



**READ 3320.001 Literacy Development in the Early Years  
Fall 2021  
Dr. Joanna Neel**

<b>Course:</b>	<b>READ 3320.001</b>
<b>Semester &amp; Year:</b>	<b>Fall 2021</b>
<b>Time &amp; Day:</b>	<b>Mondays &amp; Wednesdays 1:25 PM-2:50 PM</b>
<b>Locations:</b>	<b>HPR 262</b>
<b>Instructor Information:</b>	Dr. Joanna Neel, Associate Professor
<b>Office:</b>	HPR 268
<b>Phone:</b>	(903) 565-5750
<b>Email:</b>	<a href="mailto:jneel@uttyler.edu">jneel@uttyler.edu</a> (preferred method of contact)
<b>Office Hours:</b>	<b>Mondays 11:00 AM-1:00 PM</b> (Virtual appointments via Zoom & In-person appointments available). Other times available upon request. Please note that office hours are a way to connect, clarify content, expand perspectives, networking in your discipline, and to get to know each other. Appointments available-please email to schedule.
<b>First Day of Fall 2020:</b>	<b>Monday, August 23, 2021</b>
<b>First Day for READ 3320:</b>	<b>Monday, August 23, 2021 (1:25PM-2:45PM)</b>
<b>Census Date:</b>	<b>September 3, 2021</b>
<b>Last Day to Withdraw:</b>	<b>November 2, 2021</b>
<b>Final Exam:</b>	Finals Week December 7-11 2021 (Specific Date TBD).
<b>Required Attendance</b>	

**\*Last Day to Withdraw from Courses: November 1, 2021**

**B. Catalog Description.** A study of the specific reading needs of children in the pre-school and primary grades. Areas to be stressed include the interactive reading model, emerging literacy, essential knowledge and skills, lesson planning, literature-based and basal reading materials.

**C. Knowledge Base(s)** This course is designed to help beginning teachers build foundational knowledge relative to literacy assessment and instruction beginning with early childhood and continuing through upper elementary grades. Students learn key concepts, tools and strategies for identifying students' strengths and needs using formal and informal assessment measures and strategies, and for designing instruction to address identified literacy needs. Clinical or field experiences required. Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association* standards for the preparation of Pre-K and elementary teacher candidates (ILA, 2010);

- *Association for Childhood Education International* standards for the preparation of early childhood educators with a focus on the standards for reading, writing, and oral language development (ACEI, 2007);
- *Texas State Board for Educator Certification* standards for the preparation of English Language Arts and Reading Generalist EC-6 teacher candidates (Texas State Board for Educator Certification, 2016);
- *Texas Educator Standards* (Title 19: Chapter 149, Subchapter AA, Rule: 149.1001), which identify performance standards to be used to inform the training, appraisal, and professional development of teachers.
- *Interstate Teacher Assessment & Support Consortium* 10 core teaching standards, which articulate what effective teaching and learning looks like in a transformed public education system (INTASC, 2011).
- *Reading Domains & Competencies*:  
Domain I. Reading Pedagogy – Competencies 001-002  
Domain II. Reading Development: Foundational Skills - Competencies 003-008  
Domain III. Reading Development: Comprehension- Competencies 009-012  
Domain IV. Analysis and Response- Competency 013

**Recording of Lectures:** Course sessions are being recorded to accommodate our students varying life situations this fall. A list of recorded sessions for READ 3320 will be posted within Canvas shell. Recorded lectures will be accessible in Canvas via a password that students will use to log in to access Dr. Neel's copyrighted and recorded materials.

#### **Disability/Accessibility Services:**

The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Like so many things this Fall, the need for accommodations and the process for arranging them may be altered by the COVID-19 changes we are experiencing and the safety protocols currently in place. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible, to explore what arrangements need to be made to ensure access. During the Fall 2020 semester, SAR will be conducting all appointments via ZOOM. If you have a disability, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student Application. For more information, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices> or call 903.566.7079.

#### **Student Resources:**

**Faculty Office Hours:** These are times when you can meet with your faculty to ask questions about the content, better understand the discipline, make career connections and more. Make use of office hours. Faculty list three hours a week (minimum) that they are available to you and also provide an appointment option if you have class or work during their office hours.

**Writing Center:** The Writing Center provides all undergraduate and graduate students a place to work on their writing projects and skills. There are tutoring options as well as workshops available to support you in your academic writing.

**Math Learning Center:** The Math Learning Center provides drop-in tutoring for lower-level math courses throughout the week. The MLC also has computer workstations for your use.

**PASS Tutoring Center:** The PASS Tutoring Center supports a variety of courses. Due to COVID-19, we are asking that you schedule an appointment for your face-to-face tutoring support. Tutoring is also available through Zoom tutoring sessions. Check the website to see the courses supported for the Fall 2020 term.

