



**RED 4338 Teaching Literacy & Language Arts in Elementary Classrooms  
(CRN: 24245)**

Instructor: Sarah Jean Johnson, Ph.D.      Wednesdays, 8:30-11:20  
Email: sjjohnson2@utep.edu                  Dates: January 16-May 2  
UTEP office: Education Building, 606      Delivery Method: Hybrid (Min Tech 49% or Less Online)  
Office Hours: 3:00-4:00, Wednesday      Location: Education Bldg (Room 312) and Blackboard  
or through Zoom by appointment

**COURSE DESCRIPTION**

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

**COURSE OVERVIEW**

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

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

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

**Student learning outcomes:**

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

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

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

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

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

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

## COURSE READINGS

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

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

### **Download the following :**

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

Texas Educators' Code of Ethics

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

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

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

American Educator: A Quarterly Journal of Educational Research and Ideas

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

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

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

## Video Observations

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

## COURSE REQUIREMENTS

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### Clinical Field Experience

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

### Miner Teaching Residents

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

### Non-Residents

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

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

You will create a lesson plan for an interactive read aloud **or** interactive writing lesson/writing minilesson. You will be assigned which to teach and can find your assignment on Blackboard. (You will see “exempt” from the assignment you are NOT assigned.) Refer to the course calendar for the deadline of the first draft and the final draft for your assigned lesson plan. Please note that you may have a different deadline than a peer based on your assignment.

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

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

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

1. Identify the balanced literacy practice of *interactive read aloud* or *interactive writing* or *writing minilesson* you will teach.

2. Identify the learning objectives of the lesson;
3. Identify of grade level TEKS for ELAR and content subject (if applicable)--TEKS should correspond with your lesson objective;
4. Provide the title and author of text(s) (interactive read aloud only) and any additional materials or resources needed for the lesson.
5. Provide your lesson frame, that is a statement of the learning objectives in student friendly language (e.g., “we will” and “I will”).
6. Outline your teaching procedures to include the following elements
  - What you are doing and what you anticipate students will be doing (teacher actions and student actions)?
  - What are the learning tasks that support diverse student needs and the structure and grouping for the learning tasks?
  - What are the components of the lesson (introduction, developmentally appropriate procedures for learning activity, and closure) that support the lesson objective?
  - What are the pre-planned questions to check for understanding and prompt students’ thinking? These questions should be specific to the interactive real aloud text being used or, if not using a text, the topic/genre of writing.
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.
9. Rationale for teaching plan: Provide specific reference to course texts, including page numbers, to support your lesson procedures, including your plan for differentiation and teaching of vocabulary.

***Teaching and reflecting on a “problem of practice” as part of a peer learning community [video] Miner Teaching Residents ONLY (10 points)***

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

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

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

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

A problem of practice:

- has a focus on instruction (what students and teachers are doing and the content being addressed);
- is directly observable;
- is actionable, and

- will make a difference in student learning.

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

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

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

If you are not present on the scheduled day for video viewing conferences (see course schedule), you will be required to submit a 500 word minimum reflection on your teaching that addresses the POP description above along with a link to the video of you teaching. This is due to Blackboard by Friday of the assigned week.

### **Teaching your balanced literacy lesson to your peers Non-Residents ONLY (10 points)**

You will bring materials to teach your balanced literacy lesson to a small group of your peers on the assigned day, which can be found on the course calendar. Full credit will be given for coming to class prepared to teach on the scheduled day. If you need to miss class, then you should teach the lesson to a peer/s or family member/s and send me a link to the video along with a 500 word minimum reflection on your teaching. This is due to Blackboard by Friday of the assigned week.

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

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

You can do this assignment independently or with a partner of your choice. If you are a non-resident, I recommend you partner with a resident. Otherwise, I will provide you with writing samples from which you can select one artifact. We will devote class time in writing workshops to work on this assignment as well there is scheduled time for meeting in writing conferences with the instructor.

