



**RED 4338 Teaching Literacy & Language Arts in Elementary Classrooms
(CRN: 28236)**

Instructor: Sarah Jean Johnson, Ph.D. Wednesdays, 9:30-11:20 a.m.
Email: sjjohnson2@utep.edu Dates: January 19 – May 6
UTEP office: Education Building, 606 Location: Online via Zoom
Office Hours: Virtual via Zoom;
Wednesday, 11:30-12:30 or by
appointment

COURSE DESCRIPTION

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

This course requires 6 hours of field experience.

Pre-Req: RED 4341; Program requires acceptance into EPP/Student Teaching Residency 1 Program; Departmental Approval

Co-req: ELED 4310; TED 4355; ELED 4680

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, which due to Covid-19 will consist of video observations. The primary text for this course, *Literacy for the 21st Century: A balanced approach*, will engage you in ideas and balanced literacy practices that center on teaching and learning for diverse populations.

Student learning outcomes:

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

and writing activities through small group literacy lessons (TEKS ELAR, K-5th: Reading/Beginning Reading Skills: Phonological Awareness; Phonetic Knowledge; Spelling Knowledge; TEKS ELAR, K-5th Developing and Sustaining Foundational Language Skills: Vocabulary, Fluency, Comprehension Strategies and Skills, Author's Purpose and Craft, Response Skills and Composition.)

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

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

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

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

learning goals and objectives to encourage students' self-regulation (SBEC, Standards 5 & 7; PPR I, Competency 3).

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

COURSE READINGS

Purchase or rent at the UTEP bookstore or other retailer:

Tompkins, G. (2018). *REVEL Literacy for the 21st Century: A Balanced Approach (7th Edition)*. New York: Pearson. ISBN: ISBN-13: 9780134303215 (Please note the ISBN as there are multiple versions of the text and you need the REVEL product which includes videos.) After completing your purchase you can access the text through the home page of our Blackboard website. IF YOU ARE A MINER RESIDENT, YOU DO NOT NEED TO PURCHASE THE REVEL VERSION AS YOU ARE NOT REQUIRED TO WATCH THE VIDEOS.

The text is also available through the publisher. <https://www.pearson.com/store/p/literacy-for-the-21st-century-a-balanced-approach/P100000921814/9780134303215>

Download the following :

2020 Texas Essential Knowledge and Skills for English Language Arts and Reading (Elementary). www.tea.state.tx.us/teks

Texas Educators' Code of Ethics

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

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

Additional readings available on Blackboard:

American Educator: A Quarterly Journal of Educational Research and Ideas

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

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.

- (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.

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

Video Lectures

Refer to the course calendar and Blackboard for required video lectures

COURSE REQUIREMENTS

Clinical Field Experience

Six hours of video observation that accompany the Pearson REVEL version of our course text will replace field experience hours during remote instruction. Go to "Table of Contents" > "Video and Interactive Resources." Refer to the Video Response Question Handout for assigned videos.

Field-Based Clinical Assignment Log Sheet (no points)

Keep track of your video observation hours by maintaining the UTEP observation log-in sheet which can be found on Blackboard.

Turn in the log to Blackboard prior to the end of the semester. A copy will be placed in your file in the UTEP field placement office. Please keep a copy for your records.

If you are in the Miner Residency, you do not need to turn in the log.

Video Response Questions (4 points each/16 points total)

Answer the questions associated with each video. You will be provided a handout for this assignment to fill in and upload to Blackboard. *If you are in the Miner Residency, you have the choice of doing this assignment for TWO of the assigned weeks OR the Analysis of a Balanced Literacy Practice assignment (see below in this syllabus).*

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

You will create a lesson plan for an interactive read aloud **or** interactive writing lesson. You will sign up for the literacy practice the second week of class. Refer to the course calendar for the deadline of the first draft and final draft.

You should plan a lesson that would take approximately 15-20 minutes to teach. The focus is on the teaching procedures for the balanced literacy practices; it is not on independent assignments, projects, crafts, etc. 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. (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 how you will differentiate instruction to meet diverse students' needs (plan for having a class with at least one ELL student);
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.

