



RED 4338 Literacy and Language Arts Methods (CRN: 16378)

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Wednesdays, 12-2:50 p.m.

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Locations: Purple Heart ES, 14400 GR Campuzano Dr.

UTEP office: Education Building, 606

Education Building, Rm 411

Office Hours: Wednesdays, 3-5

See course schedule for weekly location of class

@PHES (Rm. 229) and by

appointment

COURSE DESCRIPTION

This course introduces methods and resources for teaching literacy in the elementary grades. The course will provide research-based literacy practices and prepare students to engage young learners in reading, writing, speaking, and listening experiences with print and multimodal texts. Students will learn, practice, apply, and critique literacy instructional methods, with an emphasis on emergent bilingual students (English language learners). Ten (10) hours of field experience is required. Prerequisite: RED 2330 and ECED 4335.

COURSE OVERVIEW

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. A core part of your learning will be 10 hours of field experience in a classroom at Purple Heart Elementary School with an experienced teacher and his or her students. You will engage in authentic teaching tasks including the planning, rehearsal, and enactment of small group and full class instruction and the analysis of student work. You will also be reading a variety of texts, including ethnographic portraits of rich classroom learning environments, as a way to engage with various ideas and models of teaching and learning. This work will be split between the K-8 classroom setting and a professional development space at the school site. Classes will be held at UTEP during Purple Heart's intercession.

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.
- Compare and contrast language and literacy contexts that help learners develop academic language during field observations and support classroom teachers with a variety of language learning opportunities and ongoing assessments to support second

language development (TEKS ELA and R, K-5th, Developing and Sustaining Foundational Language Skills: Listening, Speaking, Discussion and Thinking: Oral Language and Vocabulary).

- Recognize the importance of the alphabetic principle to fluent reading and writing and plan differentiated fluency, vocabulary, comprehension, and writing activities for small group literacy lessons to develop students' knowledge of phonemic awareness, phonics, vocabulary, fluency and comprehension of a variety of genres (TEKS ELA and R, K-5th: Reading/Beginning Reading Skills: Phonological Awareness; Phonetic Knowledge; Spelling Knowledge; TEKS ELA and R, K-5th Developing and Sustaining Foundational Language Skills: Vocabulary, Fluency, Comprehension Strategies and Skills, Author's Purpose and Craft, Response Skills and Composition).
- Demonstrate a professional attitude while actively exploring and describing the developmental literacy stages and planning effective literacy teaching and assessment activities to develop students' phonemic awareness, phonics, fluency, vocabulary, and comprehension literacy as part of a balanced literacy curriculum (TEKS ELA and R, 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 ELA and R, 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 and plan and implement before, during, and after reading higher-level discussions and writing about texts (TEKS ELA and R, K-5th: Comprehension Skills; Response Skills; Multiple Genres, Author's Purpose and Craft, Composition, and Inquiry and Research).
- Understand that writing to communicate is a developmental process, and plan writing workshop routines and writing instruction that includes process composing strategies and culturally-rich writing assessments and activities (TEKS ELA and R, K-5th: Composition: Conventions, Writing Process and Multiple Texts).
- Design an integrated literacy and content subject lesson plan using the 5-E (engagement, exploration, explanation, elaboration, and evaluation) lesson plan format; teach and videotape the integrated lesson in your cooperating teacher's classroom, and reflect on the effectiveness of your lesson implementation (TEKS ELA and R 1st-5th and one Math, Science, Social Studies, Art TEKS).
- 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 ELA and R, 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 ELA and R, 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).
- Knows that writing to communicate is a developmental process and provides opportunities for students to engage in instructional writing routines and discussions that emphasize the writing processes, written conventions, and writing a variety of genres (SBEC, Standards 8 & 9).
- Applies principles of integrated content learning and research strategies to promote inquiry skills and viewing/representing strategies as tools for learning (SBEC, Standards 11& 12; PPR I, III; Technology Applications I-V, Competency 7).
- Uses a variety of literacy assessments to monitor student achievement and plan a balanced & motivating literacy program with high expectations for students' reading and writing growth (SBEC, 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). *Literacy for the 21st Century: A Balanced Approach (7th Edition)*. New York: Pearson.

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)

Additional readings available on Blackboard:

- Campano, G. (2007). *Immigrant students and literacy: Reading, writing, and remembering*. New York: Teachers College Press.
- Ch. 2, Celso's secret box: Creating community through shared stories
- Clark, E.R.; Flores, B.B.; Smith, H.L.; González, D.A. (2016). *Multicultural Literature for Latino Bilingual Children: Their Words, Their Worlds*. Rowman & Littlefield: Lanham, MD.
- (Esther et. al.). Ch. 8. En Aquel entonces y hoy en día: Using Latino children's literature to situate social studies education
 - (Arrenguín-Anderson et. al.). Ch. 9 Dicos y adivinanzas: Literary resources that enhance science learning and teaching in the bilingual classroom
 - (LopezLeiva et. al.). Ch. 10 Tiempo y Cultura: Exploring Latino stories through mathematics
 - (Ek et. al.). Ch. 11 Cultural multiliteracies: Integrating technology with Latino children's literature
- Guadalupe Valdés (1996). *Con Respeto: Bridging the distances between culturally diverse families and schools*. New York: Teachers College Press.
- Ch. 9, pp. 200-205
- Lehman, C., & Roberts, K. (2013). *Falling in love with close reading: Lessons for analyzing texts and life*. Portsmouth, NH: Heinemann.
- Ch. 1 and appendix
- Michie, G. (2005). *See you when we get there: Teaching for change in urban schools*. New York: Teachers College Press.
- Ch. 6, Nancy Serrano
- Rose, M. (2006). *Possible Lives: The promise of public education in America*. New York: Penguin Books.
- Ch. 2, Calexico (pp. 65-91)
 - Ch. 3, Baltimore (pp. 97-122)
- 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.
- (Tafe & Bauer). Ch. 7, Digital Literacy
 - (Fisher et. al.). Ch. 17, Integration of literacy and the arts: Creating classrooms that perform
 - (Peterson). Ch. 21, Professional learning: Professional learning communities, whole-school meetings, and cross-school sharing
 - (Roberts). Ch. 23 Partnering with parents

COURSE REQUIREMENTS

Clinical Field Experience

During this semester your clinical field experience will include 10 hours of active observations and participation in an elementary classroom. Your school field experiences and work with a

cooperating teacher will provide you with a rich understanding of yourself as a professional educator and prepare you for student teaching and your professional career.

