credit given if you grade each student writing assignment using your rubric and provide descriptive feedback. Must upload photocopies of three examples to Blackboard.	4	
Rubric Revisions: The rubric you use for grading student work should incorporate revisions suggested by the instructor. If you do not make the revisions use the comment feature in blackboard to explain why.	1	
TOTAL	Grading rubric and grading student work at 7 points	

4. Grading Rubric: Reflecting on whole class learning and planning a re-engagement lesson (18 points)

Criteria	Possible Points	Points Earned
Inclusion of the following discussion points: <ul style="list-style-type: none"> – 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 statement of the learning objectives and ELAR TEKS; – A summary of whole-class learning in graphic (chart or table) or narrative form. Your analysis must identify patterns of learning related to ELAR TEKS within and across learners; – Identification of three learners that need additional support and a description of why you chose the students. (At least one student should have an identified learning need (e.g., ELL, student with IEP); – Identification of a learning objective for your re-engagement lesson; – A description of a re-engagement lesson (individual, small group, or full class lesson) and formative assessment that will support the three identified students in clarifying, practicing, or developing the learning objective, and – A description of revisions and edits you made to your reflection based on peer feedback on the last day of class. 	5	
Use of evidence to support your interpretations: Draw upon specific evidence to support interpretations of student learning (e.g., student’s performance on rubric, examples of student work).	3	
Effective re-engagement lesson: re-engagement lesson targets the learning skills in which students need additional support	3	
Depth and thoughtfulness of analysis: Each discussion point above is given thoughtful treatment and thorough analysis.	5	
Mechanics: clear & well-organized 3-page paper that analyzes and summarizes student learning in a coherent and logical manner and provides a clear description of how you will re-engage the learners in the identified skills. The paper is free of grammar and spelling errors.	2	
TOTAL	Reflection at 18 points	

APPENDIX
Grading Rubrics for Course Assignments

5. Grading Rubric: Blackboard “Jigsaw” Discussion Forums (3 each and 6 points total)

Criteria	Possible Points	Points Earned
Reference to assigned readings: Thoughtful and appropriate references to assigned readings in responses.	2	
Timely Completion: Each of your discussion forums are completed by the due date.	1	
TOTAL	3 x 2 points and 6 points total	

**Refer to syllabus for grading criteria for quizzes, conference, field experience evaluation and log, participation, and reading discussion forum.*