The University of Texas at

TYLER

READ 4320.001 (80293)
Literacy Assessment & Instruction I
The University of Texas at Tyler
School of Education
Dr. Joanna Neel
Fall 2022

Course:	**READ 4320.001 Literacy Assessment & Instruction I**
Semester:	**Fall 2022**
Time & Day:	**Face-to-face Mondays & Wednesdays 9:30-10:50 AM**
Location:	**Soules College of Business Building: Classroom 103**
	After 3rd Week: University Academy -Tyler Campus
Instructor:	**Dr. Joanna Neel, Associate Professor**
Office:	**BEP 248-B**
Phone:	**(903) 565-5750**
Email:	**jneel@uttyler.edu (preferred method of contact)**
Office Hours:	**Mondays: 11:00 AM-1:30 PM**
First Day of Class:	**August 22, 2022**
Census Date:	**September 2, 2022**
Last Day to Withdraw: November 4, 2022	

*Last Day to Withdraw from Courses: November 4, 2022
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 visithttps://hood.accessiblelearning.com/UTTyler and fill out the New Student Application. For more information, please visit the SAR webpage athttp://www.uttyler.edu/disabilityservices or call 903.566.7079.
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 selfhelp, completely private online library of behavioral health resources. Sign in to the TAO website using your UT Tyler credentials.

Catalog Description. A course designed to afford the student opportunity to implement the skills of assessment, instruction, and evaluation in a tutorial setting that utilizes a peer coaching model. Prerequisite: Admission to the School of Education. Must have completed the EC-6 Core Curriculum.

Knowledge Base(s)

This course introduces students to the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. Students will learn about the theories of early literacy development as well as research and effective instruction practices that have shape how teachers and others have approached their work with young children. Course content incorporates the following standards for the preparation of reading professionals:

1. *International Literacy Association* standards for the preparation of Pre-K and elementary teacher candidates (ILA, 2010);
2. *Texas State Board for Educator Certification* standards for the preparation of English Language Arts and Reading Generalist ED-6 teacher candidates (Texas State Board for Educator Certification, 2016);
3. *Texas Education Agency Reading 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

    *Please refer to a detailed list of competencies Canvas for this course./.

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 promote 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.

Assessment and Standards Matrix:

Student Learning Outcomes	Topics/ Activities	Assessment (including performance-based)	Standards Alignment
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) **TES**: (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. **TEKS:** ELAR K-6 **ELPS:** K-6 **Pre-K Guidelines:** all **College Readiness Standards:** ELAR: Reading & Writing **ISTE: 2.1.c Educators stay current with research that supports improved student learning outcomes, including findings from the learning sciences.** **INTASC:** 2, 3, 4, 5, 7, 8
2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children.	Literacy Development Theories Research Effective Instructional Practices Reading Writing Oral Language Development	Canvas Discussions Quizzes	**TES 1: all;** **2: all** **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines:** Overview **College Readiness Standards:** ELAR: Reading & Writing **ISTE: 2.1a** Set professional goals to explore & apply pedagogical approaches made possible by technology and reflect on their effectiveness.; **INTASC:** 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/	**TES:** 3Ai-iii; **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines:** **ISTE 2.5a** Use technology to create and personalize learning experiences that foster independent learning & accommodate learner differences and needs. **ISTE 2.5b** Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. **College Readiness Standards:** ELAR: Reading & Writing **ISTE: 1c; 2.5.a** Use technology to create, adapt, & personalize learning experiences that foster independent learning and accommodate learner differences & needs. **ISTE: 2.5b** Design authentic learning activities that align with content area standards & use digital tools & resources to maximize active, deep learning, 7b; 7c **INTASC:** 7, 8

Course Evaluation and Grading

The assignments and projects outlined below are designed to contribute in different, yet complimentary way in achieving the stated learning outcomes.