You are required to complete 10 hours of active participation and observation.

- 6 hours of literacy and content-subject instruction and assessment, including:
 - 1 hour teaching of a literacy and content subject lesson and,
- 4 hours in other subject areas and/or attending professional learning community meetings, and school-wide community events.

You are expected to maintain a professional demeanor and ethical conduct when at Purple Heart ES. You can do this by contributing to the school community in the following ways:

- On field experience days, check in at the front office, and wear your UTEP ID badge and UTEP T-shirts.
- Arrive at your cooperating teacher's classroom at the agreed upon date and on time. Avoid cancelling and rescheduling so as to respect his/her time.
- Dress appropriately for your work in schools.
- Maintain professional communication with your cooperating teacher, asking for regular feedback on how you are participating in the classroom community.
- Do not use your cell phone (cell phones must be on silent and out of sight) and refrain from talking to your partner in your cooperating teacher's classroom.
- View your cooperating teacher as a role model and demonstrate a positive attitude.
- Be prepared, and take initiative to support your cooperating teacher and interact with students.

Field Experience Student Evaluation and Field-Based Clinical Assignment Log Sheet (10 points)

Based on your major (EC-6 or 4-8), you and a partner will be assigned to a grade level and a cooperating teacher at the beginning of the semester. You and your partner should email your cooperating teacher (and cc Dr. Johnson) the first week of class to introduce yourself and schedule a brief meeting. This meeting must take place before beginning your field experience. At the initial meeting, be prepared to discuss your cooperating teacher's classroom management plan, teaching methods, grading, and school policies. Also, discuss how you can actively participate with classroom lessons and activities on field experience days.

You should also use this meeting to schedule:

- Field experience dates and times (see field experience dates below), and
- A content subject and TEKS (math, science, social studies, or art) for your integrated literacy and content subject lesson plan;

These assignments are described in this syllabus.

Plan to spend 2 hours and 30 minutes in your cooperating teacher's classroom at any agreed upon time during the following weeks to complete your 10 field experience hours: September 24-28; October 15-19; October 29-November 2; and November 26-30.

Keep track of your hours by maintaining the UTEP observation log-in sheet. Write the date, time-in/out for each observation, and ask your cooperating teacher to initial your log for each classroom visit. If you are enrolled in the math methods class at Purple Heart ES, you may count four of your math observation hours towards the required clinical hours for this course.

Your cooperating teacher will evaluate your field experience by providing a rating (satisfactory/unsatisfactory) for your:

- *Professional behavior*—professional appearance, timeliness, communication, active participation, and ethical conduct.
- *Teaching knowledge*—knowledge of literacy tools, grouping practices, differentiated teaching, culturally responsive teaching, and integrated technology with literacy, science, social studies and math instruction.
- *Personal growth*—collaborates with professionals, accepts constructive feedback, and sets professional goals to improve teaching.

To successfully complete this course, you must turn in a completed Field-based Clinical Assignment Log Sheet documenting 10 hours of field experience and your cooperating teacher’s evaluation (Field Experience Student Evaluation) with a satisfactory rating in professional behavior at the last face-to-face class on **12/5/18** and on Blackboard by **12/12/18**. A copy of your Field-based Clinical Assignment Log Sheet and Field Experience Notes (1-4) will be placed in your file in the field placement office.

Field Experience Notes (4 notes at 3 points each—12 points)

For each field experience, take notes based on the weekly focus describing the lesson or activity that you assisted with under the direction of your cooperating teacher. For full credit, the field notes must be a minimum of 500 words in length and address the following information with reflections from the required readings:

- **Field experience notes #1:** integration of literacy and content subject(s) and balanced literacy teaching components and tools. In the box on page 2, a diagram of the classroom that includes seating, workstations, library, and anchor charts.
- **Field experience notes #2:** differentiated teaching styles, the daily 5 and formative assessments to monitor student progress. In the box on page 2, write the daily classroom schedule from 8:00-3:30.
- **Field experience notes #3:** culturally responsive instruction and motivating classroom practices. In the box on page 2, write a description of your cooperating teacher’s classroom management/behavior motivation plan.
- **Field experience notes #4:** digital literacy and active student engagement. In the box on page 2, draw a diagram of classroom technology tools.

Additionally, each field experience note should clearly describe how you supported classroom teaching and learning. Field experience notes must be dated, signed by your cooperating teacher, and submitted in class on the due dates. (You can type the notes but you must attach them to the signed field-based experience note template.) Make a digital copy of each of your field-based notes for yourself and post the copy on Blackboard. (There are free apps that allow you to make PDF documents with your phone.)

Team facilitators for literacy workstations and small group lessons (20 points).

As part of this course, you will work with teams (3-4 members) and facilitate literacy workstations or small group lessons with grade level students from Purple Heart ES. These activities are part of the balanced literacy approach described in our primary course text (Tompkins, 2018). This is a 3-part assignment: *part 1:* each team submits one group lesson plan; *part 2:* each team member teaches a literacy workstation activity or lesson to a group of Purple Heart students; and, *part 3:* Peers provide feedback on execution of lesson. Teams will be assigned to one of the following four assignments the second week of class:

1. **Making words** (Ch.5 and compendium) and **word sorts** activities (Ch. 5, 7, and compendium).

