



RED 4338 Literacy and Language Arts Methods (CRN: 26419)

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January 22 – May 9, 2019

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See course schedule for weekly location of class

@PHES (Rm. 229) and by

appointment

COURSE DESCRIPTION

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

COURSE OVERVIEW

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

The focus of the course is on the theoretical principles and research-based literacy practices necessary for developing and maintaining a balanced, comprehensive literacy program for young learners (K-8). You will learn how to organize the language arts classroom environment, and the pedagogy, methods, strategies, and materials to meet the individual needs of students, with an emphasis on emergent bilingual students. A core part of your learning will be 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-6 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 ELA and R, K-5th, Developing and Sustaining Foundational Language Skills: Listening, Speaking, Discussion and Thinking: Oral Language and Vocabulary).

- Recognize the importance of the alphabetic principle to fluent reading and writing and plan differentiated fluency, vocabulary, comprehension, and writing activities for small group literacy lessons to develop students' knowledge of phonemic awareness, phonics, vocabulary, fluency and comprehension of a variety of genres (TEKS ELA and R, K-5th: Reading/Beginning Reading Skills: Phonological Awareness; Phonetic Knowledge; Spelling Knowledge; TEKS ELA and R, K-5th Developing and Sustaining Foundational Language Skills: Vocabulary, Fluency, Comprehension Strategies and Skills, Author's Purpose and Craft, Response Skills and Composition.)
- 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 ELA and R, K-5th, Knowledge and Skills for Beginning Reading and Writing; Vocabulary; Fluency, Comprehension Skills, Response Skills, Multiple Genres, Author's Purpose and Craft, Self-sustained Reading and Composition).
- Demonstrate knowledge of research-based comprehension strategy instruction and demonstrate instructional procedures for explicit and embedded comprehension assessment and instruction (TEKS ELA and R, K-5th Comprehension Skills, Response Skills, Multiple Genres/literary elements and genres, and Author's Purpose and Craft).
- Identify discussion and writing methods to interpret and comprehend a variety of text genres (TEKS ELA and R, K-5th: Comprehension Skills; Response Skills; Multiple Genres, Author's Purpose and Craft, Composition, and Inquiry and Research).
- Plan developmentally appropriate writing workshop routines and writing instruction that includes process composing strategies and formative and summative writing assessments and activities (TEKS ELA and R, 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 ELA and R, 1st-5th Inquiry and Research).
- Teach content and language objectives using balanced literacy components and teaching strategies that support English Learners' and struggling learners' language and inquiry skill development (TEKS ELA and R, 1st-5th Inquiry and Research).
- Demonstrate professional practices and responsibilities—professional demeanor and ethics; reflect on your practice and sets goals; demonstrate initiative and seek resources; and effectively communicate with professional faculty and staff.

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

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

- Distinguishes ongoing formative assessments to evaluate students' oral language development and plans & provides culturally responsive literacy instruction based on students' developmental characteristics and needs (SBEC, Standard 1; PPR I, Competency 1).

- Knows the importance of phonological awareness & the alphabet principle and plans & provides learning experiences that promote higher-level thinking, critical reading, and writing (SBEC, Standards 2 & 3; PPR I, Competency 1).
- Understands the stages of literacy development and design differentiated literacy assessments & experiences based on the developmental needs of students (SBEC, Standard 4; PPR I, Competency 2).
- Models word recognition and comprehension strategies and organizes a language arts program and designs effective literacy instruction and assessment based on appropriate learning goals and objectives to encourage students' self-regulation (SBEC, Standards 5 & 7; PPR I, Competency 3).
- Understands the importance of fluency to reading comprehension and plans effective student-centered instruction with appropriate teacher support and feedback (SBEC, Standard 6; PPR I, Competency 4).
- 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.