**Supplemental Instruction (SI):** SI is a series of weekly peer-assisted study sessions in courses identified by previous students as difficult. Due to COVID-19, SI sessions will be conducted face-to-face and via Zoom this fall. Check the website to see the support courses for the Fall 2020 term.

**Upswing (24/7 Online Tutoring):** Upswing is a free, confidential, and convenient way to receive help in nearly all of UT Tyler's undergraduate courses.

**Robert R. Muntz Library Staff:** UT Tyler has an incredible staff of librarians ready to assist you. [Discipline/major library liaisons](#) are available to support you and you can also schedule appointments for research consultations. In addition, the Robert R. Muntz library's Head of University Archives and Special Collections can assist you with scholarly communications, primary sources, and archive materials.

**Canvas 101:** This Canvas course provides you with a wealth of information – including how to navigate in Canvas, use ProctorU (and even take a practice test), tips for being a successful online and hybrid learner, how to use Zoom, and more!

**Digital Support Toolkits:** Digital Support Toolkits are supplemental materials generated by faculty to help you be successful in targeted courses typically taken by our freshman and sophomore population. Students registered in Digital Support Toolkits supported courses will find these in their Canvas dashboard. You don't have to register – just take advantage of this great resource.

**UT Tyler Testing Center:** The Testing Center provides securing testing opportunities to meet the needs of students and the community in an environment conducive to student and academic success.

**Student Accessibility and Resource (SAR) Office:** The SAR Office works to provide students equal access to all educational, social, and co-curriculum programs through the coordination of services and reasonable accommodations, consultation, and advocacy.

**Student Counseling Center:** The Student Counseling Center supports students in developing balance, resiliency, and overall well-being both academically and personally. They have in person and virtual counseling options. In addition, the Student Counseling Center offers [TAO](#), a self-help, completely private online library of behavioral health resources. Sign in to the TAO website using your UT Tyler credentials.

#### **D. Student Learning Outcomes**

Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted reading, writing, and oral language development in young children.

3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.
4. Develop a ready understanding of multiple key English Language Arts Terms & vocabulary from the International Literacy Association. Learning these key terms is essential for students to be prepared to teach phonics, phonemic awareness, and literacy, (House Bill 3) and to improve scores on the Texas state content tests for certification.

**Engagement:** *Students enrolled in this course will be given multiple opportunities to collaborate with peers in class to reinforce the readings and lectures.*

*Guest Speakers are scheduled to add depth to the lectures.*

*Students are encouraged to participate in research opportunities based on research questions that develop in the class.*

*Group study sessions are offered throughout the semester by Dr. Neel to help students master ELAR Content for the state content test.*

*Class celebrations will also be scheduled on campus, to celebrate student successes.*

**Key Assignments:** Students will develop and create the following options and turn in an electronic copy to Canvas as well as a hard copy that is appropriate for the selected assignment. Each assignment must include grade level appropriate TEKS.

- 1) All About Me Book
- 2) Poetry Journal
- 3) Ten (10) Phonemic Awareness Lessons
- 4) Reading Log of Children's Books
- 5) Ten (10) Anchor Charts from writing strategy book
- 6) Ten (10) Anchor Charts from reading or writing strategy book
- 7) Character Study: Complete one of 3 options: Letters; Sequels; Lessons Learned
- 8) Genre Study
- 9) Classroom Play List of Music
- 10) Stages of Child Development Artifact; (Oral Language; Reading; Writing)
- 11) Expository Book List of 30 books
- 12) Technology Web sites- 30 Educational web sites.

### **Assessment: Portfolios**

Grading based on a collection of evidence that demonstrates mastery, comprehension, application, and synthesis of a given set of learning objectives. Students must prepare a high-quality portfolio and effectively communicate what they have learned through reflection.

### **Three Rationales integrated into the WIX Electronic Portfolio:**

- Growth: Show growth or change over time, help identify strengths and weaknesses, and can help students with self-reflection and goal setting.
- Showcase Work: students to prepare a sample of their best work to share with others.
- Evaluation: Document progress toward standards for grading purposes.

### **Student Learning Outcomes for the WIX Electronic Portfolio:**

- Students will be assessed on their ability to organize, synthesize, and clearly describe their achievements.

- Students will complete varied types of assignments, respond to feedback, and revise their work.
- Students be evaluated on the progress they make in a course throughout the semester.
- Dialogue and collaborative conversations will take place throughout the semester. The professor will encourage students to analyze, monitor, and update the professional electronic portfolio.

1. **Class Participation & Assignments:** (40 points or 40% of course grade).

Throughout the semester, you will be expected to participate in the course assignments, complete assigned readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom teacher. The assignments will be completed and graded to earn credit for the assignments in the class participation.