2. **Reading fluency** (Ch. 6 and compendium) and **comprehension strategy** (Ch. 8, see especially figure 8-5 on p. 271) workstations.
3. **Small group close reading** (Ch. 2, compendium, and Lehman and Roberts excerpt).
4. **Writing workshop and minilesson** (Ch. 10 and compendium).

Each **boldfaced** activity or lesson above will require a lesson plan. Facilitation of the lesson is described in part 2 below.

Part 1: Literacy workstation or small group lesson plan (10 pts). I will assist your team on the planning day (see calendar) in choosing a literacy topic to focus your literacy workstation activity or lesson, and on selecting teaching methods, as well as in choosing an authentic text. Each assignment poses a lot of options for teaching topics. For example, a fluency lesson might focus on high frequency “M” words, word identification strategies, and/or reading prosody. Your team has a number of options for methods to teach fluency, too, such as “chant and clap” or “listen to read” or “read to someone” activities. The course textbook and the Florida Center for Reading Research can be sources for ideas. The team lesson plan should include the following components for EACH lesson or activity:

- **Objective** for the lesson or activity and the name of the team facilitator/s.
- **TEKS** standard addressed in the lesson or activity.
- **Materials** including title/author of authentic text(s) to be used. (No worksheets.)
- Plan for a brief **introduction** of children (should you not know them).
- Details of your **instructional plan**: Procedures for teacher modeling of the lesson or activity (“I do”) and procedures for student engagement in the literacy activity (“you do”);
- Procedures for how you will make sense of what students are learning (i.e., **formative assessment**).

The lesson plan is due on Blackboard one week before facilitating the lesson. Your team will review my feedback on your lesson plan and make corrections before the designated day to teach.

Part 2: Teaching the literacy workshop or small group lesson (10 pts). Teams facilitating assignments 1-2 (see description above) will teach a 12-minute activity or lesson *twice* as students rotate groups. Teams facilitating assignments 3-4 will teach a 24-minute lesson one time. Each group member will lead the literacy workstation or lesson with a small group of students that are seated at different tables. Your evaluation is based on your being present, prepared, engaged, and open to peer feedback.

Part 3: Literacy workstation and small group peer feedback (*participation grade*). Your peers will serve as your primary source of feedback for this assignment. Peers will take notes on your facilitation attending to workstation purpose, teacher modeling, student engagement, quality of teacher prompts, and formative assessment. Peers will also help you rehearse your lesson prior to the formal lesson with students. This is an opportunity for you as a facilitator and for your peers to learn about the activities. Participation grades will reflect how professional and helpful peers are during the rehearsal, lesson, and feedback sessions.

Field Experience: Integration of literacy with a content area (science, social studies, math, or art) (45 points)

To demonstrate your understanding of how to integrate literacy with a content subject, you will write a 5-E (engage, explore, explain, elaborate, and evaluate) lesson plan that integrates literacy with a content area (i.e. science, math, social studies, or art) and then teach the lesson.

This is a 3-part assignment: 1) designing of lesson plan; 2) teaching and video-taping the lesson in your cooperating teacher's classroom; and 3) reflecting on the effectiveness of your lesson implementation. The lesson plan must adhere to the planned content and TEKS of your cooperating teacher's curriculum. (The course readings assigned for the week of September 26 will support your development of the integrated literacy lesson plan.)

Part 1: Integrated Literacy and Content Subject Lesson Plan (10 points)

Meet with your cooperating teacher to identify a content topic and TEKS (math, science, social studies, or art) that you will teach during your field-based assignment. Include the following information in your integrated literacy and content subject lesson plan:

1. The grade level, content topic, language, and technology goals/objectives.
2. Grade level TEKS for the content subject and ELAR (inquiry and research).
3. Description of the informational text(s): title/author of text(s) and academic vocabulary.
4. Description of teaching activities using the 5-E format and the balanced literacy components of *interactive read-aloud, shared reading, and interactive writing.* (See Tompkins' Compendium of Instructional Procedures, p. 431, to review these teaching activities.)
5. Each phase of the 5-E lesson plan should include the following:
 - **Engagement**—interactive read-aloud to raise inquiry questions and tap into students' background knowledge in order to create interest & curiosity about the content topic.
 - **Exploration**—interactive read-aloud (continued) small group or partner discussions whereby students talk and ask questions in order to investigate the content topic's real world problem. State the language prompts (sentence starters) that students will use to convey their thinking when talking.
 - **Explanation**—shared reading activity and small group or partner talks for students to explain content concepts in their own words. The shared reading focuses on a specific strategy to teach academic language and allows students opportunities to examine vocabulary and clarify content concepts.
 - **Elaboration**—shared writing activity using a graphic organizer to plan the writing and a text dictated by students whereby they apply and extend content concepts.
 - **Evaluation**—informal assessment whereby students demonstrate their learning and understanding of the content topic.

You will submit a first draft of your integrated literacy and content subject lesson plan to Blackboard on 10/10/18; you will not receive a grade for your first submission, only feedback. The final draft is due on 10/31/18.