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

- Katz, M. and Rose, M. (2013). *Public education under siege*. Philadelphia: University of Pennsylvania Press.
- 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
- Rose, M. (2006). *Possible Lives: The promise of public education in America*. New York: Penguin Books.
- Ch. 2, Calexico (pp. 65-91)
 - Ch. 3, Baltimore (pp. 97-122)
- Souto-Manning, M. and Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2*. New York: Teachers College Press.
- Foreword by Gloria Ladson-Billings
 - Ch. 2, Understanding the diversity of children's language and literacy practices
- Taylor, B.M. and Duke, N.K. (2013). *Handbook of effective literacy instruction: Research-based practice K-8*. New York: Guilford Press.
- (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, these 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 (10 points)

Based on your major (EC-6 or 4-8), you and a partner will be assigned to a grade level and a cooperating teacher at the beginning of the semester. You and your partner should email your cooperating teacher 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 two balanced literacy lessons 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 following weeks to complete your six field experience hours: February 11-15; March 4-8; March 25-29; April 15-19.

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 your:

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

To successfully complete this course, you must turn in a completed Field-based Clinical Assignment Log Sheet documenting 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 Field Experience Notes (1-3) will be placed in your file in the field placement office.

Field Experience Notes (2 notes at 5 points each—10 points)

You will write two 600-word essay describing your field experiences. (You will not be required to write an essay for each field experience as I want to encourage your active engagement in the classroom. As well, you will be spending one hour of your time in the field teaching and will be collecting student work to analyze.) There are four foci for your two essays, which are described in greater detail in a handout you will receive the first week of class.

- 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/s you observed;
- Connections between field experience observations and course readings; and
- Reflection on your own participation in the setting.

The essays should be typed and posted to Blackboard by the deadlines (see calendar).

Team facilitators for literacy workstations

As part of this course, you will work with teams (3-5 members) and facilitate literacy workstations with grade level students at the school. These activities are part of the balanced literacy approach described in our primary course text (Tompkins, 2018). This is a 3-part assignment: *part 1*: each team submits one group lesson plan for two workstation activities; *part 2*: each team member teaches a literacy workstation activity or lesson to a group of students; and, *part 3*: Peers provide feedback on execution of lesson. Teams will be assigned to one of the following four assignments:

1. **Vocabulary workstations** (Ch.7) and **word work** activities (Ch. 5, 7, and compendium).
2. **Reading fluency workstations** (Ch. 6 and compendium)
3. **Comprehension strategy** (Ch. 8, see especially figure 8-5 on p. 271) and **comprehension text factor** (Ch. 9) **workstations**.
4. **Writing workstations** (Ch. 10 and compendium).

Each workstation will require a lesson plan. Facilitation of the lesson is described in part 2 below.

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

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

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

Part 2: Teaching the literacy workstations (10 pts). Teams facilitating workstations will teach a 12-minute workstation activity twice as students rotate groups. Each group member will lead the literacy workstation with a small group of students that are seated at different tables. Your evaluation is based on your being present, prepared, engaged, and open to peer feedback.

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

Field Experience: Balanced Literacy Instructional Practices and Assessment

As part of your field experience you will demonstrate your ability to teach balanced literacy instructional practices. The three 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 learning community. You will be required to videotape your teaching and engage in a video viewing session with peers focused on a particular "problem of practice" you identify in your teaching as described in Part 2 below.

Part 1: Two Lesson Plans for Teaching Balanced Literacy Practices (*6 points each/12 points total*)

You and your assigned partner will plan for teaching *both* an interactive read aloud and shared reading. You can discuss with your cooperating teacher whether you will do this as whole class instruction or small group. The deadline for the lesson plan 1 (interactive read aloud) is February 20th and for lesson plan 2 (shared reading) is April 3rd. You will not receive a grade for your first submissions, only feedback. The final drafts with your cooperating teacher's signature are due respectively: March 6th and April 17th.

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. I encourage you to make your shared reading lesson an integrated literacy and content subject lesson with math, science, or social studies. In your lesson plan:

1. Identify of the grade level and learning objectives'
2. Identify of grade level TEKS for ELAR and content subject (if applicable);
3. Provide the title and author of text(s);
4. Identify the balanced literacy teaching practice you will teach (*interactive read-aloud or shared reading*);
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;
9. Describe your plan for teaching 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.
 - **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.)