2. **Project #1: ABC Project: (10 Points or 10% of course grade).**

Students will design and create an alphabet project. You may select the artifact you create. The project must have the following criteria:

- 1) Aligned to at least four Texas Essential Knowledge & Skills
- 2) Include all letters of the alphabet
- 3) Be a tool you can utilize in your future classroom
- 4) All pages be uploaded electronically
- 5) Upload a copy of the ABC Rubric with the assignment

3. **Project #2: Analysis & Report of a child's reading/ writing progress.** (20 points or 20% of course grade). They will analyze three or more oral language, reading, and/or writing samples from children differing in language background, socio-economic status, or educational achievement; that are struggling in literacy, specifically in reading comprehension, written composition, or phonemic awareness. They will write a report describing patterns of language, reading, and/or writing development with recommendations for further assessment and instruction. **Technology & Literacy Integration:** Included in this report will be a list of technology resources, sites, and books that integrate early literacy strategies that might help support and build language and literacy. **Analysis of a child's language/ reading/ writing sample** (20 points or 20 % of course grade). Students analyze oral language, reading, and /or writing sample from a struggling reader or writer. Then discuss findings in relation to the child's language, reading, and writing development.

4. **Quizzes** (20 points or 20% of course grade). Four scheduled quizzes (5 points each x 4 for 20 possible points or 20% of course grade) throughout the semester. Quizzes will cover material addressed in lectures, discussions, and assigned readings. The content of quizzes, which will consist of a mix of objective and/ or constructed response answers, is designed to probe your level of preparedness in understanding and using knowledge gained throughout the course to promote and support students' literacy development in EC-6 classroom settings.
  
5. **Final: WIX Project with Class Artifacts: 10 Points or 10% of the total grade.** The WIX Portfolio archiving assignments around student learning outcomes, International Literacy Association Standards, Science of Teaching Reading Standards, and Texas Essential Knowledge & Skills. Students will design & create a WIX Portfolio for Class projects & Assignments. Specific details for this assignment in Canvas under the Project #2 Tab. The following assignments will be included in the WIX Portfolio:
  - 1) All About Me Book
  - 2) Poetry Journal
  - 3) Ten (10) Phonemic Awareness Lessons
  - 4) Reading Log of Children's Books
  - 5) Ten (10) Anchor Charts from writing strategy book
  - 6) Ten (10) Anchor Charts from reading or writing strategy book
  - 7) Character Study: Complete one of 3 options: Letters; Sequels; Lessons Learned
  - 8) Genre Study
  - 9) Classroom Play List of Music
  - 10) Stages of Child Development Artifact; (Oral Language; Reading; Writing)
  - 11) Expository Book List of 30 books
  - 12) Technology Web sites- 30 Educational web sites.

**E. Assessment and Standards Matrix:**

Student Learning Outcomes	Topics/ Activities	Assessment (including performance-based)	Standards Alignment
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1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	Course Overview: TEKS K-6 Overview ELPS K-6 Overview Pre-K Guidelines Preview Literacy Lessons Developmental Stages for Reading and Writing	Posts in Canvas Review Key Topics	(1) <b>TES:</b> (A) (i) (ii) (iii) (B) (i) (ii) (iii) (C) (i) (ii) (D) (i) (E) (i) (ii) (F) (ii) (iii) (2) (B) (i) (C) (iii) (3) (B) (i) (ii) (iii) (C) (i) 1Ai-ii. <b>TEKS:</b> ELAR K-6 <b>ELPS:</b> K-6 <b>Pre-K Guidelines:</b> all <b>College Readiness Standards:</b> ELAR: Reading & Writing <b>ISTE:</b> 1c <b>INTASC:</b> 2, 3, 4, 5, 7, 8
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted reading, writing, and oral language development in young children.	Literacy Development Theories Research Effective Instructional Practices  Reading Writing Oral Language Development	Canvas Discussions Quizzes	<b>TES 1: all;</b> <b>2: all</b> <b>TEKS:</b> ELAR K-2 <b>ELPS:</b> K-2 <b>Pre-K Guidelines:</b> Overview <b>College Readiness Standards:</b> ELAR: Reading & Writing <b>ISTE:</b> 1a; 5a; 7b;7c <b>INTASC:</b> 2, 3, 4, 5, 7, 8
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.	Develop, Implement, & Evaluate literacy instruction in EC-6 settings.	Literacy Articles Website, and Program Resources  Running Records Small Group Discussions Quizzes/	<b>TES:</b> 3Ai-iii; <b>TEKS:</b> ELAR K-2 <b>ELPS:</b> K-2 <b>Pre-K Guidelines:</b> Overview <b>College Readiness Standards:</b> ELAR: Reading & Writing <b>ISTE:</b> 1c; 7b; 7c <b>INTASC:</b> 7, 8

**\*Last Day to Withdraw from Courses: November 2, 2020**

**Course Evaluation and Grading Guidelines and Criteria:** All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. The criteria for determining your final grade are outlined below.

