



RED 4338 Literacy and Language Arts Methods (CRN: 26373)

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Office Hours: Wednesdays, 11:30-

1:30 @ Purple Heart and by

appointment

Wednesdays, 8:30-11:20 a.m.

January 22 – May 13, 2019

Locations: Purple Heart ES, 14400 GR Campuzano Dr.

Education Building, Rm 402

See course schedule for weekly location of class

COURSE DESCRIPTION

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

COURSE OVERVIEW

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

The focus of the course is on the theoretical principles and research-based literacy practices necessary for developing and maintaining a balanced, comprehensive literacy program for young learners (K-8). You will learn how to organize the language arts classroom environment, and the pedagogy, methods, strategies, and materials to meet the individual needs of students, with an emphasis on emergent bilingual students. A core part of your learning will be six hours of field experience in a classroom at an elementary school with an experienced teacher and his or her students. You will engage in authentic teaching tasks including the planning, rehearsal, and enactment of small group and full class instruction and the analysis of student work (thus fulfilling the extra four hours of required field experience for the course). You will also be reading a variety of texts, including ethnographic portraits of rich classroom learning environments, as a way to engage with various ideas and models of teaching and learning. This work will be split between the K-5 classroom setting and a professional development space at the school site.

Student learning outcomes:

- Explain lesson components, effective grouping practices, assessments, and independent learning centers in a balanced literacy program and create a motivating, culturally-responsive literacy environment using a variety of literacy tools and a range of texts.
- Compare and contrast language and literacy contexts that help learners develop academic language during field observations and support classroom teachers with a variety of language learning opportunities and ongoing assessments to support second

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

- Recognize the importance of the alphabetic principle to fluent reading and writing and 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). *Literacy for the 21st Century: A Balanced Approach (7th Edition)*. New York: Pearson. (REVEL is fine but you will need to have an electronic device to access it during class.)

Download the following :

2017 Texas Essential Knowledge and Skills for English Language Arts and Reading (Elementary). www.tea.state.tx.us/teks

Texas Educators' Code of Ethics

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

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

Additional readings available on Blackboard:

American Educator: A Quarterly Journal of Educational Research and Ideas

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

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

- Ch. 9, pp. 200-205

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

- Katz, M. and Rose, M. (2013). *Public education under siege*. Philadelphia: University of Pennsylvania Press.
- (Rose) Ch. 23, A letter to young teachers: The graduation speech you won't hear, but should
- Michie, G. (2005). *See you when we get there: Teaching for change in urban schools*. New York: Teachers College Press.
- Ch. 6, Nancy Serrano
- Souto-Manning, M. and Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2*. New York: Teachers College Press.
- Foreword by Gloria Ladson-Billings
 - Ch. 2, Understanding the diversity of children's language and literacy practices
- Taylor, B.M. and Duke, N.K. (2013). *Handbook of effective literacy instruction: Research-based practice K-8*. New York: Guilford Press.
- (Roberts). Ch. 23 Partnering with parents

Recommended Reading

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

COURSE REQUIREMENTS

Clinical Field Experience

During this semester your clinical field experience will include 6 hours of active observations and participation during your cooperating teacher's literacy block. If you are currently enrolled in the math methods class, the RED 4338 hours are *in addition* to the required hours for your math class. Your school field experiences and work with a cooperating teacher will provide you with a rich understanding of yourself as a professional educator and prepare you for student teaching and your professional career.

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

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

Field Experience Student Evaluation and Field-Based Clinical Assignment Log Sheet (8 points)

Based on your major (EC-6 or 4-8), you and a partner will be assigned to a grade level and a cooperating teacher at the beginning of the semester. You and your partner should email your cooperating teacher the first week of class to introduce yourself and schedule a brief meeting.

This meeting must take place before beginning your field experience. At the initial meeting, be prepared to discuss your cooperating teacher's classroom management plan and teaching methods. Also, discuss how you can actively participate on field experience days.

You should also use this meeting to schedule:

- Field experience dates and times (see field experience dates below) and
- TEKS for your balanced literacy lesson and possible dates (see deadlines in course schedule);

These assignments are described in this syllabus.

Plan to spend 1 hour and 30 minutes in your cooperating teacher's classroom at any agreed upon time during the four designated field experience weeks. Please refer to the course calendar for the dates.