**NOTE: IN BLACKBOARD YOU WILL FIND AN OPTIONAL ASSIGNMENT TO TURN IN A DRAFT OF SECTION II FOR FEEDBACK. THIS DEADLINE IS THE ONLY OPPORTUNITY TO SUBMIT A WRITTEN DRAFT FOR FEEDBACK. IT IS COMMON FOR STUDENTS TO ASK FOR FEEDBACK ON A WRITTEN DRAFT A DAY OR A FEW DAYS BEFORE THE DEADLINE. IT IS NOT POSSIBLE FOR ME TO GIVE FEEDBACK WITH SHORT NOTICE WHEN I TEACH MULTIPLE SECTIONS OF THIS COURSE WITH MANY STUDENTS.**

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

#### **1. Introduction**

- Includes title that captures what the topic of your paper is (e.g., "Supporting Ramon in

discovering his ‘writing voice’ in narrative text: An analysis of the literature and a writing artifact”);

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

## **2. Literature Review**

A review of the literature that addresses the following questions:

- What are important asset-based principles related to emergent bilingual’s learning that should govern teaching writing to this population? (Refer to Souto-Manning “Understanding the Diversity of Children’s Language and Literacy Practices” and Bingham et. al. “Supporting the Writing Development of Emergent Bilingual Children.”)
- What are the particular writing demands of the genre of writing you are examining and what are ways to support emergent bilinguals in achieving the skills related to the genre of writing? (Reference Lems, Miller & Soro’s “Writing to Learn Across the Curriculum,” pp. 239-244” as well as other texts provided that are specific to teaching genres of writing (e.g., “Write for Texas”: Teaching Elements of Personal Narratives.” And Donovan and Smolkin “Supporting Informational Writing”)
- What are important practices to follow when assessing emergent bilingual students’ writing development? (Reference Bingham et. al., “Supporting the writing development of Emergent Bilingual Children” p. 397 and Schulz “Effective Writing Assessment and Instruction for ELLs” as well as Tompkins Chapter 6.
- Use our primary course text (Tomkins) and additional sources I provide and can be found on Blackboard. I also encourage you to find additional sources from the library. You should cite a minimum of three sources (books, journals, periodicals) that are not webpages or blogs.

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

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

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

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

## **5. Conclusion**

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

Your assignment will be graded on: your discussion of the above points; effective writing style; use of evidence to support your interpretations; thoughtful plan for addressing the student's learning needs; and writing mechanics. Refer to the rubric in the syllabus appendix for a more specific description of the assignment criteria as well as extra credit possibilities. 5-6 pages in length.

**Blackboard “Jigsaw” Discussion Forum** (2 posts at 6 points each – 12 points)

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

Refer to the course calendar for the forum due date. Forum grades will be based on **timely completion and your reference to the assigned course readings in your response**. As the purpose of the forum is to prepare for class discussion, you will receive NO credit for late submission. You also will receive only partial credit if you are not present for class to participate in the ‘in person’ aspect of the forum discussion.

There is also an extra credit opportunity for a discussion forum post (3 points extra credit).

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

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

If you are a resident, you will observe *one* of these practices in your residency classroom. If these practices are not taught in your residency classroom the week the assignment is due, you can reflect on any balanced literacy practice that is in the compendium of our course textbook.

Nonresidents will choose from *one* of the following videos:

- 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>

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.

**In-class Assignments (10 points)**

On select weeks participation points will be given for in-class assignments. Attendance is mandatory to receive credit unless you have a documented excuse for your absence (e.g., doctor's note).



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

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

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

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

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

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

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### **ASSIGNMENT REQUIREMENTS AND LATE SUBMISSION POLICY**

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

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

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### **ATTENDANCE POLICY**

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

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

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

OR

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

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#### PARTICIPATION NORMS

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

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

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#### TECHNOLOGY REQUIREMENT

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

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

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

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

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#### ACCOMMODATIONS POLICY

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The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request,

please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

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#### STANDARDS OF ACADEMIC INTEGRITY

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Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Use of AI technologies or automated tools, particularly generative AI such as [ChatGPT](#) or [DALL-E](#), is **not allowed** for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

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#### UNIVERSITY RESOURCES

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UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources.