Literacy Writing Assessment and Plan for Re-engagement lesson

For this assignment you will be analyzing a class set of student writing. There are three parts to this lesson: 1) creating a rubric, 2) grading student work and providing feedback, and 3) reflecting on whole-class learning and planning a re-engagement lesson for three students.

You can do this assignment independently or with a partner of your choice.

1. Rubric (4 points)

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

2. Grading student work and providing feedback (7 points)

Using the rubric created in Part 1, you will grade the students' writing and provide written feedback for ALL students. Upload to blackboard a scanned copy of your completed rubric and feedback for the three students for whom you will plan a re-engagement lesson.

3. Reflecting on whole-class learning and planning a re-engagement lesson (18 + possible 2 points extra credit)

You will write a 4-page reflection on whole-class learning and describe a re-engagement lesson for three students. The reflection will include the following components:

- A description of the teaching context, including teacher, grade level, and a brief description of the lesson for which the writing assessment was produced;
- A statement of the learning objectives and ELAR TEKS;
- A summary of whole-class learning in graphic (chart or table) or narrative form. Your analysis must identify and discuss patterns of learning related to ELAR TEKS for the class;
- Identification of three learners that need additional support and a description of why you chose the students. (At least one student should have an identified learning need (e.g., ELL, student with IEP);
- Identification of TEKS and learning objectives for your re-engagement lesson;
- A description of a re-engagement lesson (individual, small group, or full class lesson) and formative assessment that will support the three identified students in clarifying, practicing, or developing the learning objective, and
- A description of revisions and edits you made to your reflection based on peer feedback (2 points extra credit)

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 (3 points each; 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 our virtual class.

Refer to the course calendar for the 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; 15 points total)

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

Literature Circle (5 points)

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

Extra Credit Assignment: Analysis of a balanced literacy practice (4 points extra credit/8 points credit for video response question assignment substitution)

This extra credit assignment involves writing a 600-word essay that closely describes and analyzes the balanced literacy practice of interactive read aloud, interactive writing, or writing minilesson. There are three foci for your essay:

- Instructional practices of balanced literacy with a focus on what *moves the teacher makes*, what *student interactions these instructions promote* and what *resources are used* (e.g., technology, anchor charts);
- *Your perspective of the instructional practice you observed* (e.g., how instruction is differentiated, how the teacher is monitoring and adjusting instruction, how learning is organized and behavior is managed, what kinds of thinking the teacher is promoting, what surprised you, etc.), and;
- Connections between your observations of the balanced literacy practice and course readings.

You have the choice of the following videos for this assignment. (If you are a Miner Resident or otherwise in a classroom you can do this assignment from a field observation rather than from video.) Miner Residents can also do this assignment in substitution for the “video response questions” assignment above in the syllabus.

- K-2 Skills Block Interactive Writing <https://www.youtube.com/watch?v=lf8nUq169jQ>
- Writing minilesson <https://vimeo.com/141188488>
- Grades 3-5 Interactive Read Aloud (non-fiction) <https://vimeo.com/55965891>

TOTAL POINTS FROM WHICH YOUR FINAL GRADE WILL BE CALCULATED ARE 89 POINTS. (Miner Residents total points are 81.)

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.

ATTENDANCE POLICY

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

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

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

TECHNOLOGY REQUIREMENTS

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

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

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

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

PARTICIPATION NORMS

As we know too well since Covid-19 has shifted us to online learning and teaching, online formats pose challenges for communication and for optimal learning experiences. The following norms are meant to help mitigate these challenges and improve our experience. I am open to your ideas as well.

- Keep your camera on when possible. Your presence (even if in a small box on our computer screens) will help create a community learning environment.

- Avoid multitasking. You may think you are good at it. From my experience as both a teacher and a student participant in these online meetings, I feel few (if any) persons are capable of focusing effectively or efficiently on multiple activities.
- All communication should reflect polite consideration of other’s ideas.
- 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.
- Stay mindful of whether you need to “step up” (speak up) or “step back” (listen) during class discussion.