1. **Class Participation** (20 points or 20% of course grade). Throughout the semester, you will be expected to attend every class, complete assigned textbook and other 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 reading teacher. The following criteria will be used to evaluate your class participation and engagement.
   - 0-10 points = Low level of participation and engagement
   - 11-15 points = Moderate level of participation and engagement
   - 16-20 points = High level of participation and engagement

2.) Projects:

Project #1: Lit Review of 8 ELAR Topic Articles (20 points or 20% of course Grade). In this assignment, students will select eight peer-reviewed research journals to read, synthesize, and write a review of the literature.

Project #2: Reading Workshop ARC of the Year Based on Analysis and interpretation of literacy assessment data (20 points or 20% of course Grade). In this assignment, you will have an opportunity to gain knowledge, skills, and experience in using data-based decision-making techniques and procedures to gather, analyze, and make sense of various types of literacy assessment data. You will also learn strategies for using assessment data to identify EC-6 students' strengths and needs to develop goals for instruction. Based on assessment data, you will develop an ARC of the Year for Literacy. More details along with guidance will be provided throughout the course.

Project #3 -Writing 20 Tutorial Lesson Plans & Preparing Tutorial Notebook (20 points or 20% of course Grade). Students prepare a minimum of twenty tutorial lesson plans to be taught in READ 4326.

Assignments:
1. ABC Artifact
2. 10 Reading Anchor Charts – Seravallo Book
3. 10 Writing Anchor Charts- Seravallo Book
4. ILA Vocabulary Quizzes
5. WIX Portfolio- **Technology & Literacy Integration**: Students will develop a video artifact, recording five tutorial lessons to be uploaded into Canvas & WIX portfolios. Lessons will include Texas Essential Knowledge & Skills, Science of Teaching Reading, and International Literacy Association Literacy Standards. More details along with guidance will be provided throughout the course.

3. Quizzes (20 points or 20% of course grade). There will be scheduled quizzes (10 points each or l0% of course grade) throughout the semester. Quizzes will cover material addressed in lectures, discussions, and assigned readings, as well as key vocabulary. 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.

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.

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 course grade are outlined below. Course grades will be determined based on percentage.

READ 4320 Assignments & Grading:			
Class Assignments:	% of grade:	Points:	Due Dates:
Class Participation & Assignments	15%	15	On-going
Project #1: Literature Review of 8 Articles	20%	20	Week
Project #2: Reading Workshop ARC-Yr.	20%	20	Week
Project #3: Tutorial Lesson Plans for READ 4326	20%	20	Week
Quizzes	20%	20	On-going
WIX Electronic Literacy Portfolio	5%	5	Week 14
TOTAL=	100%	100	
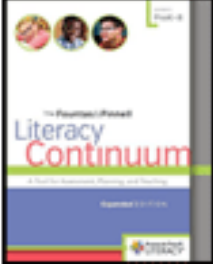
Performance Standards:

Points	Percent	Grade	Standard
90-100	90%	A	(Excellent) Superior
80-89.99	80%	B	(Good) Above Average
70-79.99	70%	C	(Undeveloped)Average

| 60-69.99 | 60% | D | (Poor) Below Average |
| 00-59.99 | 59% or below | F | (Unacceptable)Mediocre |

Required Texts and Materials:

Textbook Cover:	Title:	Author :	ISBN #:	Publisher:
	Strategies for Reading Assessment & Instruction: Helping Every Child Succeed	Reutzel, R., & Cooter, R.	9780133488814	New York: Allyn & Bacon
	Primary: Phonemic Awareness: 35 Weeks of Daily Explicit & Systematic Phonological & Phonemic Awareness Lessons	Michael Heggerty, Ed. D.	9781947260221	Literacy Resources, LLC
	READING STRATEGIES BOOK	**Jennifer Serravallo**	9780325074337	**Heinemann**

	Literacy Continuum	Fountas & Pinnell	9780325060781	Heinemann
	Writing Strategies Book	Jennifer Serravallo	9780325078229	Heinemann
	Running Records for Classroom Teachers	Marie Clay	9780325002996	Heinemann

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.

Overview of Student Learning Outcomes. Please note the detailed Topic Table submitted with syllabus.