#### **Projects & Grading Criteria**

Class Projects	Weight	Points	Due Dates
1. Class Participation	40 %	40 points	On-going
2. Project #1 ABC Project	10%	10 points	Week 7
3. Project #2	20%	20 points	Week 12
4. Quizzes	20%	20 points	Week: 3,6, 9, 13
5. WIX Electronic Portfolio	10%	10 points	Final
Totals	100%	100 points	

#### Performance Standards

Points	Percent	Grade	Standard
90-100	90%	A	Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
00-59	59% or Below	F	Mediocre

#### G. Required Texts and Materials

**Course Textbooks:** *Please NOTE: Three of the textbooks for this course, The Literacy Continuum, Reading Strategies, and Writing Strategies, are also required in READ 4320 and READ 4326. This is strategic to help you build a strong foundational knowledge of literacy strategies with practical applications. This also save you money since the books are resources you will use repeatedly. It is recommended you purchase rather than rent these texts since they are valuable resources for your future classroom.*

#### Required:

**Literacy Development in the Early Years (Pearson) ISBN: 9780133574296**

#### READING STRATEGIES BOOK

**RECOMMENDED** |By SERRAVALLO

- **EDITION:** 15
- **PUBLISHER:** HEINEMANN
- **ISBN:** 9780325074337



#### FOUNTAS+PINNELL LITERACY CONTINUUM

**REQUIRED** |By FOUNTAS

- **EDITION:** 17
- **PUBLISHER:** HEINEMANN
- **ISBN:** 9780325060781

**FORMAT**





## WRITING STRATEGIES BOOK

**REQUIRED** | By SERRAVALLO

- **EDITION:** 17
  - **PUBLISHER:** HEINEMANN
  - **ISBN:** 9780325078229
1. Fountas, I., Pinnell, G. (2016). *Literacy Continuum*. 17 Ed. Heinemann.
  2. Shanahan, T. (2006). The National Reading Panel Report: Practical advice for teachers. Naperville, IL: Learning Point Associates. Available free of charge.
  3. International Reading Association (1998) *Learning to read and write: Developmentally appropriate practices for young children*. Newark, DE: Author. Available free of charge. Additional readings to supplement course content may be selected from various journal publications, book chapters, and reports.
- Note:** A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

### **Bibliography:**

Bransford, J., Brown, A., & Cocking, R. (2000). How people learn: Brain, mind, experience, and school (expanded edition). Washington, DC: National Academy Press.

Darling-Hammond, L, & Bransford, J. (Eds.). (2005). Preparing teachers for a changing world. What teachers should learn and be able to do. San Francisco, CA: Jossey- Bass.

Nutta, J., Mokhtari, K., & Nutta, J. (Eds.). (2012). Preparing every teacher to reach English learners: A practical guide for teacher educators. Cambridge, MA: Harvard Education Press.

Tomlinson, C.A. (2014). The differentiated classroom: Responding to the needs of all learners (2nd edition). Alexandria, VA: ASCD.

Vygotsky, Lev S. (1986). *Thought and language*. Newly revised and edited by Alex Kozulin. Cambridge, MA: The MIT Press.

Wormeli, R. (2007). Differentiation: From planning to practice grades 6-12. Portland, ME: Stenhouse Publishers.

**H. Topical Outline & Schedule.** The following course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as needed.

**Topical Outline:** Attached at end of this document.

### **Course Policies:**

- **Attendance.** Your attendance and participation are important and required to do well in this course. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day's scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. Class attendance and participation is expected. Arriving late or leaving early is considered an absence. If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or through another student). Points will be deducted from the final grade due to absences. Students will not be penalized for religious holidays (see policy below). Absences will be treated as follows:

1 Absence = No Point Loss

2 Absences = 10 Point Deduction\* **Must schedule conference after 2<sup>nd</sup> absence**

3 Absences = 25 Point Deduction

4 Absences = 40 Point Deduction

- **Make/Up exam.** There will be NO make/up activities or exams for this course unless absence is due to an emergency. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, tow-truck receipt, etc.) when requesting a make/up activity.
- **Written Assignments.** Written assignments **MUST** be typed using **double spaced lines and have page numbers**. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores. **Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helvetica, Tahoma)**
- **Late Assignments** (turning in after due date) Assignments are due at the beginning of class. **Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.**
- **Academic Dishonesty.** To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabi.
- **Canvas:** Students will access class notes, assignments, grades and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are

expected to regularly check Canvas for updates and to download any class handouts.

- **Cell Phone / Pager / PDA / Blackberry usage:** Cell phones, pagers, etc., are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or other electronic communication devices during exams is prohibited. ***Text messaging should be done before or after class!***
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use “people first” language at all times. For example, refer to “a student with autism” and not “an autistic”.
- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: [www.uttyler.edu/education](http://www.uttyler.edu/education) (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in READ 4366 will adhere to and demonstrate these teacher candidate dispositions at all times.
- **Safe Zone**  
The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.