Part 2: [video] Teaching the Integrated Literacy and Content Subject Lesson Plan (10 points)

Provide your cooperating teacher a copy of your approved integrated literacy and content subject lesson along with questions that you would like to discuss with him/her following your teaching of the lesson. Schedule a day and time to teach the lesson in his/her classroom. Your partner will videotape the lesson. (We will discuss how to best document the lesson using video in class.) Teaching the integrated literacy and content subject lesson is part of your field experience and will count for one hour. Submit the video of your implementation of the lesson through Google Drive or DropBox for credit. Also upload a note under "assignments" on Blackboard documenting the date and time you submitted the video. Teaching the integrated literacy and content lesson will be evaluated according to the following categories:

- **Content Knowledge and Expertise:** knowledge of literacy and content subject TEKS tied to a real-world problem and evidence of higher-order questioning and student discussion using language prompts during the interactive read aloud (engagement and exploration).
- **Communication:** explicit teaching of academic vocabulary and content concepts and opportunities for students to talk about academic vocabulary and clarify concepts during shared reading (explanation).
- **Monitor and Adjust:** observation of student input of the dictated text and lesson adjustment during shared writing and informal assessment of student learning of content topic (evaluation).

Please ask your cooperating teacher to initial your UTEP Log-in Sheet during your post teaching conference.

Part 3: Final Reflection Paper on the Integrated Literacy and Content Subject Lesson Plan (25 points)

For the final reflection paper, you will reflect on the effectiveness of your lesson planning and implementation. Review your lesson plan and watch the video-clip of you implementing the lesson. Analyze and take notes on the following questions:

- How did the literacy tasks align with the lesson’s content and language goals/objectives?
- How did I differentiate tasks for English Learners and struggling students?
- How did I teach the lesson so that literacy instruction was tied to a content topic and real-world problem?
- What visual and language tools and technology did the students use during collaborative learning tasks?
- How did I provide appropriate student time to support deeper learning of the content topic?
- How did I plan and use probing questions to address students’ misunderstandings?
- How did I plan and manage differentiated learning tasks to address the individual needs of all learners?
- How did I plan and use formative assessments to monitor the quality of student participation and performance?
- What did I do well and what can I improve on?

The reflection paper will be evaluated according to the following criteria:

- *Depth of Reflection:* thinking about the theories, concepts, and/or teaching strategies presented in the lesson plan and implementation.
- *Viewpoints:* opinion and interpretations supported by examples.
- *Evidence and Practice:* synthesizes ideas presented in the paper and shows insight gained from the assignment.
- *Self-Evaluation:* shows assessment of progress connected to the goals of the assignment.
- *Mechanics:* clear, well-organized writing free from mechanical errors.

The reflection paper should be 5-6 pages (not including references and appendices) and contain at least 7-8 citations from the required course readings.

“Literacy news” Assignment (3 points)

Part 1: You will post *at minimum* one current event (in the past 6 months) related to literacy that you found in a newspaper, online blog, or magazine article to the Literacy News Forum.

Part 2: You will read the posts of your classmates and respond in the forum on what you learned and/or what you found interesting, if possible making connections to course content. Your response may be to one or multiple postings.

Class Participation (10 points)

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

- Complete all readings before class and be prepared to apply, discuss, write about, and raise questions about what you read.
- 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.
- Help your peers rehearse for the literacy workshop and provide them with feedback.

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

ASSIGNMENT POLICY

All assignments are to be submitted on Blackboard by the due date unless prior arrangements have been made. Points will be deducted for late submission. 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 can be found on Blackboard.

ATTENDANCE POLICY

Your attendance and active participation are vital to this course. The Teacher Education Department considers missing more than one day of class as excessive. After two times being late for class (tardy) it will count as one unexcused absence. After two absences, the student may be dropped for lack of attendance. If you need to miss class email me immediately. Wear your UTEP ID card in a lanyard each time you attend class and observe in classrooms.

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, 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>>

ADDITIONAL RESOURCES

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

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

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

International Literacy Association – www.reading.org.

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 2018 Course Schedule (subject to change)

Date	Location	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines	Field Activities
Week 1 8/29	PHES	Introduction to course & balanced literacy components	<ul style="list-style-type: none"> • What does it mean to be literate? • How do we build a classroom literacy community? • What are elements of balanced literacy instruction? • 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 • Tour Purple Heart ES • Reflections on effective teaching • Field Experience Partners 	Tompkins Ch 1		
Week 2 9/5	PHES	Vocabulary and spelling	<ul style="list-style-type: none"> • What is the relationship between vocabulary development and reading? • What are effective ways of teaching and assessing phonics, vocabulary, and spelling? 	<ul style="list-style-type: none"> • Textbook check • Assign teams for literacy workstations • Phonics – “Green Eggs and Ham” • Word Work (Making Words; Word Sorts) • Vocabulary Study • Planning for word work workstations • Examining students’ writing with an interest in developmental spelling 	Tompkins Ch 5 and 7		Contact assigned teacher by email (cc Dr. J.) to schedule meet & greet appointment for a date before 9/19.
Week 3 9/12	PHES	Reading fluency and comprehension	<ul style="list-style-type: none"> • How do students become fluent readers? • How is reading fluency assessed? • How do students use 	<ul style="list-style-type: none"> • Fluency • Matching Books to Readers • Running Records • Literal and Inferential 	Tomkins Ch 3 (skim attending to assessment of reading and matching books), Ch 6 (pp. 182-197 & 202-	Word work workstation lesson plan from team 1	Practice running records with PHES students



RED 4338 Fall 2018 Course Schedule (subject to change)

Date	Location	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines	Field Activities
			<p>comprehension strategies to understand what they are reading?</p> <ul style="list-style-type: none"> • What comprehension skills do students need to be successful readers? • In what ways do teachers teach and assess comprehension? 	<p>Comprehension</p> <ul style="list-style-type: none"> • Choral Reading, Chant and Clap, and Quickwrite • Planning for reading fluency and comprehension strategies workstations 	<p>204) and Ch. 8</p>		
<p>Week 4 9/19</p>	<p>PHES</p>	<p>Balanced literacy, the reading process, and using informational texts to teach content</p>	<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 reading block. • What is close reading and how do teachers use this strategy effectively? • Describe the genres and types of texts that K-6 teachers need to teach. • How does the structure of text affect students' reading and 	<ul style="list-style-type: none"> • Video observation of partner reading and read alouds • Text factors of stories, nonfiction, and poetry • Planning for small group close reading lesson • Rehearsal for word work workstation 	<p>Tompkins Ch. 2 (pp. 36-47), Ch. 9 and Ch 10 (pp. 353-363)</p> <p>Lehman & Roberts, Ch. 1 & Appendix</p>		<p>Word work workstations - team 1 facilitators</p> <p>Peer feedback for team facilitators</p>