Keep track of your hours by maintaining the UTEP observation log-in sheet. Write the date, time-in/out for each observation, and ask your cooperating teacher to initial your log for each classroom visit.

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

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

To successfully complete this course, you must turn in a completed Field-based Clinical Assignment Log Sheet documenting six hours of field experience and your cooperating teacher's evaluation (Field Experience Student Evaluation) *with a satisfactory rating in professional behavior* at the last face-to-face class. A copy of your Field-based Clinical Assignment Log Sheet and your Evaluation will be placed in your file in the UTEP field placement office.

Analysis of a balanced literacy practice (7 points)

You will write one 600-word essay closely describing and analyzing ONE balanced literacy practice you observe in your field experience (e.g., interactive read aloud, writing mini-lesson, interactive writing, reading diagnostic assessment, etc.). 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 in the field and course readings.

The essay should be typed and posted to Blackboard by the deadline (see course calendar).

Field Experience: Balanced Literacy Instructional Practices and Assessment

As part of your field experience you will teach balanced literacy instructional practices. The multiple parts of this assignment represent a cycle of teaching focused on student learning. You will plan for instruction and assessment based on grade level TEKS and your understanding of students' needs; you will engage in teaching and creating an environment for student learning; and you will assess student learning, provide feedback, and plan for further instruction.

This assignment is additionally focused on your professional learning as part of a supportive peer and faculty learning community. After submitting your lesson plan (part 1 below), you will meet with the instructor to discuss your lesson plan and agree upon revisions (part 2 below). You will additionally videotape your teaching and engage in a video viewing session with peers focused on a particular "problem of practice" you identify in your teaching (part 3 below).

Part 1: Lesson Plan for Teaching a Balanced Literacy Practice (Draft 1 = 3 points; Final Draft = 15 points)

You will plan to teach **either** 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.

Your lessons will be approximately 15-20 minutes and **no longer** than 25 minutes. Meet with your cooperating teacher to identify the literacy TEKS for each of your lessons. In your lesson plan:

1. Identify the learning objectives of the lesson;
2. Identify of grade level TEKS for ELAR and content subject (if applicable)--TEKS should correlate with each lesson objective;
3. Provide the title and author of text(s) (interactive read aloud only);
4. Identify the balanced literacy teaching practice you will teach (*interactive read-aloud or interactive writing*);
5. Describe your classroom management plan and plan for transitions. (This should be in line with the practices of your cooperating teacher and consider the specifics of your planned lesson (e.g., how students will move from seats to the rug, where they will sit, how you will get students' attention, and how you will address problematic behavior);
6. Describe a plan for recognizing and reinforcing desired student behaviors and accomplishments;
7. List the resources and materials needed for the lesson;
8. Describe the variety of learners in your cooperating teacher's class and how you will differentiate instruction to meet these students' needs. (You need to discuss with your cooperating teacher the specific required modifications for students with IEPs or 504 plans as well as identify ELL students);
9. Describe your plan for teaching the specific academic vocabulary that will be integral to your lesson, and
10. Outline the teaching points and activities for your lesson plan. Your plan should include detailed procedures for the following elements:
 - **Framing the lesson:** State the learning objectives in student friendly language (e.g., "we will" and "I will").

- **Engaging learners:** Raise inquiry questions and tap into students' background knowledge in order to create interest and curiosity about the lesson topic.
- **Small group or partner purposeful talk:** Provide opportunities for focused "micro-discussions" using pre-planned "seed questions" to guide student conversations towards the desired learning outcome/s.
- **Points to check for understanding:** Integrate informal assessments at multiple points throughout the lesson and plan on how you will ensure you are measuring the groups' understanding (not just individual students who volunteer).
- **Closing product, question, or task:** Close the lesson in a manner that provides evidence the learning objective was met. (This portion of the lesson will most likely be an oral question or a quick write as it should not take more than a few minutes.)

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

Part 2: Conference with instructor (3 points)

You will meet with me for a conference to review your lesson plan. This is a mandatory conference to be scheduled during office hours. In this conference, we will agree upon necessary revisions to your lesson plan.

The conference dates can be found in the course calendar. You will be assigned 15-minute time slots the week prior.

You will **not** receive points for the conference if you miss it or are not available during office hours. In this case, I will upload your feedback on Blackboard rather than giving it to you in person.