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures and group discussions in the event you miss a synchronous online class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP’s acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities with others who are not course participants. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

DISABILITY POLICY

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

STANDARDS OF ACADEMIC INTEGRITY

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

EQUAL EDUCATION OPPORTUNITY

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, gender identity, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu<<mailto:eoaa@utep.edu>>

YOUR MENTAL HEALTH, WELLNESS, AND CAMPUS SERVICES

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

ADDITIONAL RESOURCES

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



RED 4338 Spring 2021 Course Schedule

Date	Location	Learning topic	Guiding Questions	Class Agenda	Readings	Assignment Deadlines	Field Activities
Week 1 1/20	ZOOM Class Meeting at 9:30-11:20	Introduction to course and balanced literacy components	<input type="checkbox"/> What are elements of balanced literacy instruction (BLI)? <input type="checkbox"/> Describe instructional activities and core practices of BLI. <input type="checkbox"/> What theories and instructional practices guide our work?	<input type="checkbox"/> Getting to know each other as readers and writers <input type="checkbox"/> Syllabus Review <input type="checkbox"/> Reflections on effective teaching and BLI	Tompkins Ch 1		
Week 2 1/27	ZOOM Class Meeting at 9:30-11:20	Phonics and spelling	<input type="checkbox"/> How do you foster an interest in literacy and develop the literacy skills of emergent readers and writers? <input type="checkbox"/> What are effective ways of teaching and assessing phonics and spelling? <input type="checkbox"/> How can you avoid instructional missteps in teaching phonics?	<input type="checkbox"/> Modeling morning meeting <input type="checkbox"/> Phonics – “Green Eggs and Ham” <input type="checkbox"/> Examining students’ writing with an interest in developmental spelling	Tompkins Chs. 4,5 <i>American Educator</i> , “Phonics Faux Pas”	Quiz 1	
Week 3 2/3	Video-based Field Experience	Focus on balanced literacy instructional practices	<input type="checkbox"/> Video Response Questions			Video viewing handout 1 (due Friday)	Video viewing and response questions - See handout for assigned videos
Week 4 2/10	ZOOM Class Meeting at 9:30-11:20	Balanced literacy, the reading process, and reading fluency	<input type="checkbox"/> Describe the stages of the reading process and consider how to apply the reading process to read aloud instruction.	<input type="checkbox"/> Matching Books to Readers <input type="checkbox"/> Observing video of peer reading	Tomkins Ch. 2 (pp. 36-47), Ch 3 (skim, attending to assessment of reading and matching books to	Quiz 2	

			<input type="checkbox"/> Notice the differences between types of reading instructional practices (figure 2-2) and consider for what purposes you would use a particular reading format. <input type="checkbox"/> How do students become fluent	<input type="checkbox"/> Choral Reading <input type="checkbox"/> Read-aloud study	readers), Ch. 6 (pp. 182-197 and 202-206) <i>American Educator</i> , “The Power of Interactive Read-Alouds” Video Viewing: <input type="checkbox"/> Skinny miscue analysis <input type="checkbox"/> Buddy reading in kindergarten		
Week 5 2/17	ZOOM Class Meeting at 9:30-11:20	Reading comprehension & vocabulary development	<input type="checkbox"/> What comprehension skills do students need to be successful readers? <input type="checkbox"/> What is the relationship between vocabulary development and reading? <input type="checkbox"/> How do teachers teach and assess comprehension	<input type="checkbox"/> Engle’s <i>Enchanted Air</i> – Reader factors for reading comprehension <input type="checkbox"/> Vocabulary Study	Tompkins Ch. 7 & 8	<i>Draft</i> Interactive read aloud lesson plan due Quiz 3	
Week 6 2/24	ZOOM Class Meeting at 9:30-11:20	Integrated literacy & using informational texts to teach content	<input type="checkbox"/> Describe how students use reading and writing as learning tools. <input type="checkbox"/> Discuss how to use content area textbooks. <input type="checkbox"/> Explain how to develop a thematic unit. <input type="checkbox"/> Describe the genres and types of texts that K-6 teachers need to	<input type="checkbox"/> Shared reading strategies for comprehension of informational text <input type="checkbox"/> Thematic units <input type="checkbox"/> Graphic organizers	Tomkins Ch. 9 & Ch. 12 Video viewing: <input type="checkbox"/> “Show me books”	Quiz 4	