RED 4338 Fall 2018 Course Schedule (subject to change)

Date	Location	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines	Field Activities
			writing?				
Week 5 9/26	Field experience – no class meeting	Integrated literacy & content subject & the 5 E lesson plan	<i>Preview next week's guiding questions</i>	* Note this Wednesday is an early release day for students at PHES. Please schedule your field experience for a different day of the week.	<i>Preview next week's reading</i>	Fluency and comprehension strategies lesson plan from team 2 Literacy news (part 1)	Background check completed. <i>Field experience notes #1 focus: integration of literacy with content subjects, balanced literacy & diagram of classroom.</i>
Week 6 10/3	PHES	Integrated literacy cont.	<ul style="list-style-type: none"> • How can teachers ask questions & tap students' background knowledge and create <u>engagement</u> through an interactive read aloud? • How can teachers use language prompts to help students talk to one another and <u>explore</u> real-world content problems? • How can teachers use shared reading & collaborative discussions for students to <u>explain</u> content topics in their own words? • How can teachers use shared writing experiences to support students' <u>elaboration</u> of academic 	<ul style="list-style-type: none"> • Discuss themes from 9/26 field experience • Shared reading and interactive writing • School library visit to explore texts for integrated literacy read aloud • Strategies for comprehension of informational text • Graphic organizers • Rehearsal for fluency and comprehension strategies workstation 	Tomkins Chs. 4 & 12 Clark et. al. Chs. 8,9, 10 or Taylor Ch. 17— Choose the chapter that matches your content subject. (Clark Ch. 9 offers an example of a 5E lesson plan.)	Signed Field Experience Notes #1 Literacy news (part 2)	Meet and greet completed and content subject identified. Fluency and comprehension strategies workstations – Team 2 facilitators Peer feedback for team facilitators



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Date	Location	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines	Field Activities
			vocabulary & understanding of the content concept? • How can teachers <u>evaluate</u> their students' knowledge of content concepts?				
Week 7 10/10	UTEP Rm. 411	Balanced literacy and the writing process	<ul style="list-style-type: none"> Describe the characteristics of exemplary writers' workshops. How do teachers craft minilessons to teach writing? How do teachers promote and assess writing fluency? How do you see elements of balanced literacy put into action in Elena Castro's and Stephanie Terry's classrooms? What questions do you have for Professor Mike Rose? 	<ul style="list-style-type: none"> Guest visit from Prof. Rose Video observation of writing minilesson, writing workshop, and writing conferences Planning for writing workshop and minilesson 	Rose Chs. 2,3 Tompkins Ch. 2 (pp. 48-66), Ch. 6 (pp. 198-202 & 204-206) and Ch. 10 (pp. 359-363)	Integrated Literacy & Content Subject Lesson Plan (Draft 1)	
Week 8 10/17	Field experience – no class meeting	Differentiated teaching styles and formative assessment	<i>Preview next week's guiding questions</i>		<i>Preview next week's reading</i>	Small group close reading lesson plan from Team 3	Field experience notes #2 focus: differentiated instruction, formative assessments, & classroom daily schedule



RED 4338 Fall 2018 Course Schedule (subject to change)

Date	Location	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines	Field Activities
Week 9 10/24	PHES	Differentiated teaching styles and formative assessment, cont. + Organizing for instruction	<ul style="list-style-type: none"> Describe the four steps to assess students' learning. What are various methods of formative assessment? What is the role of portfolios in student assessment? Describe how teachers differentiate instruction through content, process, and product to meet particular needs of their students. How do teachers organize the various components of a balanced literacy approach across a day, unit, and year? 	<ul style="list-style-type: none"> Discuss themes from 10/17 field experience Examine students' writing artifacts Visit from PHES specialized ELAR support staff Rehearsal for small group close reading 	Tompkins Ch. 3 (reread attending to formative assessment of reading and writing) & 11 Tompkins Ch. 10 (pp. 328-352)	Signed Field Experience Notes #2	Small group close reading lesson – Team 3 facilitators Peer feedback for team facilitators
Week 10 10/31	Field experience – no class meeting	Culturally responsive classrooms	<i>Preview next week's guiding questions</i>	* Note this Wednesday is an early release day for students at PHES. Please schedule your field experience for a different day of the week.	<i>Preview next week's reading</i>	Integrated Literacy & Content Subject Lesson Plan (final and signed by cooperating teacher)	Field experience notes #3 focus: culturally responsive instruction, motivating practices & description of classroom management/ behavior motivation plan
Week 11 11/7	PHES	Culturally responsive classrooms cont.	<ul style="list-style-type: none"> What are the features of culturally responsive classrooms? Describe specific 	<ul style="list-style-type: none"> Discuss themes from 10/31 field experience Literature circles 	Souto-Manning and Martell, Foreword & Ch. 2	Signed Field Experience Notes #3	



RED 4338 Fall 2018 Course Schedule (subject to change)

