



RED 4338 Teaching Literacy & Language Arts in Elementary Classrooms (CRN: 19095)

Instructor: Sarah Jean Johnson, Ph.D. Mondays, 8:30-11:20
Email: sjohnson2@utep.edu Dates: August 23-December 2
UTEP office: Education Building, 606 Location: Education Bldg, 312
Office Hours: After class or by
appointment

COURSE DESCRIPTION

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

COURSE OVERVIEW

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

The focus of the course is on the theoretical principles and research-based literacy practices necessary for developing and maintaining a balanced, comprehensive literacy program for young learners (K-8). You will learn how to organize the language arts classroom environment, and the pedagogy, methods, strategies, and materials to meet the individual needs of students, with an emphasis on emergent bilingual students. This course is intended to support you in making connections between theory (what you learn from our readings) and practice (what you observe as part of your video-based clinical hours.)

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

Student learning outcomes:

- Explain lesson components, effective grouping practices, assessments, and independent learning centers in a balanced literacy program and create a motivating, culturally-responsive literacy environment using a variety of literacy tools and a range of texts.
- Recognize the importance of the alphabetic principle to fluent reading and writing and demonstrate knowledge of how to differentiate fluency, vocabulary, comprehension, and writing activities through small group literacy lessons (TEKS ELAR, K-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: 9780134813103

Download the following :

2020 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

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

Recommended Reading

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

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

Video Observations and Lectures

Refer to the course calendar and Blackboard for required video observations and lectures

COURSE REQUIREMENTS

Clinical Field Experience

Clinical field experience assignments for this course will involve observing videos of literacy instruction in K-6 classrooms. The student will be given a handout with the assigned videos.

Per State of Texas law- TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience (FBE) prior to clinical student teaching or internship (in our case, the Student Teaching Residency). This course requires **6** hours of FBE. In addition to turning in your fieldwork hours and related assignments as work in this course, you are required to document each observation in the Educator Preparation Online Portal (EPOP), located at <https://coe.utep.edu/epop/>. Documentation includes *both* a log of the time spent observing and a final reflection paper.

Follow these instructions after each observation:

1. Navigate to <https://coe.utep.edu/epop/>
2. Go to "Student Login" and select "Field-based Experience"
3. Select "New Observation"
4. Enter the information pertaining to your most recent observation
5. An email will be sent to your cooperating teacher to verify the information you provided.

You must submit a "New Observation" every time you go to your assigned campus. For each course, upload a final reflection paper that addresses the prompts provided by your instructor. (For this course, you will upload the assignment, *Analysis of a balanced literacy practice* (see description below in syllabus).

Once you have obtained the minimum number of required FBE hours for a particular course and uploaded your final reflection paper, click "Submit for Verification." A summary of your observations will be sent to your instructor for confirmation.

It is **your** responsibility to submit your fieldwork hours and final reflection (analysis of balanced literacy practice) into the EPOP system. Failure to do so can impact your ability to do your Student Teaching Residency and become a certified teacher.

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

You will create a lesson plan for an interactive read aloud **or** interactive writing lesson. You will sign up for the literacy practice 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 20 minutes to teach. The focus is on the teaching procedures and classroom dialogues integral for enacting the balanced literacy

practices; it is not on independent assignments, projects, crafts, etc. Your lesson plan will follow the format you are familiar with in your Miner Residency program. I will be assessing specifically the following components:

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

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. I will provide you with a class set of students’ writing for the assignment.

1. Rubric (4 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 (7 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-you must identify who read your paper*)

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 Forum (3 points)

You will be asked to respond in one or two paragraphs to a discussion prompt on Blackboard that will address key topics of the week's reading. Your forum responses is 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 class.

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

Quizzes (3 points each; 15 points total)

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

Literature Circle (5 points)

Week 11 you will participate in a "literature circle" to discuss a course reading with peers. You will be given full credit if you are present and prepared to discuss the reading. If you cannot attend class, you need to arrange with the instructor an alternative assignment.

Analysis of a balanced literacy practice (6 points)

This assignment involves writing a 600-word essay that closely describes and analyzes the balanced literacy practice of interactive read aloud, interactive writing, or writing minilesson. 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/5596589>

Fostering literacy independence - Book reflection (4 points extra credit)

For this assignment you will read the book *The daily 5: Fostering literacy independence in the elementary grades* by Gail Boushey and Joan Moser. It is on course reserve at the university library. Your reflection will be 1.5-2 pages and will do four things:

- Summarize your learning from the book.
- Describe the value of the Daily 5 approach as compared to a model of instruction that is primarily teacher directed.
- Reflect on how elements of the Daily 5 are evident in your cooperating teacher's classroom or how your CT's classroom might benefit from independent literacy opportunities.
- Reflect on how you might incorporate this approach in your future classroom.

The following questions should guide your summary:

What kinds of routines and procedures will foster independent literacy behaviors in students? How might "classroom management" be integrated in the literacy curriculum such that you don't feel that you need to "manage" students? What kinds of classroom routines and practices will allow you to meet with small groups or individual students for conferences? What does the process of building literacy independence look like? What implications does an independent learning model have on assessment?