			<input type="checkbox"/> How does the structure of text affect students' reading and writing?				
Week 7 3/3	Video-based Field Experience	Focus on balanced literacy instructional practices	Video Response Questions			<i>Final draft</i> Interactive read aloud lesson plan due Video viewing handout 2 (due Friday)	Video viewing and response questions - See handout for assigned videos
Week 8 3/10	ZOOM Class Meeting at 9:30-11:20	Balanced literacy and the writing process	<input type="checkbox"/> Describe the stages of the writing process. <input type="checkbox"/> What is writer's craft and what teaching strategies might you use to teach writer's craft? <input type="checkbox"/> How do teachers craft minilessons to teach writing? <input type="checkbox"/> How do teachers promote and assess writing fluency?	<input type="checkbox"/> Prepping the interactive writing/writing mini-lesson assignment <input type="checkbox"/> Video observations of writing mini-lesson <input type="checkbox"/> Volunteer student presentations of the Interactive Read Aloud	Tompkins Ch. 2 (pp. 48-66), and Ch. 6 (pp. 198-202 & 204-206)	Quiz 5	
Week 9 3/17	ZOOM Class Meeting at 9:30-11:20	Differentiated teaching styles, English learners, and formative assessment.	<input type="checkbox"/> What instructional strategies help support ELLs students in the classroom? <input type="checkbox"/> How can you support ELLS oral language development through classroom talk? <input type="checkbox"/> Describe the four steps to assess students' learning. <input type="checkbox"/> What are various methods of formative assessment? <input type="checkbox"/> Describe how teachers differentiate instruction through	<input type="checkbox"/> Jigsaw reading discussion	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"	<i>Draft</i> interactive writing lesson plan due Jigsaw reading discussion post due on Blackboard forum (before class!)	

			content, process, and product to meet particular needs of their students.		Recommended Reading: Garcia and Kleifgen		
Week 10 3/24	Video-based Field Experience	Focus on balanced literacy instructional practices	Video Response Questions			Video viewing handout 3 (due Friday)	Video viewing and response questions - See handout for assigned videos
Week 11 3/31	ZOOM Class Meeting at 9:30-11:20	Culturally responsive and inclusive classrooms	<input type="checkbox"/> What are the features of culturally responsive classrooms? <input type="checkbox"/> Describe specific culturally responsive literacy practices in Nancy Serrano's classroom.	<input type="checkbox"/> Overview of topic <input type="checkbox"/> Synchronous online Literature circles <input type="checkbox"/> Discuss Rubric Assignment	Souto-Manning and Martell, Foreword & Ch. 2 (Skim) Michie ch. 6 Video Viewing: <input type="checkbox"/> Sonia Nieto, Zaretta Hammond, OR Gloria Ladson-Billings <input type="checkbox"/> Video of CRP classroom	Interactive Writing FINAL DRAFT due Prepare for in class literature circles.	
Week 12 4/7	ZOOM Class Meeting at 9:30-11:20	Organizing for instruction	<input type="checkbox"/> Describe how effective literacy teachers adjust the amount of whole & small group instruction to meet lesson objectives & students' needs. <input type="checkbox"/> Describe the instructional components of a teacher's daily literacy block. <input type="checkbox"/> How do teachers organize the various components of a balanced literacy	<input type="checkbox"/> Student volunteers to share their teaching of the Interactive Writing <input type="checkbox"/> Overview of topic <input type="checkbox"/> Be prepared to discuss assigned videos <input type="checkbox"/> Discuss final assignment	Tompkins, Ch. 10 Video Viewing <input type="checkbox"/> Reading Workshop Demo <input type="checkbox"/> Structures of Reading Workshop (Lucy Calkins) <input type="checkbox"/> Writing Workshop demo	Rubric for formative writing assessment due Extra Credit (optional): Analysis of a balanced literacy practice due	