Date	Location	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines	Field Activities
			culturally responsive literacy practices in Nancy Serrano's and Gerald Campano's classrooms.		Michie ch. 6 OR Campano ch. 2	Writing workshop and minilesson lesson plan from team 4	
Week 12 11/14	PHES	Partnering with the school, community, and family	<ul style="list-style-type: none"> Describe the purpose of PLCs 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"> How PLCs can foster your development as an educator and what you can bring to the PLC Reflect on issues with partnering with the school, family and community Rehearsal for writing workshop and minilesson 	G. Valdés Ch. 9 (pp. 200-205) Taylor & Duke Ch. 21 & 23 TBD		<p>Writing workshop and minilesson – Team 4 facilitators</p> <p>Peer feedback for team facilitators</p>
Week 13 11/21	Enjoy your Thanksgiving!						
Week 14 11/28	Field experience – no class meeting	Digital literacy	<i>Preview next week's guiding questions</i>		<i>Preview next week's reading</i>		Field notes #4 focus: digital literacy, student engagement & diagram of technology tools.
Week 15 12/5	PHES	Digital literacy and reflections on Integrated literacy & content subject	<ul style="list-style-type: none"> Think about your beliefs about integrating technology in the curriculum and describe how you 	<ul style="list-style-type: none"> Discuss themes from 11/28 field experience Team digital photo or video collage 	Taylor & Duke Ch. 7 Clark ch. 11	Signed Field Experience Notes #4 Teaching (Video-	All observations and teaching (and videotaping) of the integrated literacy & content subject lesson



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Date	Location	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines	Field Activities
		lesson	would integrate digital images & concept maps to teach vocabulary. <ul style="list-style-type: none">• How can teachers use technology to teach digital literacy & content subjects?• How can you use digital tools alongside traditional texts?• Consider ideas for applying digital storytelling to your future classroom.	reflection on learning		Clip) Integrated Literacy & Content Subject Lesson Field Experience Student Evaluation and Field-based Clinical Experience Assignment Log Sheet (due in class and on Blackboard).	are completed by this week.
Week 16 12/12	Class does not meet					Final Reflection Paper of Integrated Literacy & Content Lesson Implementation	



RED 4338 - Appendix Johnson

Grading Rubric: Field Experience Student Evaluation & Field Experience Clinical Assignment Log (10 points)		
Criteria	Meets Standard	Does Not Meet Standard
Student Evaluation by Cooperating Teacher	Shows a rating of <i>satisfactory</i> in each of the following domains: <ul style="list-style-type: none"> professional behavior teaching knowledge personal growth Includes cooperating teacher's signature. Submits the <i>Student Evaluation by Cooperating Teacher</i> in class (last day) and on Blackboard.	Shows a rating of <i>unsatisfactory</i> in each of the following domains: <ul style="list-style-type: none"> professional behavior teaching knowledge personal growth Does not have cooperating teacher's signature. Does not submit the <i>Student Evaluation by Cooperating Teacher</i> in class (last day) or on Blackboard.
Field Experience Clinical Assignment Log Sheet	Documents 10 hours of classroom field experience with the date; time-in/out; cooperating teacher's signature; & activities/comments. Submits the <i>Field Experience Clinical Assignment Log Sheet</i> in class (last day) and on Blackboard.	Does not document 10 hours of classroom field experience with the date; time-in/out; cooperating teacher's signature; & activities/comments. Does not submit the <i>Field Experience Clinical Assignment Log Sheet</i> in class (last day) and on Blackboard.

Grading Rubric: Field experience notes (3 points each @12 points)			
Criteria	Exceeds Standard	Meets Standard	Does Not Meet Standard
Lesson Description	Clear & detailed description of lesson TEKS; classroom learning structures (groupings, resources, pacing, materials); differentiation, role of technology & assessment for/of learning (formative & summative). Also includes a clear description of the teacher's role & student engagement.	Clear description of lesson TEKS; classroom learning structures (groupings, resources, pacing, materials); differentiation, role of technology & assessment for/of learning (formative & summative). Also includes a somewhat unclear description of the teacher's role & student engagement.	Unclear description of lesson TEKS; classroom learning structures (groupings, resources, pacing, materials); differentiation, role of technology & assessment for/of learning (formative & summative). Log does not include a description of the teacher's role & student engagement.
Engagement with Students	Clear & detailed description of how you worked with students and students' response to your supportive classroom teaching.	Clear description of how you worked with students and students' response to your supportive classroom teaching.	No description of how you worked with students and students' response to your supportive classroom teaching.
Reflections from Required Readings	Clear & detailed synthesis of the field notes focus with reflections that include 2-3 citations from the required course readings.	Clear synthesis of the field notes focus with reflections that include 1-2 citations from the required course readings.	Unclear synthesis of the field notes focus with no citations from the required course readings.
Mechanics	Exceeds the 500-word minimum requirement & includes a clear diagram of the focus in the box on page 2. The log is dated, signed by your cooperating teacher, free of spelling & grammatical errors, and submitted on time in class and on Blackboard. (Make a copy for yourself).	Meets the 500-word minimum requirement & includes a clear diagram of the focus in the box on page 2. The log is dated, signed by your cooperating teacher, free of spelling & grammatical errors, and submitted on time in class and on Blackboard. (Make a copy for yourself).	Does not meet the 500-word minimum requirement & includes an unclear diagram of the focus. The diagram is not in the box on page 2. The log is not dated, signed by your cooperating teacher. There are significant spelling & grammatical errors, and the log is not submitted on time in class and on Blackboard. (Make a copy for yourself).