Part 2: [video] Teaching and reflecting on a "problem of practice" as part of a peer learning community (5 points each/10 points total)

You and your partner will provide your cooperating teacher a copy of your approved lesson plans and schedule days and times to teach the lessons in his/her classroom. Lesson plan 1 should be scheduled for the week of March 4-8 and lesson plan 2 should be scheduled for the week of April 15-19. Your partner or your cooperating teacher will videotape the lesson. (We will discuss how to best document the lesson using video in class.) Teaching the two balanced literacy lessons counts as one hour towards your required 6 hours of field-based experience.

On the scheduled day for the peer video viewing conferences, you and your partner 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 questions key questions that will help guide discussion.

Items 3 and 4 should 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 peer conferences, you and your peers will respond to the presenters' questions by providing your interpretation of the teachers' and students' behaviors and making recommendations for improvement.

You will be graded on your preparation to present and your engagement with other's 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 calendar), you will be required to submit a two-page reflection on your teaching.

You should also schedule a brief conference with your cooperating teacher for his/her feedback on your teaching.

Part 3: Literacy Writing Assessment and Plan for Re-engagement lesson

For the literacy writing assessment, you and your partner will 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. 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.

1. Rubric (3 points)

You will create a 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 instructor feedback before continuing to the second task.

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

Using the rubric created in Part 1, you and your partner will grade student work and provide written feedback. Return student work with your feedback to the cooperating teacher. Upload a scanned copy of your completed rubric for each student to Blackboard. (Please redact any student names in documents you upload.)

3. Reflecting on whole-class learning and planning a re-engagement lesson (15 points)

You and your partner will write a 3-page reflection on whole-class learning and describe a re-engagement lesson for three students. (Please use pseudonyms for 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 patterns of learning related to ELAR TEKS within and across learners;
- Identification of three learners that need additional support and a description of why you chose the students. (At least one student should have an identified learning need (e.g., ELL, student with IEP);
- Identification of a learning objective for your re-engagement lesson;
- A description of a re-engagement lesson (individual, small group, or full class lesson) and formative assessment that will support the three identified students in clarifying, practicing, or developing the learning objective, and
- A description of revisions and edits you made to your reflection based on peer feedback on the last day of class.

Attach a photocopy of the writing assignments and rubrics for the three students as an appendix. Names should be redacted.

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); 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 revisions based on peer and instructor feedback.

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.
- Help your peers rehearse for the literacy workshop and provide them with feedback.
- Engage with peers in providing feedback to their video presentations of balanced literacy instruction and their final reflection paper.
- “Pop” quizzes on assigned reading.

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

Blackboard “Jigsaw” Discussion Forums and Questions for Guest Speaker (5 points)

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. See calendar for assigned dates.

You will also be expected to post questions about the reading for our guest speaker, Professor Mike Rose (UCLA) week 11 before class.

ASSIGNMENT POLICY

All assignments are to be submitted on Blackboard by the due date unless prior arrangements have been made. Points will be deducted for late submission. Written work must be high quality—clearly written, organized, and with correct mechanics. For each written assignment, please use 12-point font (Garamond, Cambria, or Times New Roman), one-inch margins, and double-spacing. Work that does not meet expectations will be returned for revision. Rubrics for assignments can be found on Blackboard.

ATTENDANCE POLICY

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

DISABILITY POLICY

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

STANDARDS OF ACADEMIC INTEGRITY

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

EQUAL EDUCATION OPPORTUNITY

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, 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

Florida Center for Reading Research—*Educators/Student Center Activities*

<http://www.fcrr.org/for-educators/>.

Literacy Resources Online—<http://www.mcrel.org>

NCTE sponsored website with classroom resources— <http://www.readwritethink.org>

Phonological Awareness Literacy Screening (PALS)— <https://pals.virginia.edu/tools-activities.html>

ReadersWorkshop.org – <http://www.readersworkshop.org/>

National Reading Panel Report—www.nationalreadingpanel.org/publications/summary.htm.

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

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

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

International Literacy Association – www.reading.org.