## UNIVERSITY POLICIES

### UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

### UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

### [University Guidelines, Links and Policies](#)

## COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

## **UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS**

**Texas Education Standards**: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

**READ 3320**  
**Fall 2021 Topic Table & Class Schedule**  
*(Tentative Schedule – subject to changes).*

*Refer to Canvas for additional reading requirements or changes to the following course calendar.*

**Please note that this course is a flipped model. You are expected to read the assignments BEFORE you arrive in class. The design for each class is:**

- 1) Read the material prior to coming to class.**
- 2) In-class activities to reinforce the content that was read before the class.**
- 3) In-class quiz on the readings, content, and class activities.**

Date	Topic	Reading Assignment	Assignment Due
Week 1	Course Overview/Introduction Syllabus Review/SOE Orientation <b>Week #1 Topic: Foundations of Early Literacy</b> Preview of Reading Domains: <i>Domain I. Reading Pedagogy – Competencies 001-002</i> <i>Domain II. Reading Development: Foundational Skills - Competencies 003-008</i> <i>Domain III. Reading Development: Comprehension-Competencies 009-012</i> <i>Domain IV. Analysis and Response- Competency 013</i> <b>Focus Discussion on Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.</b> <b>Key Vocabulary: Content, Professional, Literacy, Academic</b> <i>Week #1 International Literacy Association's Glossary Vocabulary Terms Set 1.</i>	Syllabus TEKS K-5 ELPS K-5 Pre-K Guidelines <b>READ:</b> <b>NOTE: Key Lecture Notes will be provided from: Literacy Development in the Early Years: Helping Children Read &amp; Write by Lesley Mandel Morrow Refer to Week #1; Module #1 for chapter powerpoint &amp; notes.</b> <i>Fountas &amp; Pinnell Literacy Continuum: Interactive Read-Aloud &amp; Literature Discussion</i> <b>Read Pages 11-99</b> <i>Jennifer Serravallo's Reading Strategies Book Introduction pages 1-19</i> <i>Goal #1: Supporting Pre-Emergent &amp; Emergent Readers pages 20-47</i> <i>Jennifer Serravallo's Writing Strategies Book Goal #1 Composing With Pictures pages 38-61</i>	Please note that this course is a flipped model. You are expected to read the assignments BEFORE you arrive in class. The design for each class is: 1) Read the material prior to coming to class. 2) In-class activities to reinforce the content that was read before the class. <ol style="list-style-type: none"> <li>a. On-line quiz on the readings, content, and class activities.</li> </ol> Artifact #1: Introduction & Literacy Philosophy In Class: Running Record Practice #1 TEXES Vocab. #1 Reading Assignments Noted in Middle Column are to be completed prior to the next class. <b>WIX Portfolio Set Up.</b> <b>Key Vocabulary: Content, Professional, Literacy, Academic</b> <b>Discussion: Readings &amp; Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading AND Week #1</b>
Sept 4	Labor Day Holiday		

Date	Topic	Reading Assignment	Assignment Due
Week 2	<b>Week #2 Topic: Assessment in Early Literacy: A Guide for Designing Instruction</b> <i>Domain I. Reading Pedagogy – Competencies 001 Review Focus on Competency-002 Competency 002 (Foundations of Reading Assessment): Understand foundational concepts, principles, and best practices related to reading assessment. Week #2 International Literacy Association's Glossary Vocabulary Terms Set 2.</i>	TEKS K-5 ELPS K-5 Professional Associations and Related Journals Dealing with Early Literacy  <b>NOTE: Key Lecture Notes will be provided from: Literacy Development in the Early Years: Helping Children Read &amp; Write by Lesley Mandel Morrow</b>  <b>READ:</b> Fountas & Pinnell Literacy Continuum: Shared & Performance Read Pages 101-160 <i>Jennifer Serravallo's Reading Strategies Book Goal #2 Teaching Reading Engagement: Focus, Stamina, &amp; Building A Reading Life pgs. 48-74</i>  <i>Jennifer Serravallo's Writing Strategies Book Goal #2 Engagement: Independence, Increasing Volume &amp; Developing a Writing Identity pages 62-93</i>	TEKS Worksheet/ Key Phrases ELPS Correlation with TEKS  <b>Key Vocabulary: Content, Professional, Literacy, Academic</b>  In Class: Running Record Practice #2  <b>Artifact #2 Due: All About Me Book</b>  <b>Quiz #1 over reading, content</b>  <b>Quiz #2 TEXES Vocabulary</b>
Week 3	<b>Week #3 Topic Literacy &amp; Diversity: Teaching Children with Special Concerns</b> <i>Domain II. Reading Development: Foundational Skills - Competencies 003 Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best</i>	<b>READ:</b> <b>NOTE: Key Lecture Notes will be provided from: Literacy Development in the Early Years: Helping Children Read &amp; Write by Lesley Mandel Morrow</b>  Fountas & Pinnell Literacy Continuum: Writing About Reading Pages 161-222	Running Record Practice #3 Read Assigned Readings. Canvas Discussion  <b>Key Vocabulary: Content, Professional, Literacy, Academic</b>  Week #3 Artifact: Poetry Journal