I will determine whether you receive all the extra credit points based on whether you include the above four elements in your reflection and whether your reflection demonstrates you read the book and thoughtfully reflected on your learning.

TOTAL POINTS FROM WHICH YOUR FINAL GRADE WILL BE CALCULATED ARE 7 8 POINTS.

ASSIGNMENT REQUIREMENTS AND LATE SUBMISSION 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 0.5 points 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. There is an extra credit assignment you can do to make up lost points.

ATTENDANCE POLICY

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

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

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

OR

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

COVID-19 PRECAUTIONS

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week

of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

PARTICIPATION NORMS

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

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

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>>

YOUR MENTAL HEALTH, WELLNESS, AND CAMPUS SERVICES

Your success and enjoyment in your pursuit of your degree depends on your health. Each of us are likely to experience health or other life challenges at some time. There are support services on campus to assist you. The UTEP Food Pantry is available to help address students' basic food needs, as well as needs for personal hygiene items and access to additional support programs for students and their families. It is located at Memorial Gym Room 105, hours and more information posted online at <https://www.utep.edu/student-affairs/foodpantry/>. The office of Counseling and Psychological Services offers FREE mental health counseling, crisis counseling, and many workshops on wellness topics—all of which are free to UTEP students. Their hours and services are posted online at <https://www.utep.edu/studentaffairs/counsel/resources/services-students.html>. Additional support services and resources are listed at <https://www.utep.edu/student-affairs/resources/index.html>. I encourage you to check out these resources and to also let me know if you are struggling. I will help you in managing course expectations as you deal with other difficulties in your life.

ADDITIONAL RESOURCES

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>



| Date | Location/time | Learning topic | Guiding Questions | Class Agenda | Readings | Assignment Deadlines | Field Activities |
|----------------|----------------------|---|---|--|---|--|------------------|
| Week 1 8/23 | RM 312 8:30-11:20 | 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 8/30 | RM 312 9:00-11:20 | 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 | <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 (late submissions accepted due to late setup of course Blackboard site) | |

| | | | | | | | |
|----------------|------------------------------------|---|---|--|--|---|---|
| | | | phonics? | | | | |
| Week 3 9/6 | Labor Day-No Class | | | | | | |
| Week 4 9/13 | Video-based Field Experience | Focus on balanced literacy instructional practices | <ul style="list-style-type: none"> ○ Refer to handout for assigned videos | | | Analysis of a balanced literacy practice due | Observe and reflect on a balanced literacy practice |
| Week 5 9/20 | RM 312 9:00-11:20 | 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. ○ 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? | <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 readers), Ch. 6 (pp. 182-197 and 202-206) <i>American Educator</i> , "The Power of Interactive Read-Alouds" Video Viewing: <ul style="list-style-type: none"> ○ Skinny miscue analysis ○ Buddy reading in kindergarten | Quiz 2 | |
| Week 6 9/27 | RM 312 9:00-11:20 | Reading comprehension & vocabulary development | <ul style="list-style-type: none"> ○ What comprehension skills do students need to be successful readers? ○ What is the relationship | <ul style="list-style-type: none"> ○ Engle's <i>Enchanted Air</i> – Reader factors for reading ○ comprehension ○ Vocabulary Study | Tompkins Ch. 7 & 8 | Quiz 3 <i>Draft</i> Interactive read aloud lesson plan due | |

| | | | | | | | |
|-----------------|----------------------|--|--|--|--|---|--|
| | | | <p>between vocabulary development and reading?</p> <ul style="list-style-type: none"> ○ How do teachers teach and assess comprehension vocabulary development? | | | | |
| Week 7 10/4 | RM 312 9:00-11:20 | 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 that K-6 teachers need to teach. ○ How does the structure of text affect students' reading and writing? | <ul style="list-style-type: none"> ○ Shared reading strategies for comprehension of informational text ○ Thematic units ○ Graphic organizers ○ Practice teaching your interactive read aloud | Tomkins Ch. 9 & Ch. 12 Video viewing: "Show me books" | Quiz 4 Be prepared to practice teaching your interactive read aloud (bring materials, lesson plan, etc). | |
| Week 8 10/11 | Field Experience | Focus on balanced literacy instructional practices | | | | <i>Final Draft</i> Interactive read aloud lesson plan due | |
| Week 9 10/18 | RM 312 9:00-11:20 | Balanced literacy and the writing process | <ul style="list-style-type: none"> ○ Describe the stages of the writing process. ○ What is | <ul style="list-style-type: none"> ○ Prepping the interactive writing/writing mini-lesson assignment | Tompkins Ch. 2 (pp. 48-66), and Ch. 6 (pp. 198-202 & | Quiz 5 | |