Learning Outcomes:	Course Topics:	Readings & Project Due Dates:
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	• Literacy processes: reading, writing, listening, and speaking • Stages of language development • Stages of reading development • Stages of writing development • Stages of spelling development • Theoretical orientation to reading profile (pre-assessment)	Weekly Vocabulary Quizzes. Scheduled Content Quizzes Comprehensive Final
2. Explore literacy development theories, research, and effective instructional practices, and how they can be used to inform and promote reading, writing, and oral language development in young children.	• Essential components of reading: Phonemic awareness, phonics, fluency, vocabulary, comprehension • Factors impacting literacy development among diverse learners • Understanding student needs relative to oral language, reading, and writing development	Project #1 Literature Review of 8 Articles Class Participation & Daily In-class readings & assignments. Independent & Collaborative group work in class.

3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.	Applying knowledge gained to understand students' needs relative to language, reading, and writing development Applying knowledge gained to understand the students' contexts for instruction. Theoretical orientation to reading profile (post-assessment)	Comprehensive Final Project #2: Reading Workshop Arc of the Year Project #3: Develop Tutorial Lesson Plans for READ 4326 Develop WIX Electronic Literacy Portfolio

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

READ 4320: Assignment, Quiz & Project Due Dates Schedule:

Assignment	Due Date:	Date:	Completed:
Start Wix Electronic Literacy Portfolio	Week 1	Week 1 Thurs. 8/25	
Philosophy of Literacy	Week 1	Week 1 Thurs. 8/25	
Upload Syllabus & Topic Table into Portfolio	Week 1	Week 1 Thurs. 8/25	
Science of Teaching Reading Practice Test	Week 1	Week 1 Thurs. 8/25	
ILA & STR Vocabulary Quiz #1	Week 1	Week 1 Thurs.8/25	
Thursday Rule (Organization, Study Skills) BEFORE	Week 2	Week 2 Thurs. 9/1	
ILA & STR Vocabulary Quiz #2	Week 2	Week 2 Thurs. 9/1	
ILA & STR Vocabulary Quiz #3	Week 3	Week 3 Thurs 9/8	
10 Reading Anchor Charts	Week 3	Week 3 Thurs. 9/8	
Content Quiz #1	Week 3	Week 3 Thurs. 9/8	
ILA & STR Vocabulary Quiz #4	Week 4	Week 4 Thurs. 9/15	
ABC Artifact	Week 4	Week 4 Thurs. 9/15	
Project #1 Literature Review	Week 5	Week 5 Thurs. 9/22	
ILA & STR Vocabulary Quiz #5	Week 5	Week 5 Thurs. 9/22	
Content Quiz #2	Week 6	Week 6 Thurs. 9/29	
ILA & STR Vocabulary Quiz #6	Week 6	Week 6Thurs. 9/29	
ILA & STR Vocabulary Quiz #7	Week 7	Week 7 Thurs. 10/6	
Ten Writing Anchor Charts	Week 7	Week 7 Thurs. 10/6	
Lesson Plan Writing: 20 Tutorial Lesson Plans	Week 8	Week 8 Thurs. 10/13	
ILA & STR Vocabulary Quiz #8	Week 8	Week 8 Thurs. 10/13	
Science of Teaching Reading Practice Quiz	Week 8	Week 8 Thurs. 10/13	
ILA & STR Vocabulary Quiz #9	Week 9	Week 9 Thurs. 10/20	
ILA & STR Vocabulary Quiz #10	Week 10	Week 10 Thurs. 10/27	
Running Record Assessment	Week 10	Week 10 Thurs. 10/27	
Project #2: Reading/ Writing Workshop Arc -Year	Week 10	Week 10 Thurs. 10/27	
Project #3: Tutorial Lesson Plans & Notebook	Week 13	Week 13 Thurs. 11/17	
WIX Electronic Literacy Portfolio	Week 14	Week 14 Thurs. 12/1	

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 2nd 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.