RED 4338 Spring 24 Course Schedule

Date	Location/time	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines (midnight the night before class)	Field Activities
Week 1 1/17	EDUC Rm 312	Introduction to course and balanced literacy components	<ul style="list-style-type: none"><li>○What are elements of balanced literacy instruction (BLI)?</li><li>○Describe instructional activities and core practices of BLI.</li><li>○What theories and instructional practices guide our work?</li></ul>	<ul style="list-style-type: none"><li>○ Getting to know each other as readers and writers</li><li>○ Syllabus Review</li><li>○ Reflections on effective teaching and BLI</li></ul>	Tompkins Ch 1		
Week 2 1/24	EDUC Rm 312	Phonics and spelling	<ul style="list-style-type: none"><li>○ How do you foster an interest in literacy and develop the literacy skills of emergent readers and writers?</li><li>○ What are effective ways of teaching and assessing phonics and spelling?</li><li>○ How can you avoid instructional missteps in teaching phonics?</li></ul>	<ul style="list-style-type: none"><li>○ Modeling morning meeting</li><li>○ Phonics – “Green Eggs and Ham”</li><li>○ Examining students’ writing with an interest in developmental spelling</li></ul>	Tompkins Chs. 4,5 <i>American Educator</i> , “Phonics Faux Pas”		
Week 3 1/31	EDUC Rm 312	The reading process and reading fluency	<ul style="list-style-type: none"><li>○ Describe the stages of the reading process and consider how to apply the reading process to read aloud</li></ul>	<ul style="list-style-type: none"><li>○ Matching Books to Readers</li><li>○ Observing video of peer reading</li><li>○ Choral Reading</li><li>○ Read-aloud study</li></ul>	Tomkins Ch. 2 (pp. 36-47), Ch 3 (skim, attending to assessment of reading and matching books		

			<p>instruction.</p> <ul style="list-style-type: none"> <li>○ Notice the differences between types of reading instructional practices (figure 2-2) and consider for what purposes you would use a particular reading format.</li> <li>○ How do students become fluent readers?</li> <li>○ How is reading fluency assessed?</li> </ul>		<p>to readers), Ch. 6 (pp. 182-197 and 202-206)</p> <p><i>American Educator</i>, “The Power of Interactive Read- Alouds”</p> <p>Recommended Video Viewing:</p> <ul style="list-style-type: none"> <li>○ Skinny miscue analysis</li> <li>○ Case study of becoming a fluent reader</li> </ul>		
Week 4 2/07	Field Experience @ Residency Site Or video observations for non-residents	Focus on balanced literacy instructional practices				Analysis of a balanced literacy practice due	Observe and reflect on a balanced literacy practice
Week 5 2/14	EDUC Rm 312	Reading comprehension & vocabulary development	<ul style="list-style-type: none"> <li>○ What comprehension skills do students need to be successful readers?</li> <li>○ What is the relationship between vocabulary development and reading?</li> <li>○ How do teachers teach and assess comprehension vocabulary development?</li> </ul>	<ul style="list-style-type: none"> <li>○ Reader factors for reading</li> <li>○ comprehension</li> <li>○ Vocabulary Study</li> </ul>	<ul style="list-style-type: none"> <li>○ Tompkins Ch. 7 &amp; 8</li> </ul>	Jigsaw Discussion Forum Post Due	

Week 6 2/21	EDUC Rm 312	Integrated literacy & using informational texts	<ul style="list-style-type: none"> <li>○ Describe how students use reading and writing as learning tools.</li> <li>○ Discuss how to use content area textbooks.</li> <li>○ Explain how to develop a thematic unit.</li> <li>○ Describe the genres and types of texts that K-6 teachers need to teach.</li> <li>○ How does the structure of text affect students' reading and writing?</li> </ul>	<ul style="list-style-type: none"> <li>○ Shared reading strategies for comprehension of informational text</li> <li>○ Thematic units</li> <li>○ Graphic organizers</li> </ul>	Tomkins Ch. 9 & Ch. 12  Recommended Video viewing: "Show me books"	<i>Draft</i> Interactive read aloud lesson plan due	
Week 7 2/28	EDUC Rm 312	Balanced literacy and the writing process	<ul style="list-style-type: none"> <li>○ Describe the stages of the writing process.</li> <li>○ What is writer's craft and what teaching strategies might you use to teach writer's craft?</li> <li>○ How do teachers craft minilessons to teach writing?</li> <li>○ How do teachers promote and assess writing fluency?</li> </ul>	<ul style="list-style-type: none"> <li>○ Prepping the interactive writing/writing mini-lesson assignment</li> <li>○ Video observations of writing mini-lesson</li> </ul>	Tompkins Ch. 2 (pp. 48-66), and Ch. 6 (pp. 198-202 & 204-206)		
Week 8 3/6	Field Experience @ Residency Site Or video observations for non-residents	Focus on balanced literacy instructional practices				<i>Final Draft</i> Interactive read aloud lesson plan due	
Spring Break							