			<p>approach across a day, unit, and year?</p> <p><input type="checkbox"/> What are the characteristics of exemplary readers' and writers' workshops?</p>				
Week 13 4/14	Video-based Field Experience	Focus on balanced literacy instructional practices	<input type="checkbox"/> Video Response Questions			Video viewing handout 4 (due Friday)	Video viewing and response questions - See handout for assigned videos
Week 14 4/21	Asynchronous learning	Partnering with families	<p><input type="checkbox"/> Explain why parents & families matter to a child's literacy development.</p> <p><input type="checkbox"/> Describe the four principles for effective family literacy involvement?</p> <p><input type="checkbox"/> Describe the cautions Valdés makes regarding involving immigrant families in their children's education.</p>	<p><input type="checkbox"/> Reflect on issues with partnering with the school, family, and community</p> <p><input type="checkbox"/> Online jigsaw reading discussion</p>	<p>G. Valdés Ch. 9 (pp. 200-205)</p> <p>Taylor & Duke Ch. 23</p> <p>Video viewing (link posted on Blackboard)</p> <p><input type="checkbox"/> Building trust with families</p>	<p>Jigsaw reading discussion post due on Blackboard forum (before class!)</p> <p>Grading Student Work Due</p>	
Week 15 4/28	Asynchronous learning – Office hours for individual support	Reflecting on our learning and looking to the future	<input type="checkbox"/> In what ways does Rose's letter speak to you and your hopes as a young teacher?	<input type="checkbox"/> Meet with peers or Dr. Johnson to receive/give feedback on final assignment	Rose Ch. 23, Letter to young teachers	Field Experience Assignment Log Sheet (due on Blackboard).	
Week 16 5/5	Class does not meet					Literacy Writing Assessment and Plan for Re-engagement lesson due	

APPENDIX
Grading Rubrics for Course Assignments

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

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	

2. Grading Rubric: (Extra Credit) Analysis of a balanced literacy practice (4 points possible EC)

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.	2	
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.	1	
Mechanics: Essay is 600 words minimum and free of spelling and grammatical errors.	1	
TOTAL	4 points total	

APPENDIX
Grading Rubrics for Course Assignments

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

Criteria	Possible Points	Points Earned
Rubric: Criteria evaluate student learning in lesson TEKS and learning objectives.	4	
Grading student work and providing feedback: Full credit given if you grade each student writing assignment using your rubric and provide descriptive feedback. Must upload photocopies of three examples to Blackboard.	5	
Rubric Revisions: The rubric you use for grading student work should incorporate revisions suggested by the instructor. If you do not make the revisions use the comment feature in blackboard to explain why.	2	
TOTAL	Grading rubric and grading student work at 11 points	

4. Grading Rubric: Reflecting on whole class learning and planning a re-engagement lesson (18 points)

Criteria	Possible Points	Points Earned
Inclusion of the following discussion points: <ul style="list-style-type: none"> – A description of the teaching context, including teacher, grade level, and a brief description of the lesson for which the writing assessment was produced; – A statement of the learning objectives and ELAR TEKS; – A summary of whole-class learning in graphic (chart or table) or narrative form. Your analysis must identify patterns of learning related to ELAR TEKS within and across learners; – Identification of three learners that need additional support and a description of why you chose the students. (At least one student should have an identified learning need (e.g., ELL, student with IEP); – Identification of a learning objective for your re-engagement lesson; – A description of a re-engagement lesson (individual, small group, or full class lesson) and formative assessment that will support the three identified students in clarifying, practicing, or developing the learning objective, and – A description of revisions and edits you made to your reflection based on peer feedback on the last day of class. 	5	
Use of evidence to support your interpretations: Draw upon specific evidence to support interpretations of student learning (e.g., student’s performance on rubric, examples of student work).	3	
Effective re-engagement lesson: re-engagement lesson targets the learning skills in which students need additional support	3	
Depth and thoughtfulness of analysis: Each discussion point above is given thoughtful treatment and thorough analysis.	5	
Mechanics: clear & well-organized 3-page paper that analyzes and summarizes student learning in a coherent and logical manner and provides a clear description of how you will re-engage the learners in the identified skills. The paper is free of grammar and spelling errors.	2	
TOTAL	Reflection at 18 points	

5. Grading Rubric: Blackboard “Jigsaw” Discussion Forums (3 each and 6 points total)

APPENDIX
Grading Rubrics for Course Assignments

Criteria	Possible Points	Points Earned
Reference to assigned readings: Thoughtful and appropriate references to assigned readings in responses.	2	
Timely Completion: Each of your discussion forums are completed by the due date.	1	
TOTAL	3 x 2 points and 6 points	total