- o **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!***
- o **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. "People First" language always refers to the person first and not as a label or a category. 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 (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 4269 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, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), 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 21st 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 4320
Topic Table
Fall 2022
Dr. Joanna Neel, Associate Professor
(Tentative Schedule – subject to changes).
Refer to Canvas for additional reading requirements or
changes to the following course calendar.
NOTE:
This course is designed to build on the readings, which means you are expected to have read the content prior to coming to class. Each week, we will be doing multiple activities in class that require you to be very familiar with the content in the assigned readings.

Date	Topic	Reading Assignment	Assignments & Due Dates:
Week 1 .	Course Overview/Introduction Syllabus Review/SOE Orientation Overview of all Domains: Texas Education Agency Reading Competencies & Science of Teaching Reading Competencies ***TEA Reading Competencies: Domain IV. Analysis and Response- Competency 013*** **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. Key Vocabulary: Content, Professional, Literacy, Academic*** ***READ 4320 Student Learning Outcomes:*** 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, & how they can be used to inform and promote reading, writing, & 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	Syllabus TEKS K-5 ELPS K-5 Pre-K Guidelines **READ:** Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. Reading Assessment in the Classroom *Fountas & Pinnell Literacy Continuum: Interactive Read-Aloud & Literature Discussion Read Pages 11-99* *Jennifer Serravallo's Reading Strategies Book Introduction pages 1-19 Goal #1: Supporting Pre-Emergent & Emergent Readers pages 20-47* *Jennifer Serravallo's Writing Strategies Book Goal #1 Composing With Pictures pages 38-61*	**Upload Syllabus & Topic Table into Portfolio** Start Wix Electronic Literacy Portfolio Upload Philosophy of Literacy, Syllabus & Topic Table into WIX Electronic Portfolio. Philosophy of Literacy Science of Teaching Reading Practice ILA & STR Vocab Quiz #1

Week 2	Informal Reading Inventories ELPS K-5 Overview Literacy assessment tools and strategies Literacy Development Theories Research **_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._ **_READ 4320 Student Learning Outcomes:_** 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, & how they can be used to inform and promote reading, writing, & 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	TEKS K-5 ELPS K-5 Professional Associations and Related Journals Dealing with Early Literacy READ: Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. Fountas & Pinnell Literacy Continuum: Shared & Performance Read Pages 101-160 _Jennifer Serravallo's Reading Strategies Book Goal #2 Teaching Reading Engagement: Focus, Stamina, & Building A Reading Life pgs. 48-74_ _Jennifer Serravallo's Writing Strategies Book Goal #2 Engagement: Independence, Increasing Volume & Developing a Writing Identity pages 62-93_	Thursday Rule (Organization, Study Skills, & Classroom Management) ILA & STR Vocabulary Quiz #2
Week 3	Reading Assessment/ Teaching / Learning Cycles/ Effective Instructional Practices Reading/ Writing/ Oral Lang. **_Domain II. Reading Development: Foundational Skills - Competencies 003_** **Competency 003 (Oral Language Foundations of Reading Development):** _Understand foundational concepts, principles, and best 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._ **_READ 4320 Student Learning Outcomes:_** 1. Develop foundational knowledge of the	READ: Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. Speaking & Listening Fountas & Pinnell Literacy Continuum: Writing About Reading Pages 161-222 _Jennifer Serravallo's Reading Strategies Book Goal #3 Supporting Print Work: Increasing Accuracy & Integrating Sources of Information pages 80-107_ _Jennifer Serravallo's Writing Strategies Book Goal #3 Generating & Collecting Ideas pages 94-135_	ILA & STR Vocabulary Quiz #3 10 Reading Anchor Charts Content Quiz #1

	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, & how they can be used to inform and promote reading, writing, & 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	Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. Children's Concepts About Print	
Week 4	Preview Literacy Lessons Response to Intervention (RTI) ***Domain II. Reading Development: Foundational Skills -* Competency 004 (Phonological and Phonemic Awareness):** *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.* ***READ 4320 Student Learning Outcomes:*** 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, & how they can be used to inform and promote reading, writing, & 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	READ: Fountas & Pinnell: Literacy Continuum Writing-Pages 223-323 *Jennifer Serravallo's Reading Strategies Book Goal #4: Teaching Fluency: Reading with Phrasing, Intonation, & Automaticity pages 108-133* Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. Response To Intervention *Jennifer Serravallo's Writing Strategies Book Goal #4 Focus/ Meaning* *Pages 136-167*	ILA & STR Vocabulary Quiz #4 ABC Artifact Due

| Week 5 | Assessment & Data Analyzing students' literacy strengths and needs Making sense of literacy assessment data. ***Domain II. Reading Development: Foundational Skills* -Competency 005 (Print Concepts and Alphabet Knowledge):** *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.*