3/11-3/15

<p>Week 9 3/20</p>	<p>EDUC Rm 312</p>	<p>Differentiated teaching styles, English learners, and formative assessment.  + Microteach the interactive read aloud lesson</p>	<ul style="list-style-type: none"> <li>○ What instructional strategies help support ELLs students in the classroom?</li> <li>○ How can you support ELLS oral language development through classroom talk?</li> <li>○ Describe the four steps to assess students' learning.</li> <li>○ What are various methods of formative assessment?</li> <li>○ Describe how teachers differentiate instruction through content, process, and product to meet particular needs of their students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Jigsaw reading discussion</li> <li>○ Micro-teaching of interactive read aloud (non-residents)</li> </ul>	<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> <p>Prepare to teach the Interactive Read Aloud</p>	
<p>Week 10 3/27</p>	<p>Field Experience @ Residency Site Or video observations for non-residents</p>	<p>Focus on balanced literacy instructional practices</p>					
<p>Week 11 4/3</p>	<p>EDUC Rm 312</p>	<p>Organizing for instruction  + Researching writing instruction and assessment for Emergent Bilinguals(Discussion</p>	<ul style="list-style-type: none"> <li>○ Describe how effective literacy teachers adjust the amount of whole &amp; small group instruction to meet lesson objectives &amp; students' needs.</li> </ul>	<ul style="list-style-type: none"> <li>○ Overview of topic</li> <li>○ Instructional modeling and writing workshop for final assignment – graphic organizers and a summary on research-based</li> </ul>	<p>Tompkins, Ch. 10</p> <p>Recommended Video Viewing</p> <ul style="list-style-type: none"> <li>○ Reading Workshop Demo</li> <li>○ Structures</li> </ul>	<p>Interactive Writing FINAL DRAFT due</p> <p>Bring to class your laptop for writing workshop</p>	

		of final assignment)	<ul style="list-style-type: none"> <li>Describe the instructional components of a teacher's daily literacy block.</li> <li>How do teachers organize the various components of a balanced literacy approach across a day, unit, and year? What are the characteristics of exemplary readers' and writers' workshops?</li> </ul>	writing instruction for emergent bilingual students	of Reading Workshop (Lucy Calkins) <ul style="list-style-type: none"> <li>Writing Workshop demo</li> </ul>		
Week 12 4/10	EDUC Rm 312	Problem of Practice Presentations (Residents only)  Micro-teaching of Interactive Writing lesson (non-residents only)  Assessment of students' writing		<ul style="list-style-type: none"> <li>Miner Residents (only) will present POP video assignment (see syllabus description)</li> <li>Micro-teaching of interactive writing lesson (Non-Residents only)</li> <li>Instructional Modeling and Writing workshop for final assignment – 'analysis of student's writing artifact'</li> </ul>		-Miner Residents be prepared to present your POP assignment (bring laptop to show your video) -Non-residents bring your materials to teach your writing lesson.  Bring a sample of ELL student's writing in any genre	
Week 13	Field Experience @	Focus on balanced literacy instructional				<b>Draft</b> of	



4/17	Residency Site Or video observations for non-residents	practices				literature review due(section 2 of final assignment)	
Week 14 4/24	1-1 faculty student writing conferences EDUC 606 (my office)	Optional Writing Conferences – Sign up on BB and I will email you a 25-minute conference time.	○			Bring a draft of your assignment and questions you have.	
Week 15 5/1	EDUC Rm 312 (optional attendance for writing workshop and faculty/student conference)	Reflecting on our learning and looking towards your future career as a teacher  + Our community writing workshop (on final assignment)	○ In what ways does Rose’s letter speak to you and your hopes as a young teacher? ○ What ideas/practices from this course will inform your teaching and how?	○ 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	Bring to class a <b>draft</b> of final assignment  Field-based Experience LOG due.	
Week 16 5/8	Class does not meet					Final draft of assignment due Extra credit assignment due	