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	<p><i>practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.</i></p> <p><b>Week #3 International Literacy Association's Glossary Vocabulary Terms Set 3.</b></p>	<p><i>Jennifer Serravallo's Reading Strategies Book Goal #3 Supporting Print Work: Increasing Accuracy &amp; Integrating Sources of Information pages 80-107</i></p> <p><i>Jennifer Serravallo's Writing Strategies Book Goal #3 Generating &amp; Collecting Ideas pages 94-135</i></p> <p>Preview RTI Lessons</p>	
Week 4	<p><b>Week #4 Topic: Language &amp; Vocabulary Development</b></p> <p><b>Domain II. Reading Development: Foundational Skills - Competency 004 (Phonological and Phonemic Awareness):</b> <i>Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.</i></p> <p><b>Week #4 International Literacy Association's Glossary Vocabulary Terms Set 4.</b></p>	<p><b>NOTE: Key Lecture Notes will be provided from: Literacy Development in the Early Years: Helping Children Read &amp; Write by Lesley Mandel Morrow</b></p> <p><b>READ:</b></p> <p>Fountas &amp; Pinnell: Literacy Continuum Writing-Pages 223-323</p> <p><i>Jennifer Serravallo's Reading Strategies Book Goal #4: Teaching Fluency: Reading with Phrasing, Intonation, &amp; Automaticity pages 108-133</i></p> <p><i>Jennifer Serravallo's Writing Strategies Book Goal #4 Focus/ Meaning Pages 136-167</i></p>	<p>Read Assigned Readings.</p> <p><b>Key Vocabulary: Content, Professional, Literacy, Academic</b></p> <p>Running Record Practice #4</p> <p>Week #4 Artifact. Ten (10) Phonemic Awareness Lessons</p> <p><b>Quiz #2 over content in weeks #3 &amp; #4.</b></p>
Week 5	<p><b>Week #5 Topic: Alphabetic Principle &amp; Concepts About Print</b></p>	<p><b>NOTE: Key Lecture Notes will be provided from: Literacy Development in the Early Years: Helping</b></p>	<p>Read Assigned Readings.</p> <p><b>Key Vocabulary: Content, Professional, Literacy, Academic</b></p>



Date	Topic	Reading Assignment	Assignment Due
	<p><b>Domain II. Reading Development: Foundational Skills -Competency 005 (Print Concepts and Alphabet Knowledge):</b>  <i>Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.</i>  <b>Week #5 International Literacy Association's Glossary Vocabulary Terms Set 5.</b></p>	<p><b>Children Read &amp; Write by Lesley Mandel Morrow</b>  <b>READ:</b> Fountas &amp; Pinnell Literacy Continuum: Oral &amp; Visual Communication &amp; Technological Communication pages 325-356  <i>Jennifer Serravallo's Reading Strategies Book Goal #5: Supporting Comprehension in Fiction: Understanding Plot &amp; Setting pages 134-165</i>   <i>Jennifer Serravallo's Writing Strategies Book Goal #5 Organization &amp; Structure pages 168-211</i></p>	<p>In Class: Running Record Practice #5</p> <p>Week #5</p> <p><b>Artifact #5: PROJECT #1: ABC: Alphabetic Principle Book DUE WEEK #5; UPLOAD COPY OF ASSIGNMENT TO CANVAS; BRING ARTIFACT TO CLASS.</b></p>
Week 6	<p><b>Week #6 Topic:Phonics &amp; Word Study</b>  <b>Domain II. Reading Development: Foundational Skills - Competencies 006 Competency 006 (Phonics and Other Word Identification Skills):</b>  <i>Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all</i></p>	<p><b>NOTE: Key Lecture Notes will be provided from: Literacy Development in the Early Years: Helping Children Read &amp; Write by Lesley Mandel Morrow</b>  <b>READ:</b> Fountas &amp; Pinnell Literacy Continuum: Phonics, Spelling &amp; Word Study: Developing Comprehension of Text and Concepts about Books  <i>Jennifer Serravallo's Reading Strategies Book Goal #6 Supporting Comprehension in Fiction:</i></p>	<p>Running Record Practice #6</p> <p><b>Key Vocabulary: Content, Professional, Literacy, Academic</b></p> <p>Artifact #6 Ten Anchor Charts</p> <p><b>Quiz #3 over content in weeks #5 &amp; #6.</b></p>