| | | | | | | | |
|------------------|----------------------|---|--|--|---|---|--|
| | | | <p>writer's craft and what teaching strategies might you use to teach writer's craft?</p> <ul style="list-style-type: none"> ○ How do teachers craft minilessons to teach writing? ○ How do teachers promote and assess writing fluency? | <ul style="list-style-type: none"> ○ Video observations of writing mini- lesson | 204-206) | | |
| Week 10 10/25 | RM 312 9:00-11:20 | 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? ○ Describe how teachers differentiate instruction through content, process, and product to meet particular | <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>Recommended Reading: Garcia and Kleifgen</p> | <p><i>Draft</i> interactive writing OR writing minilesson lesson plan due</p> <p>Jigsaw reading discussion post due on Blackboard forum (before class!)</p> | |

| | | | | | | | |
|------------------|------------------------------------|--|--|---|--|---|--|
| | | | needs of their students. | | | | |
| Week 11 11/1 | Video-based Field Experience | Focus on balanced literacy instructional practices | Refer to handout for assigned videos | | | | |
| Week 12 11/8 | RM 312 9:00-11:20 | 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 ○ Synchronous online ○ Literature circles ○ Practice teaching your interactive writing lesson ○ Discuss Rubric Assignment | <p>Souto-Manning and Martell, Foreword & Ch. 2 (Skim)</p> <p>Michie Ch. 6</p> <p>Video Viewing:</p> <ul style="list-style-type: none"> ○ Sonia Nieto, Zaretta Hammond, OR Gloria Ladson-Billings ○ Video of CRP ○ classroom | <p>Interactive Writing FINAL DRAFT due</p> <p>Prepare for in class literature circles.</p> <p>Be prepared to practice your interactive writing lesson in class (bring materials, lesson plan, etc).</p> | |
| Week 13 11/15 | Video-based Field Experience | Focus on balanced literacy instructional practices | Refer to handout for assigned videos | | | <p>Rubric for formative writing assessment due</p> <p>Book reflection (extra credit) due</p> | |
| Week 14 11/22 | RM 312 9:00-11:20 | Organizing for instruction | <ul style="list-style-type: none"> ○ Describe how effective literacy teachers adjust the amount of whole & small | <ul style="list-style-type: none"> ○ Overview of topic ○ Be prepared to discuss assigned videos ○ Discuss final | <p>Tompkins, Ch. 10</p> <p>Video Viewing</p> <ul style="list-style-type: none"> ○ Reading ○ Workshop | | |

| | | | | | | | |
|------------------|----------------------|--|---|--|--|---|--|
| | | | <p>group instruction to meet lesson objectives & students' needs.</p> <ul style="list-style-type: none"> ○ Describe the instructional components of a teacher's daily literacy block. ○ How do teachers organize the various components of a balanced literacy approach across a day, unit, and year? ○ What are the characteristics of exemplary readers' and writers' workshops? | assignment | <p>Demo</p> <ul style="list-style-type: none"> ○ Structures of Reading Workshop (Lucy Calkins) ○ Writing Workshop demo | | |
| Week 15 11/29 | RM 312 9:00-11:20 | Reflecting on our learning and looking towards your future career as a teacher | <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"> ○ Collaboration time with peers on final assignment ○ Meet with peers or Dr. Johnson to receive/give feedback on final assignment | Rose Ch. 23, Letter to young teachers | Grading Student Work Due | |
| Week 16 12/6 | 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+ 2 points possible EC)

| 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 | |
| Plan for lesson differentiation: Describes how the lesson plan meets the needs of specific students in the class. IEP and/or 504 Plan students are identified with initials with a description of appropriate modifications. | 2 | |
| Plan for teaching academic vocabulary: Includes a plan for teaching academic vocabulary. | 2 | |
| 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. – What you are doing and what you anticipate students will be doing (teacher actions and student actions)? – What are the learning tasks that support diverse student needs and the structure and grouping for the learning tasks? – What are the components of the lesson (introduction, developmentally appropriate procedures for learning activity, and closure) that support the lesson objective? – What are the pre-planned questions to check for understanding and prompt students' thinking? | 7 | |
| 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)

| 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. | 3 | |
| 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. | 2 | |
| Mechanics: Essay is 600 words minimum and free of spelling and grammatical errors. | 1 | |
| TOTAL | 6 points total | |

3. Grading Rubric: Writing rubric and grading student work (11 points)

| Criteria | Possible Points | Points Earned |
|---|-----------------|---------------|
| Rubric: Criteria evaluate student learning in lesson TEKS and learning objectives. | 4 | |
| 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. | 5 | |

APPENDIX
Grading Rubrics for Course Assignments

| | | |
|---|---|--|
| 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. | 2 | |
| TOTAL | Grading rubric and grading student work at 11 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 | |
| A description of revisions and edits you made to your reflection based on peer feedback (2 points extra credit-you must identify who read your paper) | | |
| TOTAL | Reflection at 18 points | |

5. Grading Rubric: Blackboard “Jigsaw” Discussion Forums (3 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 | |

APPENDIX
Grading Rubrics for Course Assignments

| | |
|--------------|-------------------------------------|
| TOTAL | Discussion Forum at 3 points |
|--------------|-------------------------------------|