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

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

Criteria	Possible Points	Points Earned
<b>First Draft:</b> Full credit if first draft is turned in on time.	<b>5</b>	
<b>Grade Level TEKS:</b> Lesson plan is an appropriate fit for identified grade level ELAR and (optional) content subject TEKS. Specific texts or other resources are identified that align well with the identified TEKS.	<b>1</b>	
<b>Plan for lesson differentiation:</b> Describes how the lesson plan meets the needs of students with diverse learning needs. If in the classroom, consider specific students (using student initials) who have an IEP and/or 504 with a description of appropriate modifications.	<b>2</b>	
<b>Plan for teaching academic vocabulary:</b> Includes a plan for teaching academic vocabulary.	<b>2</b>	
<b>Description of lesson procedures:</b> Includes a DETAILED description of the following lesson procedures: <ul style="list-style-type: none"> <li>- Framing the lesson: State the learning objectives in student friendly language.</li> <li>- What you are doing and what you anticipate students will be doing (teacher actions and student actions)?</li> <li>- What are the learning tasks that support diverse student needs and the structure and grouping for the learning tasks?</li> <li>- What are the components of the lesson (introduction, developmentally appropriate procedures for learning activity, and closure) that support the lesson objective?</li> <li>- What are the pre-planned questions to check for understanding and prompt students' thinking? These questions should be specific to the interactive read aloud text being used or, if not using a text, the topic/genre of writing.</li> </ul>	<b>5</b>	
<b>Rationale for Teaching Plan:</b> Provide specific reference to course texts, including page numbers, to support your lesson procedures, including your plan for differentiation and teaching of vocabulary. Based on your lesson objectives and focus, you will refer to the following chapters of Tomkins: <ul style="list-style-type: none"> <li>- Phonics instruction (Chapter 5)</li> <li>- Writer's craft/writing process (Chapter 2 and Chapter 10)</li> <li>- Reading comprehension (Chapter 8 and 9)</li> <li>- Vocabulary (Chapter 7)</li> <li>- Lesson differentiation (Chapter 11)</li> </ul>	<b>3</b>	
<b>Revisions made based on instructor's feedback.</b>	<b>2</b>	
<b>TOTAL</b>	<b>20 points total</b>	

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

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

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<b>Mechanics:</b> Essay is 600 words minimum and free of spelling and grammatical errors.	1	
<b>TOTAL</b>	<b>10 points total</b>	

**3. Grading Rubric: Supporting emergent bilingual students' writing development: Review of the literature, analyzing a writing artifact, and addressing an identified student's areas of need in future instruction (40 points), 5-7 pages (without reference page)**

Criteria	Possible Points	Points Earned
<p><b>Introduction, Section 1, includes the following:</b></p> <ul style="list-style-type: none"> <li>• You should have a title that captures what the topic of your paper is (e.g., "Supporting Ramon in personal narrative writing: An analysis of the literature and the child's writing artifact");</li> <li>• The introduction states the purpose and/or topic and outlines what you will do in your paper (e.g., "In this paper I first summarize important principles in effective writing instruction for emergent bilingual students with a focus on teaching and assessing narrative writing. I then...").</li> </ul>	3	
<p><b>Literature review, Section 2, includes the following:</b></p> <ul style="list-style-type: none"> <li>• A review of the literature that addresses the following questions: <ul style="list-style-type: none"> <li>○ What are important asset-based principles related to emergent bilinguals' learning that should govern teaching? (Refer to Souto-Manning "Understanding the Diversity of Children's Language and Literacy Practices" and Bingham et. al. "Supporting the Writing Development of Emergent Bilingual Children.")</li> <li>○ What are the particular writing demands of the genre of writing you are examining and what are ways to support emergent bilinguals in achieving the skills related to the genre of writing? (Reference Lems, Miller &amp; Soro's "Writing to Learn Across the Curriculum," pp. 239-244" as well as other texts provided that are specific to teaching genres of writing (e.g., "Write for Texas": Teaching Elements of Personal Narratives." And Donovan and Smolkin "Supporting Informational Writing")</li> <li>○ What are important practices to follow when assessing emergent bilingual students' writing development? (Reference Bingham et. al., "Supporting the writing development of Emergent Bilingual Children" p. 397 and Schulz "Effective Writing Assessment and Instruction for ELLs" as well as Tompkins Chapter 6.</li> </ul> </li> <li>• Use our primary course text (Tomkins) and additional sources I provide and can be found under Week 16. You should cite a <u>minimum</u> of three sources (books, journals, periodicals) that are not webpages or blogs.</li> </ul>	6	
<p><b>Analysis of a student's writing artifact, Section 3, includes the following:</b></p> <ul style="list-style-type: none"> <li>• A description of the teaching context, including teacher, grade level, and a brief description of the lesson for which the writing assessment was produced;</li> <li>• A description of the learning objectives and ELAR TEKS. THE OBJECTIVES/STANDARDS FOR THE ASSIGNMENT SHOULD ALIGN WITH THE GENRE OF THE WRITING (e.g., expository, narrative, response to literature, persuasive essay or other);</li> <li>• Identification of one student who is classified as ELL and a sample of the student's writing;</li> <li>• A description of what you know about the child and his or her learning;</li> </ul>	6	