National Council of Teachers of English –<http://www2.ncte.org/>

LA librería: Books for kids en español –<http://www.la-libreria.net>

Children’s trade books for social studies— <https://www.socialstudies.org/publications/notables>

Children’s trade books for science— <http://www.nsta.org/publications/ostb/>

Children’s trade books for math— <https://www.the-best-childrens-books.org/math-for-kids.html>



RED 4338 Spring 2019 Course Schedule – PHE5 (subject to change)

Date	Location	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines	Field Activities
Week 1 1/23	PHE5	Introduction to course and balanced literacy components	<ul style="list-style-type: none">• What does it mean to be literate?• How do we build a classroom literacy community?• What are elements of balanced literacy instruction?• Describe instructional activities and core practices of BLI.• What theories and instructional practices guide our work?	<ul style="list-style-type: none">• Getting to know each other as readers and writers• Syllabus Review• School tour• Reflections on effective teaching• Assign field partners/cooperating teachers	Tompkins Ch 1		
Week 2 1/30	PHE5	Vocabulary 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 is the relationship between vocabulary development and reading?• What are effective ways of teaching and assessing phonics, vocabulary, and spelling?• How can you avoid instructional missteps in teaching phonics?	<ul style="list-style-type: none">• Assign teams for literacy workstations• Modeling morning meeting• Phonics – “Green Eggs and Ham”• Vocabulary Study• Examining students’ writing with an interest in developmental spelling• Planning for word work workstations	Tompkins Chs. 4,5 and 7 American Educator, “Phonics Faux Pas”		Contact assigned teacher by email to schedule meet & greet appointment

Week 3 2/6	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 you will apply the reading process in your read aloud and shared reading lesson. Notice the differences between types of reading instructional practices (figure 2-2) and consider for what purposes you would use a particular reading format. How do students become fluent readers? How is reading fluency assessed? 	<ul style="list-style-type: none"> Fluency Matching Books to Readers Observing video of peer reading Read-aloud study Running Records Choral Reading Planning for reading fluency workstations 	Tomkins Ch. 2 (pp. 36-47), Ch 3 (skin, attending to assessment of reading and matching books), Ch. 6 (pp. 182-197 and 202-206) American Educator, "The Power of Interactive Read-Alouds"	Vocabulary and word work workstation lesson plan from team 1 due	Practice running records
Week 4 2/13	Field experience – no class meeting	Focus on balanced literacy instructional practices	Preview next week's guiding questions		Preview next week's reading and review balanced literacy instructional practices (see Tomkins compendium and index)	Fluency lesson plan from team 2 due	Field experience notes 1
Week 5 2/20	PHES	Reading comprehension and using informational texts to teach content	<ul style="list-style-type: none"> What comprehension skills do students need to be successful readers? In what ways do teachers teach and assess comprehension? Describe the genres and types of texts that K-6 teachers need to teach. How does the structure of text affect 	<ul style="list-style-type: none"> Engle's <i>Enchanted Air</i> – Text factors and Reader factors for teaching Planning for comprehension strategy and comprehension text factor workstations Rehearsal for word work workstation 	Tompkins Ch. 8 and Ch. 9	Field experience notes 1 due draft Interactive read aloud lesson plan due	Vocabulary and word work workstations - team 1 facilitators Peer feedback for team facilitators