Part 3[video] Teaching and reflecting on a "problem of practice" as part of a peer learning community (5 points)

You will provide your cooperating teacher a copy of your approved lesson plan and schedule a day and time to teach the lesson in his/her classroom. Your partner or your cooperating teacher will videotape the lesson. Teaching the balanced literacy lesson counts as thirty minutes towards your required 6 hours of field-based experience.

On the scheduled day for the peer video viewing conferences, you should be prepared with the following:

1. A 3-5 minute (MAX!) 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.

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 and higher-order 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. You will also be asked to do an in-class writing assignment where you reflect on your teaching and your peers' feedback.

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

I recommend you schedule a brief conference with your cooperating teacher for his/her feedback on your teaching.

Literacy Writing Assessment and Plan for Re-engagement lesson

For the literacy writing assessment, you have two choices as to the student artifacts you will analyze. The first option is for you to communicate with your cooperating teacher to identify a formative writing assessment s/he has planned. You will observe the lesson and collect student work to analyze. The second choice is to collect the "quick write" assessments you do for either the interactive read aloud or interactive writing lesson you teach. (The interactive writing assessment will be better for this purpose than the interactive read aloud since the focus will be on writing TEKS.)

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 your partner (assigned to the same cooperating teacher).

1. Rubric (2 points)

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

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

Using the rubric created in Part 1, you will grade the students' writing and provide written feedback for ALL students. Return all student work with your feedback to the cooperating teacher. 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 points)

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 on the last day of class.

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

Blackboard “Jigsaw” Discussion Forums (6 points total)

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

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

Quizzes (3 points each; 18 points total)

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

Class Participation (10 points)

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

- 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.
- Engage with peers in providing feedback to their video presentations of balanced literacy instruction and their final reflection paper.

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

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.

ASSIGNMENT POLICY

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

All assignments must be turned in on time. Late assignments will be deducted 3 percent of the grade for each day late with no assignments accepted two weeks after the deadline. OTHER THAN A DOCUMENTED MEDICAL EMERGENCY OF YOUR OWN OR A FAMILY MEMBER WHO YOU CARE FOR, DOCUMENTED ONGOING MEDICAL ISSUES OR PREGNANCY THAT AFFECTS YOUR PERFORMANCE, A DEATH IN THE FAMILY, HUMAN CAUSED TRAGEDY OR SERIOUS

POLITICAL UPHEAVAL, OR NATURAL DISASTER THERE IS NO EXCEPTION TO THIS RULE. **DON'T ASK.** I will simply refer you to this policy if you do.

If you are having issues related to access to your assigned classroom, it is your responsibility to let me know *right away*. I will ensure that you can do your assignments in a timely manner. Make sure you have taken the appropriate steps to coordinate with your cooperating teacher as exceptions to the assignment policy will not be made if you have not. I recommend saving all email communication with your cooperating teacher and keeping notes of any in-person or phone communication, including the dates and what was discussed.

ATTENDANCE POLICY

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

DISABILITY POLICY

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

STANDARDS OF ACADEMIC INTEGRITY

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

EQUAL EDUCATION OPPORTUNITY

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly,

no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, 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>>

ADDITIONAL RESOURCES

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



RED 4338 Spring 2020 Course Schedule - PHES

Date	Location	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines	Field Activities
Week 1 1/22	PHES	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 • School tour • Reflections on effective teaching and BLI 	Tompkins Ch 1		
Week 2 1/29	PHES	Phonics and spelling	<ul style="list-style-type: none"> • How do you foster an interest in literacy and develop the literacy skills of emergent readers and writers? • What are effective ways of teaching and assessing phonics and spelling? • How can you avoid instructional missteps in teaching phonics? 	<ul style="list-style-type: none"> • Assign field partners/cooperating teachers • 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	Contact assigned teacher by email to schedule meet & greet
Week 3 2/5	PHES	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 	<ul style="list-style-type: none"> • Sign up for balanced literacy teaching (interactive read aloud or interactive writing) • 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	Quiz 2	