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**Grading Rubrics for Course Assignments**

<ul style="list-style-type: none"> <li>An analysis of the writing artifact that gives attention to how the student performed in <i>the areas identified in the standards</i>. (Refer to criteria below on use of evidence for what your analysis should include).</li> </ul>		
<p><b>A plan for addressing student’s learning needs, Section 4, includes the following:</b></p> <ul style="list-style-type: none"> <li>A description of how you will support the student in your future instructional practices to address his or her learning needs. You have flexibility in describing shorter-term or longer-term plans and goals. Your plan might include more expansive practices (e.g., how you will work with school specialists or family) or specific ones (e.g., use of comic strips as a transition to narrative writing). I am looking to see in your plan evidence of your professional and informed judgment (i.e., from the review of the literature and from your knowledge of the child). The plan for instruction should follow logically from your analysis of the student’s writing.</li> <li>Your discussion should reference chapter 11 of course text, in particular pp. 385-389 and Lems, Miller &amp; Soro’s “Writing to Learn Across the Curriculum,” pp. 247-256 and tables 9.2.</li> </ul>	6	
<p><b>Conclusion, Section 5, includes the following:</b></p> <ul style="list-style-type: none"> <li>A summative statement of what your analysis of the literature and of your examination of a student writing artifact shows about teaching and learning in writing for emergent bilingual students.</li> </ul>	3	
<p><b>Academic summary of literature:</b> Writing is organized by primary themes or ideas and is organized to achieve a logical flow of ideas. The review synthesizes multiple literatures as part of the discussion and comprehensively addresses each question. Writing should be in academic style and should use your own words, except when citing verbatim the literature.</p>	4	
<p><b>Use of evidence to support your interpretations:</b> In analyzing student’s writing artifacts you should draw upon specific evidence to support your interpretations of student learning (e.g., reference to the standards in relation to student’s writing, citing <i>specific things</i> you noticed in the students’ writing (e.g., describing a child’s illustration and what it communicates), and connections to course readings based on what you see in the student’s writing). Your analysis should discuss student’s performance in regards to producing the genre characteristics of the writing (e.g., narrative, persuasive, informative) and display your understanding of writing in these genres. (It should be evident you have deepened your own learning in this area as part of your literature review and analysis.)</p> <p>*You should include a photo of the writing sample with your paper as an appendix or in the text.</p>	4	
<p><b>Thoughtful plan for addressing student’s learning needs:</b> Your plan for addressing the student’s learning needs is logically based on your analysis of the student’s writing. Your plan should also align with research-based methods for supporting ELL students’ writing development and you should cite the sources (e.g., course texts) that support your plan. I recommend you revisit chapter 11 of the course text.</p>	4	
<p><b>Writing Style and Mechanics:</b> Clear &amp; well-organized 4-6 page paper (double spaced) written in the first-person point of view. The paper uses headings to organize sections of the paper, is free of grammar and spelling errors, uses proper citation methods, and includes an appropriately formatted reference page (MLA, Chicago, or APA).</p>	4	

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**Grading Rubrics for Course Assignments**

<b>Reflection:</b> Reflect on what you learned about YOUR OWN writing process by writing this paper? What helped you? What were your challenges? What did you learn about the process that could help your students? <u>2 points extra credit</u>		
<b>A description of revisions and edits</b> you made to your paper based on peer feedback and identification of the peer who read your paper. <u>2 points extra credit</u>		
<b>TOTAL</b>	<b>40 points</b>	

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

Criteria	Possible Points	Points Earned
<b>Reference to assigned readings:</b> Thoughtful and appropriate references to assigned readings in responses. <b>Reflection on practice:</b> Consideration of how your learning can advance your practice, or other reflection on learning based on your education experience broadly.	<b>6</b>	
<b>Total</b>	<b>6</b>	