READ 4320 Student Learning Outcomes: 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, & how they can be used to inform and promote reading, writing, & 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 | ==READ:== Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. **Ch. Alphabet Knowledge & Letter Naming**

Fountas & Pinnell   Literacy Continuum: Oral & Visual Communication & Technological Communication pages 325-356 *Jennifer Serravallo's Reading Strategies Book Goal #5: Supporting Comprehension in Fiction: Understanding Plot & Setting pages 134-165*

Jennifer Serravallo's Writing Strategies Book Goal #5 Organization & Structure pages 168-211 | Project #1 Literature Review Work & Check

ILA & STR Vocabulary Quiz #5 |
| Week 6 | Review and critique literacy articles, websites and programs. ***Domain II. Reading Development: Foundational Skills - Competencies 006* Competency 006 (Phonics and Other Word Identification Skills):** *Understand concepts, principles, and best practices related to the development of phonics and other word identification skills, including* | ==READ:== **Fountas & Pinnell Literacy Continuum: Phonics, Spelling & Word Study:** Developing Comprehension of Text and Concepts about Books

Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & | Content Quiz #2 ILA & STR Vocabulary Quiz #6 |

	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 phonics and other word identification skills and related spelling skills. **READ 4320 Student Learning Outcomes:** 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, & how they can be used to inform and promote reading, writing, & 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	Instruction: Helping Every Child Succeed.　　　Ch. Alphabet Knowledge & Letter Naming Ch. Phonics & Decoding Skills *Jennifer Serravallo's Reading Strategies Book Goal #6 Supporting Comprehension in Fiction: Thinking About Characters pgs. 166-193* *Jennifer Serravallo's Writing Strategies Book Goal #6 Organization & Structure pages 168-211*	
Week 7	Word Work: Spelling/ Phonics ***Domain II. Reading Dev.: Foundational Skills* - Competency 007 (Syllabication and Morphemic Analysis Skills):** *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.* **READ 4320 Student Learning Outcomes:** 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, & how	Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed.　Ch. Phonics & Decoding skills *Fountas & Pinnell Literacy Continuum: Phonics, Spelling & Word Work* *Jennifer Serravallo's Reading Strategies Book Goal #7: Supporting Comprehension in Fiction: Understanding Themes & Ideas. Pages 194-221* *Jennifer Serravallo's Writing Strategies Book Goal #7: Word Choice pages 262-297*	ILA & STR Vocabulary Quiz #7 Ten Writing Anchor Charts

	they can be used to inform and promote reading, writing, & 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		
Week 8	Selecting the Just-Right Book Literature: Assessment ***Domain II. Development: Foundational Skills* - Competency 008 (Reading Fluency):** *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.* ***READ 4320 Student Learning Outcomes:*** 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, & how they can be used to inform and promote reading, writing, & 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	READ: Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Ch. Reading Assessment in the Classroom Fountas & Pinnell Literacy Continuum: Guided Reading *Jennifer Serravallo's Reading Strategies Book Goal #8 Supporting Comprehension in Non-Fiction: Determining Main Topic(s) & Idea(s) pages 222-249* *Jennifer Serravallo's Writing Strategies Book Goal #8 Conventions: Spelling & Letter Formation Pages 298-323* Motivating Reading and Writing with Well-Known and New Literacies	Lesson Plan Writing: 20 Tutorial Lesson Plans ILA & STR Vocabulary Quiz #8 Science of Teaching Reading Practice Test in Class

| Week 9 | Strategies for Teaching Literature

Develop, Implement, & Evaluate literacy instruction in EC-6 settings.