			<p>use a particular reading format.</p> <ul style="list-style-type: none"> • How do students become fluent readers? • How is reading fluency assessed? 		Interactive Read-Alouds”		
Week 4 2/12	Field experience – no class meeting	Focus on balanced literacy instructional practices	<i>Preview next week’s guiding questions</i>		<i>Preview next week’s reading</i>		*Remember to discuss TEKS for read aloud and interactive writing with CT
Week 5 2/19	PHES	Reading comprehension & vocabulary development	<ul style="list-style-type: none"> • What comprehension skills do students need to be successful readers? • What is the relationship between vocabulary development and reading? • How do teachers teach and assess comprehension and vocabulary development? 	<ul style="list-style-type: none"> • Sign up for conference with instructor • Engle’s <i>Enchanted Air</i> – Reader factors for reading comprehension • Vocabulary Study 	Tompkins Ch. 7 & 8	<p>Draft Interactive read aloud lesson plan due</p> <p>Quiz 3</p>	
Week 6 2/26	PHES	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 	<ul style="list-style-type: none"> • Shared reading strategies for comprehension of informational text • Thematic units • Graphic organizers • “Show me books” – Text features of reading comprehension 	Tomkins Ch. 9 & Ch. 12	<p>Conference with instructor re: Interactive read aloud lesson plan feedback and revisions</p> <p>Quiz 4</p>	

			affect students' reading and writing?				
Week 7 3/4	Field Experience – No class meeting	Focus on balanced literacy instructional practices, and teaching an interactive read aloud lesson	<ul style="list-style-type: none"> • Preview next week's guiding questions 		Preview next week's reading	Final draft Interactive read aloud lesson plan due	Teaching of balanced literacy interactive read aloud
Week 8 3/11	UTEP – Spring intercession at PHES	Balanced literacy and the writing process	<ul style="list-style-type: none"> • Describe the stages of the writing process. • What is writer's craft and what teaching strategies might you use to teach writer's craft? • How do teachers craft minilessons to teach writing? • How do teachers promote and assess writing fluency? 	<ul style="list-style-type: none"> • Prepping the interactive writing/writing mini-lesson assignment • Video observations of writing mini-lesson/conference • Discussions on a "problem of practice" • In-class writing: reflection on learning about teaching 	Tompkins Ch. 2 (pp. 48-66), and Ch. 6 (pp. 198-202 & 204-206)	Quiz 5 Be prepared with your 3-5 minute video and 4 printed copies of your "problem of practice" and discussion questions.	
Spring Break							
Week 9 3/25	PHES	Differentiated teaching styles, English learners, and formative assessment. + Reflection on a "problem of practice"	<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 	<ul style="list-style-type: none"> • Jigsaw reading discussion • Sign up for conference with instructor 	Tompkins Ch. 3 (reread attending to formative assessment of reading and writing); and Ch. 11 <i>American Educator</i> , "Teaching ELLS: Tips from the classroom" and "Meaningful classroom talk: Supporting English Learners Language Development" (focus on six guidelines, p. 22)	Draft interactive writing lesson plan due Jigsaw reading discussion post due on Blackboard forum (before class!)	

			product to meet particular needs of their students.		Recommended reading: Garcia and Kleifgan		
Week 10 4/1	Field Experience – No class meeting	Focus on balanced literacy instructional practices, and examining student work	<i>Preview next week's guiding questions</i>		<i>Preview next week's reading</i>	Conference with instructor re: interactive writing lesson plan feedback and revisions— *during scheduled office hours at UTEP	Collect student writing for final reflection assignment
Week 11 4/8	PHES	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"> • Peer interviews exploring one's experience of culturally responsive classrooms • Considering what inclusive and responsive teaching means for all minoritized groups (LGBTQ, racial, religious, other) • Literature circles 	Souto-Manning and Martell, Foreword & Ch. 2 (Skim) Michie ch. 6	Conference with instructor re: interactive writing lesson plan feedback and revisions thereof Quiz 6 Analysis of a balanced literacy practice due	
Week 12 4/15	Field Experience – No class meeting	Teaching of interactive writing lesson	<i>Preview next week's guiding questions</i>		<i>Preview next week's reading</i>	<i>Final draft</i> interactive writing lesson plan due	Teaching of balanced literacy interactive writing
Week 13 4/22	PHES	Organizing for instruction + Reflection on a “problem of practice”	<ul style="list-style-type: none"> • Describe how effective literacy teachers adjust the amount of whole & small group instruction to meet lesson objectives & students' needs. 	<ul style="list-style-type: none"> • Discussions on a “problem of practice” • In-class writing: reflection on learning about teaching 	Tompkins, Ch. 10	Be prepared with your 3-5 minute video and 4 printed copies of your “problem of practice” and	All observations and teaching of balanced literacy lessons are completed by this week.