Date	Topic	Reading Assignment	Assignment Due
	<p>students' development of grade-level phonics and other word identification skills and related spelling skills.</p> <p><b>Week #6 International Literacy Association's Glossary Vocabulary Terms Set 6.</b></p>	<p><i>Thinking About Characters</i> pgs. 166-193</p> <p><i>Jennifer Serravallo's Writing Strategies Book</i></p> <p><i>Goal #6 Organization &amp; Structure</i> pages 168-211</p>	
Week 7	<p><b>Week #7 Topic: Strategies to Figure Out Words: Phonological Awareness, Phonics &amp; More</b></p> <p><b>Word Work: Spelling/ Phonics</b></p> <p><b>Domain II. Reading Dev.: Foundational Skills - Competency 007 (Syllabication and Morphemic Analysis Skills):</b> <i>Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.</i></p> <p><b>Week #7 International Literacy Association's Glossary Vocabulary Terms Set 7.</b></p>	<p><b>NOTE: Key Lecture Notes will be provided from: Literacy Development in the Early Years: Helping Children Read &amp; Write by Lesley Mandel Morrow</b></p> <p><i>Fountas &amp; Pinnell Literacy Continuum: Phonics, Spelling &amp; Word Work</i></p> <p><i>Jennifer Serravallo's Reading Strategies Book</i></p> <p><i>Goal #7: Supporting Comprehension in Fiction: Understanding Themes &amp; Ideas. Pages 194-221</i></p> <p><i>Jennifer Serravallo's Writing Strategies Book</i></p> <p><i>Goal #7: Word Choice</i> pages 262-297</p>	<p><b>Key Vocabulary: Content, Professional, Literacy, Academic</b></p> <p>Running Record Practice #7</p> <p>Artifact #7: Word Wall Activities</p>
Week 8	<p><b>Week #8 Topic: Developing Comprehension of Text &amp; Concepts About Books</b></p>	<p><b>NOTE: Key Lecture Notes will be provided from: Literacy Development in the Early Years: Helping</b></p>	<p><b>Key Vocabulary: Content, Professional, Literacy, Academic</b></p>

Date	Topic	Reading Assignment	Assignment Due
	<p><b>Domain II. Development: Foundational Skills - Competency 008 (Reading Fluency):</b> <i>Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.</i></p> <p><b>Week #8 International Literacy Association's Glossary Vocabulary Terms Set 8.</b></p>	<p><b>Children Read &amp; Write by Lesley Mandel Morrow</b>  <b>READ:</b> Fountas &amp; Pinnell Literacy Continuum: Guided Reading  <i>Jennifer Serravallo's Reading Strategies Book Goal #8 Supporting Comprehension in Non-Fiction: Determining Main Topic(s) &amp; Idea(s) pages 222-249</i>  <i>Jennifer Serravallo's Writing Strategies Book Goal #8 Conventions: Spelling &amp; Letter Formation Pages 298-323</i>            Motivating Reading and Writing with Well-Known and New Literacies</p>	<p><b>Quiz #4 over content in weeks 7 &amp; 8.</b></p> <p>Artifact #8 Due: Character Study: Complete one of 3 options: Letters; Sequels; Lessons</p>
Week 9	<p><b>Week #9 Topics: Motivating Reading &amp; Writing with Well-Known &amp; New Literacies Strategies for Teaching Literature</b></p> <p>Develop, Implement, &amp; Evaluate literacy instruction in EC-6 settings.</p> <p><b>Domain III. Reading Development: Comprehension-Competency 009 (Vocabulary Development):</b> <i>Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students'</i></p>	<p><b>NOTE: Key Lecture Notes will be provided from: Literacy Development in the Early Years: Helping Children Read &amp; Write by Lesley Mandel Morrow</b>  <b>READ:</b> Fountas &amp; Pinnell Literacy Continuum: Guided Reading            Organizing and Managing the Literacy Program  <i>Jennifer Serravallo's Reading Strategies Book Goal #9 Supporting Comprehension in Nonfiction: Determining Key Details pages 250-273</i>  <i>Jennifer Serravallo's Writing Strategies Book Goal #9 Conventions: Grammar &amp; Punctuation Pages 325-363</i></p>	<p><b>Key Vocabulary: Content, Professional, Literacy, Academic</b></p> <p>Artifact #9: Genre Study</p>