			students' reading and writing?				
Week 6 2/27	PHES	Integrated literacy	<ul style="list-style-type: none"> Describe how students use reading and writing as learning tools. Explain how students use writing to demonstrate learning. Discuss how to use content area textbooks. Explain how to develop a thematic unit. 	<ul style="list-style-type: none"> Shared reading and interactive writing strategies for comprehension of informational text Turn and talk methods for students to explain content topics in their own words Graphic organizers Rehearsal for fluency workstations 	Tomkins Ch. 12		Fluency workstations – Team 2 facilitators Peer feedback for team facilitators
Week 7 3/6	Field Experience – No class meeting	Focus on balanced literacy instructional practices, and teaching an interactive read aloud lesson	Preview next week's guiding questions		Preview next week's reading and review balanced literacy instructional procedures (see Tomkins compendium and index)	final draft Interactive read aloud lesson plan due (signed by CT)	Teaching of balanced literacy interactive read aloud
Week 8 3/13	UTEP Rm 405	Balanced literacy and the writing process + Reflection on a “problem of practice”	<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"> Video observations of writing instruction/conference Planning for writing workstations Discussions on a “problem of practice” In-class writing: reflection on learning about teaching 	Tomkins Ch. 2 (pp. 48-66), and Ch. 6 (pp. 198-202 & 204-206)	Be prepared with your 3-5 minute video and 4 printed copies of your “problem of practice” and discussion questions.	
SPRING BREAK							
Week 9 3/27	Field Experience – No class meeting	Focus on balanced literacy instructional practices, and	Preview next week's guiding questions		Preview next week's reading and review balanced literacy instructional practices (see	Comprehension strategy and comprehension text factor workstation	Field experience notes 2

		examining student work					
Week 10 4/3	PHES	Differentiated teaching styles, English learners, and formative assessment.	<ul style="list-style-type: none"> What instructional strategies help support ELLs students in the classroom? How can you support ELLs oral language development through classroom talk? Describe the four steps to assess students' learning. What are various methods of formative assessment? What is the role of portfolios in student assessment? Describe how teachers differentiate instruction through content, process, and product to meet particular needs of their students. 	<ul style="list-style-type: none"> Visit from school SPED faculty Jigsaw reading discussion Rehearsal for comprehension strategy and comprehension text factor workstations 	Tompkins compendium and index)	lesson plan from team 3 due	Collect student work for reflection assignment
Week 11 4/10	UTEP Rm 411	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. How do you see elements of balanced literacy put into action in Elena Castro's and Stephanie Terry's classrooms? 	<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 Rose Chs. 2,3	Writing workstation lesson plan from team 4 due Questions for Professor Rose due on Blackboard forum (before class)!	

			<ul style="list-style-type: none"> • What questions do you have for Professor Mike Rose? 	<ul style="list-style-type: none"> • Guest visitor, Professor Mike Rose 			
Week 12 4/17	Field Experience – No class meeting	Teaching of shared reading lesson, examining student work	Preview next week's guiding questions		Preview next week's reading and review balanced literacy instructional practices (see Tompkins compendium and index)	final draft Shared reading lesson plan due (signed by CT)	Teaching of balanced literacy shared reading
Week 13 4/24	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 Valdes 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 • Rehearsal for writing workstations 	G. Valdés Ch. 9 (pp. 200-205) Taylor & Duke Ch. 23	<ul style="list-style-type: none"> • Rubric for formative writing assessment due • Jigsaw reading discussion post due on Blackboard forum (before class!) 	<ul style="list-style-type: none"> • Writing workstations – Team 4 facilitators • Peer feedback for team facilitators
Week 14 5/1	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. • Describe the instructional components of a teacher's daily literacy block. • How do teachers organize the various components of a balanced literacy 	<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 discussion questions. Feedback on student work is due	All observations and teaching of balanced literacy lessons are completed by this week.

			<p>approach across a day, unit, and year?</p> <ul style="list-style-type: none"> • What are the characteristics of exemplary readers' and writers' workshops? 				
Week 15 5/8	PHES	Reflecting on and <u>celebrating</u> 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 • Potluck! 	Rose Ch. 23, Letter to young teachers	Field Experience Student Evaluation and Field-based Clinical Experience Assignment Log Sheet (due in class). <i>Draft Literacy Writing</i> Assessment and plan for Re-engagement lesson due (bring 2 printed copies to class)	
Week 16 5/15	Class does not meet					<i>Final Literacy Writing</i> Assessment and Plan for Re-engagement lesson due	

APPENDIX
Grading Rubrics for Course Assignments

1. Grading Rubric: Field-based experience notes on Blackboard (2 notes at 5 points each/10 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.	1	
Your Critical Reflection Tied to Required Readings: Thoughtful analysis of the instructional practice tied to required course readings. You should discuss at least three of the six topics described in the lesson handout.	2	
Engagement with Students: Clear & detailed reflection of how you engaged with students (tutoring, teaching, etc.), how students responded to your supportive classroom teaching, and how your participation in the classroom is changing over time.	1	
Mechanics: Essay is 500 words minimum and free of spelling and grammatical errors.	1	
TOTAL	2 field notes at 5 pts each/10 points total	