Grading Rubric: Team facilitators for literacy workstations and small group lessons (20 points)			
Criteria	Exceeds Standards	Meets Standards	Does Not Meet Standard
Part 1: Lesson plan	Clear & concise description of the lesson(s) objective/purpose and TEKS standard addressed. Clear & concise description of: <ul style="list-style-type: none"> title & author of picture book; procedures for teacher modeling; procedures for student engagement; formative assessment. 	Clear description of the lesson(s) objective/purpose and TEKS standard addressed. Clear description of: <ul style="list-style-type: none"> title & author of picture book; procedures for teacher modeling; procedures for student engagement; formative assessment. 	Unclear description of the lesson(s) objective/purpose and TEKS standard addressed. Unclear description of: <ul style="list-style-type: none"> title & author of picture book; procedures for teacher modeling; procedures for student engagement; formative assessment.
Part 2: Lesson delivery	<ul style="list-style-type: none"> Prepared with materials and plan to carry out lesson activity; Engaged with fellow peers and with children in the rehearsal and delivery of lesson; Open to and interested in peer feedback process. 	<ul style="list-style-type: none"> Mostly prepared with materials and plan to carry out lesson activity; Mostly engaged with fellow peers and with children in the rehearsal and delivery of lesson; Mostly open to and interested in peer feedback process. 	<ul style="list-style-type: none"> Unprepared with materials and plan to carry out lesson activity; Unengaged with fellow peers and with children in the rehearsal and delivery of lesson; Not open to or interested in peer feedback process.
Part 3: Your peers will provide you with constructive feedback on the following domains of your lesson delivery:			
Workstation purpose and teacher modeling	The teacher explicitly states the workstation objective/purpose at the beginning of the lesson. The teacher effectively models how the students should engage in the activity.		
Student Engagement and Teacher Prompts	The students clearly understand the activity and they are engaged in participating in the activity following the teacher's expectations. The teacher provides verbal feedback to student(s) on their progress with the activity.		
Formative Assessment	The teacher performs a variety of formative assessments to understand students' mastery of the lesson objectives and standards.		
Pacing	The teacher adequately paces the lesson allowing time for students to complete the activity. (Refer to the syllabus for activity length.)		



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Grading Rubric: Integrated Literacy & Content Subject Lesson Plan (10 points)			
Criteria	Exceeds Standard	Meets Standard	Does Not Meet Standard
Literacy & Content Subject Integration	Lesson plan explicitly integrates literacy strategies with content subjects. Activities, materials, and assessments are aligned with the lesson goal and appropriate for bilingual learners. Integration of technology to address relevant, real-world problems.	Lesson plan somewhat clearly integrates literacy strategies with content subjects. Some activities, materials, and assessments are aligned with the lesson goal and appropriate for bilingual learners. Technology integration does not address relevant, real-world problems.	Lesson plan is disorganized and does not integrate literacy strategies with content subjects. Few activities, materials, and assessments address bilingual learners. No evidence of goals aligned with content standards. No evidence of technology integration.
Structure	The lesson plan integrates literacy and a content topic to encourage higher order thinking using the 5 E lesson plan format: <i>Engagement, Exploration, Elaboration, Evaluation</i> . Technology, academic language & learning scaffolds, materials, and activities promote investigations of a content topic and real-world problem.	The lesson plan integrates literacy and a content topic to encourage higher order thinking using some of the 5 E lesson plan format: <i>Engagement, Elaboration & Evaluation</i> . The lesson plan includes some technology, academic language & learning scaffolds, materials, and activities to promote investigations of a content topic and real-world problem.	The lesson plan does not clearly integrate literacy and a content topic. Little evidence of activities to encourage higher order thinking using the 5 E lesson plan format: <i>Engagement, Elaboration & Evaluation</i> . The lesson plan does not include technology, academic language & learning scaffolds, materials, and activities to promote investigations of a content topic and real-world problem.
Alignment with Standards	Texas Essential Knowledge and Skills (TEKS) for English Language Arts and a content topic are clearly stated and aligned to measurable lesson goals. The literacy and content TEKS are addressed during engagement, exploration, explanation, elaboration, and evaluation activities.	Texas Essential Knowledge and Skills (TEKS) for English Language Arts and a content topic are clearly stated and most goals are aligned to TEKS. Some literacy and content TEKS are addressed during engagement, exploration, explanation, elaboration, and evaluation activities.	Texas Essential Knowledge and Skills (TEKS) for English Language Arts and a content topic are not clearly stated. Few measurable lesson goals are aligned to TEKS. Few engagement, exploration, explanation, elaboration, and evaluation activities address the literacy and content TEKS.
Use of Differentiated Learning Activities	Lesson plan includes a wide variety of collaborative group activities to address students' cultural & linguistic needs. Lesson plan promotes critical thinking and investigation of a real-world problem through differentiated literacy materials and methods aligned with the needs of diverse learners.	Lesson plan includes some collaborative group activities to address students' cultural & linguistic needs. Lesson plan promotes investigation of a real-world problem using some differentiated literacy materials and methods.	Lesson plan includes one-size fits all tasks without differentiated learning activities. Lesson plan does not address investigation of a real-world problem. Lesson plan contains no evidence of differentiated literacy materials and methods.