			<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? 			<p>discussion questions.</p> <p>Rubric for formative writing assessment due</p>	
Week 14 4/29	PHES	Partnering with families	<ul style="list-style-type: none"> • Explain why parents & families matter to a child's literacy development. • Describe the four principles for effective family literacy involvement? • Describe the cautions Valdés makes regarding involving immigrant families in their children's education. 	<ul style="list-style-type: none"> • Reflect on issues with partnering with the school, family, and community • Jigsaw reading discussion • In-class time for grading student work 	G. Valdés Ch. 9 (pp. 200-205) Taylor & Duke Ch. 23	Jigsaw reading discussion post due on Blackboard forum	
Week 15 5/6	PHES	Reflecting on and <i>celebrating</i> our learning	<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"> • Peer revision of final reflection on whole-class learning and planning a re-engagement lesson • <i>Optional</i> conference with instructor • Potluck! 	Rose Ch. 23, Letter to young teachers	<p>Field Experience Student Evaluation <i>and</i> Field-based Clinical Experience Assignment Log Sheet (due in class).</p> <p>Feedback on student work is due</p>	

						<p><i>Draft</i> Literacy Writing Assessment and plan for Re-engagement lesson due (bring a printed copy to class)</p> <p>Extra credit assignment due – book reflection, “The daily 5”</p>	
Week 16 5/13	Class does not meet					<p><i>Final</i> Literacy Writing Assessment and Plan for Re-engagement lesson due</p>	

APPENDIX
Grading Rubrics for Course Assignments

1. Grading Rubric: Analysis of a balanced literacy practice (7 points total)

Criteria	Possible Points	Points Earned
Balanced Literacy Instructional Practice Description: Clear & detailed description of balanced literacy instructional practice with a focus on teacher moves, students' interactions in response to instructional moves, and how resources are used.	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.	3	
Mechanics: Essay is 600 words minimum and free of spelling and grammatical errors.	1	
TOTAL	7 points total	

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

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

TOTAL	18 points total
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3. Grading rubric: [video] Teaching and reflecting on a “problem of practice” as part of a peer learning community (5 points)

Criteria	Possible Points	Points Earned
Preparation to present: Prepared with a 3-5-minute video clip on a laptop (not phone!) along with 4 printed copies of your problem of practice and 1-2 questions for guiding discussion. Prepared to orally set up the context of your video for peer viewers.	3	
Engagement with other’s presentation: Active engagement with peers’ presentations and provide thoughtful feedback on their problem of practice. (You will be provided with a protocol for viewing in class.)	2	
<i>To receive a grade, you must turn in your in-class writing. This is a reflection on your teaching and your peers’ feedback. You will also turn in your problem of practice handout. If you are not present and prepared with your video on the scheduled day for video viewing conferences (see calendar), you will be required to submit a 1.5 page reflection on your teaching.</i>		
TOTAL	6 points total	

4. Grading Rubric: Writing rubric and grading student work (5 points)

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

5. 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; 	5	

<ul style="list-style-type: none"> – 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. 		
Use of evidence to support your interpretations: Draw upon specific evidence to support interpretations of student learning (e.g., student’s performance on rubric, examples of student work).	3	
Effective re-engagement lesson: re-engagement lesson targets the learning skills in which students need additional support	3	
Depth and thoughtfulness of analysis: Each discussion point above is given thoughtful treatment and thorough analysis.	5	
Mechanics: clear & well-organized 3-page paper that analyzes and summarizes student learning in a coherent and logical manner and provides a clear description of how you will re-engage the learners in the identified skills. The paper is free of grammar and spelling errors.	2	
TOTAL	Reflection at 18 points	

6. Book Reflection (4 points Extra Credit)

Criteria	Possible Points	Points Earned
Inclusion of the following discussion points: <ul style="list-style-type: none"> – Summarize your learning. – 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. 	2	
Your reflection demonstrates you viewed the video and thoughtfully reflected on your learning.	2	
	Book reflection at 4 points	

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