2. Grading Rubric: Interactive Read Aloud/Shared Reading Lesson Plan (2 lesson plans at 6 points each/12 points total)

Criteria	Possible Points	Points Earned
Grade Level TEKS: Lesson plan is an appropriate fit for identified grade level ELAR and (optional) content subject TEKS.	0.5	
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.	0.5	
Plan for lesson differentiation: Describes how the lesson plan meets the needs of specific students in the class.	0.5	
Plan for teaching academic vocabulary: Includes a plan for teaching academic vocabulary.	0.5	
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). 	3	

<ul style="list-style-type: none"> – 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.) 		
Revisions made based on instructor’s and cooperating teacher’s feedback.	1	
TOTAL	2 lesson plans at 6 points each/12 points total	

3. Grading rubric: [video] Teaching and reflecting on a “problem of practice” as part of a peer learning community (5 points each/10 points total)

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.	2.5	
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.)	2.5	
<i>To receive a grade, you must turn in your in-class writing reflection on your teaching and peers’ feedback along with 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 two-page reflection on your teaching.</i>		
TOTAL	Two video sessions at 5 points each/10 points total	

4. Grading Rubric: Writing rubric and grading student work (8 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.	3	
Grading student work and providing feedback: Full credit given if you grade each student writing assignment using your rubric and providing descriptive feedback. Must upload photocopies to Blackboard with students’ names redacted.	5	
TOTAL	Grading rubric and grading student work at 8 points	

5. Grading Rubric: Reflecting on whole-class learning and planning a re-engagement lesson (15 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; 	4	

<ul style="list-style-type: none"> – Identification of three learners that need additional support and a description of why you chose the students. (At least one student should have an identified learning need (e.g., ELL, student with IEP); – Identification of a learning objective for your re-engagement lesson; – A description of a re-engagement lesson (individual, small group, or full class lesson) and formative assessment that will support the three identified students in clarifying, practicing, or developing the learning objective, and – A description of revisions and edits you made to your reflection based on peer feedback on the last day of class. 		
Use of evidence to support your interpretations: Draw upon specific evidence to support interpretations of student learning (e.g., student’s performance on rubric).	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.	3	
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 15 points	

6. Grading Rubric: Team Lesson Plan & Teaching of workstation activities (20 points)

Criteria	Possible Points	Points Earned
Lesson Plan: Clear & concise description of the workstation objective/purpose and TEKS standard addressed at each workstation. Each individual workstation lists a clear and concise description of: <ul style="list-style-type: none"> – Materials including title & author of picture book; – Details of your instructional plan: Procedures for teacher modeling of the lesson or activity (“I do”) and procedures for student engagement in the literacy activity (“we do” and/or “you do”); – procedures for how you will make sense of student learning (formative assessment) 	10	
Teaching the literacy workstation: Evaluation is based on your being present, prepared, engaged, and open to peer feedback.	10	
Literacy workstation and small group peer feedback: Participation grade will reflect how professional and helpful you are during the rehearsal, lesson, and feedback sessions.	Participation grade	
TOTAL	Lesson plan and teaching at 20 points	

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

FIELD EXPERIENCE STUDENT EVALUATION

UTEP Student Intern _____

Grade Level _____ Field Experience Observation Dates: _____

Directions: UTEP student interns are expected to demonstrate professional practices and responsibilities during their clinical field experiences. *Please rate your UTEP student intern's level of mastery as satisfactory (S) or unsatisfactory (U) in the domains of professional behavior, teaching knowledge, & personal growth.*