Grading Rubric: Teaching (video-clip) Integrated Literacy & Content Subject Lesson (10 points)			
Criteria	Exceeds Standard	Meets Standard	Does Not Meet Standard
Content Knowledge & Expertise	Teacher exhibits an in-depth knowledge of literacy and content subjects. Students construct meaning from texts in varied literacy activities to investigate content topics and real-world problems. Active constructive learning of the ELAR and content subject TEKS is clearly evident in engagement, exploration, explanation, elaboration, and evaluation activities.	Teacher exhibits some knowledge of literacy and content subjects. Students are somewhat engaged in constructing meaning from texts in literacy activities to investigate content topics and real-world problems. Active constructive learning of the ELAR and content subject TEKS is somewhat evident in engagement, exploration, elaboration, and evaluation activities.	Teacher exhibits inaccurate knowledge of literacy and content subjects. Students are not engaged and have few opportunities to investigate content topics and real-world problems. Active constructive learning of the ELAR and content subject TEKS is not evident in engagement, exploration, explanation, elaboration, and evaluation activities.
Communication	Teacher skillfully introduces academic vocabulary, anticipates possible student misunderstanding, and addresses barriers to student understanding of the content topic. Teachers ask higher-level questions to explore, explain and elaborate the content topic and real-world problem. Students are actively engaged in discussion & sequenced literacy activities to investigate the content topic and real-world problem.	Teacher introduces academic vocabulary, anticipates possible student misunderstanding, and addresses some barriers to student understanding of the content topic. Teachers ask probing questions to explore, explain and elaborate the content topic and real-world problem. Students are sometimes engaged in discussion & sequenced literacy activities to investigate the content topic and real-world problem.	Teacher fails to introduce academic vocabulary and does not respond to students' misunderstandings about the content topic. Teachers rarely ask questions to explore, explain and elaborate the content topic and real-world problem. No evidence of small group discussions and sequenced literacy activities to investigate the content topic and real-world problem.
Monitor & Adjust	The teacher consistently monitors student input and paces activities in response to students' needs. Student behavior is consistently monitored by the teacher and he/she provides effective feedback by frequently checking for understanding. Students use technology to demonstrate their thinking and shared group work.	The teacher monitors student input and paces some activities in response to students' needs. Student behavior is monitored by the teacher and he/she provides feedback by frequently checking for understanding. Some students use technology to demonstrate their thinking and shared group work.	The teacher does not monitor student input and does not respond to students' needs. Student behavior is not monitored by the teacher. The teacher does not check for understanding. Students do not have the opportunity to use technology to demonstrate their thinking.



Grading Rubric: Reflection Paper on Integrated Literacy & Content Subject (20 points)

Criteria	4-Exceeds Standard	3-Meets Standard	2-Emergent	1-Meets Minimum Expectations
Depth of Reflection	Response demonstrates an in-depth reflection on, and individualized thinking about the theories, concepts, and/or strategies presented in the lesson plan and implementation.	Response demonstrates a general reflection on, and individualized thinking about the theories, concepts, and/or strategies presented in the lesson plan and implementation.	Response demonstrates a minimal reflection on, and individualized thinking about the theories, concepts, and/or strategies presented in the lesson plan and implementation.	Response demonstrates a lack of reflection on, and individualized thinking about the theories, concepts, and/or strategies presented in the lesson plan and implementation.
Viewpoints	Viewpoints & interpretations are insightful & well-supported. Clear, detailed examples are provided as applicable.	Viewpoints & interpretations are supported. Appropriate examples are provided as applicable.	Viewpoints & interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Viewpoints & interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable are not provided.
Evidence & Practice	Essay shows strong evidence of synthesis of ideas presented and insights gained in this assignment. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed.	Essay shows evidence of synthesis of ideas presented and insights gained in this assignment. The implications of these insights for the respondent's overall teaching practice are presented.	Essay shows little evidence of synthesis of ideas presented and insights gained in this assignment. Few implications of these insights for the respondent's overall teaching practice are presented.	Essay shows no evidence of synthesis of ideas presented and insights gained in this assignment. No implications for the respondent's overall teaching practice are presented.
Self-Evaluation	Self-evaluation shows personal development related to goals set for this assignment.	Self-evaluation shows assessment of progress connected to goals set for this assignment.	Self-evaluation shows assessment of progress connected to goals set for this assignment. However, they are not specific.	Self-assessment is generalized, superficial and not connected to the goals set for this assignment.
Mechanics	Writing is clear, concise & well-organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent & logical manner. There are minimal to no spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise & well-organized with good sentence/paragraph construction. Thoughts are expressed in a coherent & logical manner. There are few spelling, grammar, or syntax errors per page of writing.	Writing is unclear, and/or disorganized. Thoughts are not expressed in a logical manner. There are a considerable number of spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble & make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

Grading Rubric: Literacy News (3 pts)

Criteria	Exceeds Standard	Meets Standard	Does Not Meet Standard
Posting content	Posts at minimum one <i>current</i> event about <i>literacy</i> by date assigned.	Posts at minimum one <i>current</i> event about <i>literacy</i> by date assigned.	Does not post or posts late one current event about literacy, and/or event is not current or related to literacy.
Sharing of Literacy News	Student covers the following required elements of assignment: <ul style="list-style-type: none"> Summary of topic; What was learned and/or what was interesting; Connections to course content (not required) 	Student mostly covers the following required elements of assignment: <ul style="list-style-type: none"> Summary of topic; What was learned and/or what was interesting; Connections to course content (not required) 	Student minimally covers the following required elements of assignment: <ul style="list-style-type: none"> Summary of topic; What was learned and/or what was interesting; Connections to course content (not required)
Timing	Reporting does <i>not</i> exceed three minutes.	Reporting is slightly over three minutes.	Reporting takes too long.

Grading Rubric: Participation (10 pts)

Criteria	Exceeds Standard	Meets Standard	Does Not Meet Standard
Reading and discussion	Completes all readings before class and is prepared to apply, discuss, write about, and raise questions about the readings.	Almost always completes all readings before class and is almost always prepared to apply, discuss, write about, and raise questions about the readings.	Rarely completes all readings before class and is rarely prepared to apply, discuss, write about, and raise questions about the readings.
Textbook	Brings the textbook and weekly assigned readings to each class.	Almost always brings the textbook and weekly assigned readings to each class.	Rarely brings the textbook and weekly assigned readings to each class.
Technology	Uses technology appropriately	Almost always uses technology appropriately	Rarely uses technology appropriately
Mindful participation	Is mindful in participation	Is almost always mindful in participation	Is rarely mindful in participation
Collaboration	Helpful to peers in rehearsal, in execution, and in feedback for literacy workshops.	Is almost always helpful to peers in rehearsal, in execution, and in feedback for literacy workshops.	Is rarely helpful to peers in rehearsal, in execution, and in feedback for literacy workshops.