***Domain III. Reading Development: Comprehension-* Competency 009 (Vocabulary Development):**
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' development of grade-level vocabulary knowledge and skills.

READ 4320 Student Learning Outcomes:
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, & how they can be used to inform and promote reading, writing, & 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 setting | Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed.
Ch. Strategies for Teaching Literature
Ch. Strategies for Teaching Information Texts

Fountas & Pinnell Literacy Continuum: Guided Reading
Organizing and Managing the Literacy Program

Jennifer Serravallo's Reading Strategies Book Goal #9 Supporting Comprehension in Nonfiction: Determining Key Details pages250-273

Jennifer Serravallo's Writing Strategies Book Goal #9 Conventions: Grammar & Punctuation Pages 325-363

Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed.
 Ch. Strategies for Teaching Information Texts | Science of Teaching Reading:
ILA & STR Vocabulary Quiz #9 |
| Week 10 | Writing
Reciprocity of Reading & Writing

Establishing, Developing & Maintaining Literacy Partnerships

***Domain III. Reading Development: Comprehension-* Competency 010 (Comprehension Development):**
Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally | READ: Fountas & Pinnell Literacy Continuum;
Writing @ Reading p. 161-
Jennifer Serravallo's Reading Strategies Book Goal #10 Supporting Comprehension in Nonfiction: Getting the Most from Text Features pages 274-299
Jennifer Serravallo's Writing Strategies Book Goal #10: Collaborating With Writing Partners & Clubs pages 364-383 | ILA & STR Vocabulary Quiz #10

Project #2: RWS/ WWS Arc 6 Weeks |

	appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies. ***READ 4320 Student Learning Outcomes:*** 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, & how they can be used to inform and promote reading, writing, & 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	Reutzel, R., & Cooter, R. (2016). Strategies for Reading Assessment & Instruction: Helping Every Child Succeed. Family Literacy Partnerships: Home and School Working Together	
Week 11	Writer's Workshop Analyzing Student Writing Samples/Writer's Workshop ***Domain III. Reading Development: Comprehension-*** **Competency 011 (Comprehension of Literary Texts):** *Understand concepts, 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.* ***READ 4320 Student Learning Outcomes:*** 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, & how they	READ: Fountas & Pinnell: Writing Section starting on page 223 *Jennifer Serravallo's Reading Strategies Book* *Goal #11 Improving Comprehension in Fiction & Non-Fiction: Understanding Vocabulary & Figurative Language* Hand-out: Getting Started With Writer's Workshop Student Writing Samples *Jennifer Serravallo's Writing Strategies Book Goal #10: Collaborating With Writing Partners & Clubs pages 364-383*	

	can be used to inform and promote reading, writing, & 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		
Week 12	Comprehension: Informational Texts **_Domain III. Reading Development: Comprehension-_ Competency 012 (Comprehension of Informational Texts):** _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._ **_READ 4320 Student Learning Outcomes:_** 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, & how they can be used to inform and promote reading, writing, & 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	_Jennifer Serravallo's Reading Strategies Book Goal #12: Supporting Students' Conversations: Speaking, Listening & Deepening Comprehension pages 328-353_	Guided Reading Tutorial
	Domain IV. Analysis and Response- Competency 013 (Analysis and Response):	Fountas & Pinnell Literacy Continuum: Guided Reading _Jennifer_	Content Quiz #3

Week 13	*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.* **READ 4320 Student Learning Outcomes:** 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, & how they can be used to inform and promote reading, writing, & 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	*Serravallo's Reading Strategies Book Goal 13 Improving Writing About Reading pages 354-380*	Project #3: Tutorial Lesson Plans, Materials, & Notebook
Week 14	**READ 4320 Student Learning Outcomes:** 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, & how they can be used to inform and promote reading, writing, & 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		Final: Wix Portfolio
Week 15	**READ 4320 Student Learning Outcomes:** 1. Develop foundational knowledge of the development of literacy in young children,		**Make Up Work**

	beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & 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		