Domain	Rating (Satisfactory/S or Unsatisfactory/U)
<p><u>Professional Behavior</u></p> <ul style="list-style-type: none"> • Demonstrates professional appearance • Demonstrates timeliness • Attendance is consistent & scheduled in advance. • Demonstrates clear & accurate communication skills • Demonstrates good problem-solving skills & judgment. • Takes initiative & actively participates in classroom activities. • Behaves in accordance with the Code of Ethics & Standard Practices for Texas Educators. 	
<p><u>Teaching Knowledge (during clinical field experience)</u></p> <ul style="list-style-type: none"> • Demonstrates knowledge of literacy tools—leveled texts, instructional aids, anchor charts, trade books, & assessments. • Demonstrates knowledge of grouping practices—effective whole group, differentiated small group & individual activities. • Demonstrates knowledge of culturally responsive instructional strategies & practices. • Demonstrates knowledge of the integration of technology with literacy, math, science, or social studies content. 	
<p><u>Personal Growth</u></p> <ul style="list-style-type: none"> • Demonstrates a willingness to collaborate and learn new strategies. • Reflects on teaching and accepts constructive feedback. • Engages in on-going inquiry about teaching & learning and sets professional goals to improve teaching. 	

School _____ Grade Level _____

Cooperating Teacher _____ Date _____
(print name)

Cooperating Teacher's Signature: _____

Field-based Experience Notes

Student Name: _____

Name of Cooperating Teacher _____

Grade-level: _____ Date of observation: _____

Instructions:

You are to write a 500-word description of your field experience. There are four components to the essay as outlined below.

1. Your first focus is on the instructional procedures, including what *moves the teacher makes*, what *student interactions these instructions promote* and what *resources are used* (e.g., technology, anchor charts). The following are instructional practices of balanced literacy instruction for which you should look as you will be required to use the practices in your own teaching this semester:

- Interactive read aloud
- Shared Reading
- Choral Reading
- Shared Writing
- Turn and Talk (small group or partner discussions)
- Minilessons
- Daily 5 activities (read-to-self, work-on-writing, read-to-someone, listen-to-reading, word-work)
- Teacher guided groups or individual conferences
- Formative or summative assessments

During your observation, it may be helpful to take notes using a graphic organizer such as the following:

Name of instructional practice:		
Lesson TEKS/Objectives:		
Contextual information (e.g., student grouping arrangement, lesson unit, what happened right before or after this procedure, student behaviors, other)		
Teacher Moves	Student Interactions/Response	What resources are available and how are they used
<i>Teacher move 1</i>	<i>Student interactions 1</i>	
<i>Teacher move 2...</i>	<i>Student interactions 2...</i>	

2. Your second focus for the essay is *your* perspective of the instructional practice/s you observed. Consider the following questions:
 - How is the teacher responding to the needs of different learners (e.g., differentiating instruction)?
 - How is the instructional practice meeting the goals of the lesson?
 - How is the teacher managing student behavior as part of the instructional practice?
 - In what ways is the teacher monitoring and adjusting instruction?
 - What kinds of thinking is the teacher promoting (e.g., recall vs. critical thinking)?
 - What surprised you or what did you learn from closely observing the instructional practice?
3. Your third focus is to make a connection/s to course readings. I encourage you in particular to make connections between your observations and the assigned readings for the upcoming (or past) week and/or make connections between your observations and Gail Tompkins descriptions of balanced literacy practices (see compendium, pages 435-484).
4. Lastly, you should reflect on your own participation in the setting. What kinds of instructional moves are you making and how are students responding to you? How is your participation evolving over time?

Upload essay to Blackboard by due date (see course calendar)

FIELD-BASED EXPERIENCE CLINICAL ASSIGNMENT LOG SHEET

Student Name: _____ **UTEP ID Number** _____

Supervising UTEP Professor Name: Dr. Sarah J. Johnson

Course for which the field-based experience was completed: RED 4338 Literacy & Language Arts Methods

Name of school where field-based experience was completed: _____

Date	Time In	Time Out	Grade level	Content covered In classroom or Instructional Setting (Math, Literacy, Science, Social Studies, Visual Arts, etc.)	Printed Name Of Cooperating Teacher	Signature of Cooperating Teacher	Description of Activity or Observation

Total Hours Completed: _____

Supervising UTEP Professor Signature: _____