Date	Topic	Reading Assignment	Assignment Due
	<p>development of grade-level vocabulary knowledge and skills.</p> <p><b>Week #9 International Literacy Association's Glossary Vocabulary Terms Set 9.</b></p>		
Week 10	<p><b>Week #10 Topic: Writing Reciprocity of Reading &amp; Writing</b></p> <p>Establishing, Developing &amp; Maintaining Literacy Partnerships</p> <p><b>Domain III. Reading Development: Comprehension-Competency 010 (Comprehension Development):</b> <i>Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.</i></p> <p><b>Week #10 International Literacy Association's Glossary Vocabulary Terms Set 10.</b></p>	<p><b>NOTE: Key Lecture Notes will be provided from: Literacy Development in the Early Years: Helping Children Read &amp; Write by Lesley Mandel Morrow</b></p> <p><b>READ:</b> Fountas &amp; Pinnell Literacy Continuum; Writing @ Reading p. 161-</p> <p><i>Jennifer Serravallo's Reading Strategies Book Goal #10 Supporting Comprehension in Nonfiction: Getting the Most from Text Features pages 274-299</i></p> <p><i>Jennifer Serravallo's Writing Strategies Book Goal #10: Collaborating With Writing Partners &amp; Clubs pages 364-383</i></p>	<p><b>Key Vocabulary: Content, Professional, Literacy, Academic</b></p> <p><b>Artifact #10: PROJECT #2 Guided Reading Lessons (25) DUE BY CLASS TIME; UPLOAD A COPY INTO CANVAS; BRING ARTIFACT TO CLASS.</b></p>
Week 11	<p>Writer's Workshop</p> <p>Analyzing Student Writing Samples/Writer's Workshop</p> <p><b>Domain III. Reading Development: Comprehension-Competency 011 (Comprehension of Literary Texts):</b> <i>Understand concepts,</i></p>	<p><b>NOTE: Key Lecture Notes will be provided from: Literacy Development in the Early Years: Helping Children Read &amp; Write by Lesley Mandel Morrow</b></p> <p><b>READ:</b> Fountas &amp; Pinnell: Writing Section starting on page 223</p>	<p><b>Key Vocabulary: Content, Professional, Literacy, Academic</b></p> <p>Artifact #11: Class Play List</p>

Date	Topic	Reading Assignment	Assignment Due
	<p><i>principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.</i></p> <p><b>Week #11 International Literacy Association's Glossary Vocabulary Terms Set 11.</b></p>	<p><i>Jennifer Serravallo's Reading Strategies Book Goal #11 Improving Comprehension in Fiction &amp; Non-Fiction: Understanding Vocabulary &amp; Figurative Language</i></p> <p>Hand-out: Getting Started With Writer's Workshop Student Writing Samples</p> <p><i>Jennifer Serravallo's Writing Strategies Book Goal #10: Collaborating With Writing Partners &amp; Clubs pages 364-383</i></p>	
Week 12	<p><b>Week #12 Topic: Comprehension: Informational Texts</b></p> <p><b>Domain III. Reading Development: Comprehension-Competency 012 (Comprehension of Informational Texts):</b></p> <p><i>Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.</i></p> <p><b>Week #12 International Literacy Association's Glossary Vocabulary Terms Set 12.</b></p>	<p><b>NOTE: Key Lecture Notes will be provided from: Literacy Development in the Early Years: Helping Children Read &amp; Write by Lesley Mandel Morrow</b></p> <p><i>Jennifer Serravallo's Reading Strategies Book Goal #12: Supporting Students' Conversations: Speaking, Listening &amp; Deepening Comprehension pages 328-353</i></p>	<p>Running Record #12;</p> <p><b>Key Vocabulary: Content, Professional, Literacy, Academic</b></p> <p>Artifact #12: Expository Book List of 30 Books</p>

Date	Topic	Reading Assignment	Assignment Due
Week 13	<b>Domain IV. Analysis and Response- Competency 013 (Analysis and Response):</b> <i>Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.</i>	Fountas & Pinnell Literacy Continuum: Guided Reading <i>Jennifer Serravallo's Reading Strategies Book</i> <i>Goal 13 Improving Writing About Reading pages 354-380</i>	<b>Key Vocabulary: Content, Professional, Literacy, Academic</b> Running Record #12  Artifact #13: 30 Technology Web Sites
Week 14			<b>Artifact #14: Literacy Analysis &amp; Report</b>
Week 15			Artifact #15: WIX Electronic Literacy Portfolio with READ 3320 Artifacts

**NOTE: Daily Attendance, Class Participation, and Strategy Grades will be Taken during each class session.**

#### **Specific Quiz & Project Due Dates Schedule:**

Artifact #1: Introduction & Philosophy of Literacy	Due Wk. 1
Artifact #2: All About Me Book	Due Wk. 2
Artifact #3 Poetry Journal	Due Wk. 3
Artifact #4 Ten Phonemic Awareness Lessons	Due Wk. 4
Artifact #5 Project #1: ABC Artifact	Due Wk. 5
Artifact #6 Ten (10) Anchor Charts	Due Wk. 6
Artifact #7 Word Wall Activities	Due Wk. 7
Artifact #8 Character Study Letters; Sequels; Lessons	Due Wk. 8
Artifact #9 Genre Study	Due Wk. 9
Artifact #10 Project #2 Guided Reading L. Plans	Due Wk.10
Artifact #11 Classroom Play List of Music	Due Wk.11
Artifact #12 Expository Book List of 30 books	Due Wk. 12
Artifact #13 Technology Web sites- 30	Due Wk. 13
Artifact #14 Project #2: Literacy Analysis & Report.	Due Wk. 14
Artifact #15 WIX Electronic Literacy Portfolio	Due Wk. 15