UTTyler
THE UNIVERSITY OF TEXAS AT TYLER

READ 4320.001 (81050) & READ 4320.02 (81051)
Literacy Assessment & Instruction I
The University of Texas at Tyler
School of Education
Dr. Joanna Neel
Fall 2024

Course:	**READ 4320.001 Literacy Assessment & Instruction I**
Semester:	**Fall 2024**
Time & Day:	**Mon. & Wed. 9:30-10:50 AM**
Location:	**BEP 218**
Instructor:	**Dr. Joanna Neel**
Office:	**BEP 248-B**
Phone:	**(903) 565-5750**
Email:	jneel@uttyler.edu **(preferred method of contact)**
Office Hours:	**Mondays: 11:00 AM-2:00 PM & by appointment.**
First Day of Class:	**Monday, August 26, 2024**
Census Date:	**Monday, September 9, 2024**
Mid Term:	**Monday, September 30, 2024**

Thanksgiving Break: Mon. Nov. 25-Fri. Nov. 29, 2024
Last Day to Withdraw: Monday, November 4, 2024
Last Day of Instruction: Friday, December 6, 2024
Finals Week: **December 9-13, 2024**
Last Day to Withdraw from Courses: Monday, November 4, 2024

Catalog Description. A course designed to afford the student the 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 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. Seven International Literacy Association Competencies
   - Standard 1: Foundational Knowledge.
   - Standard 2: Curriculum and Instruction.
   - Standard 3: Assessment and Evaluation.
   - Standard 4: Diversity.
   - Standard 5: Literate Environment.
   - Standard 6: Professional Learning and Leadership.
   - Standard 7: Practicum /Clinical Experiences (for specialized literacy professionals only)
4. **Texas Education Agency Reading Competencies:**

Domain I. Reading Pedagogy – Competencies 001-002

   - **Competency 001 (Foundations of the Science of Teaching Rea Reading):** Understand foundational concepts, principles, and best practices related to the science of teaching reading.
   - **Competency 002 (Foundations of Reading Assessment):** Understand foundational concepts, principles, and best practices related to reading assessment.

Domain II. Reading Development: Foundational Skills - Competencies 003-008

   - **Competency 003 (Oral Language Foundations of Reading Development):** Understand foundational concepts, principles, and best practices related to the 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.
   - **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.
   - **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.
   - **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 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.

- **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.
- **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.

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.
- **Competency 010 (Comprehension Development):** Understand concepts, principes, 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 reading comprehension strategies in order to gain, clarify, and deepen understanding of appropriately complex texts.
- **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.
- **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.

Domain IV—Analysis and Response

- **Competency 013 (Analysis and Response):** 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.

NOTE: Texas Reading Academy Modules will be implemented into READ 4320 starting Spring 2025.

The TRA modules designated for READ 4320 are:

Module 4: Data

Module 7: Pre-Reading Skills

Module 8: Decoding, encoding, and Word Skills

Domain III. Reading Development: Comprehension- Competencies 009-012
Domain IV. Analysis and Response- Competency 013

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.

Artificial Intelligence (AI)

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject

to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. For this course, students can use AI platforms to help prepare for assignments and projects. While most of the submitted work should be your original effort, you are allowed to use AI tools for revision and editing tasks, such as identifying logical flaws, clarifying confusing or underdeveloped sections, and correcting citations. If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

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 literacy development theories, research, & effective instructional practices, & how they can be used to inform & promote reading, writing, & oral language dev. in young children.	Literacy Development Theories Research-Based Instructional Practices, Reading, Writing & Oral Language Dev.	Canvas Discussions Quizzes	**TES 1: all;** **2: all ;** **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines:** **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

Course Evaluation and Grading

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

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

Quizzes (20 points or 20% of course grade). There will be scheduled quizzes 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.

Projects:

Project #1: Five Reading Research Articles with Questions: (10 points or 10% of course Grade). In this assignment, students will learn to read a research article and identify key elements. **Assigned in Week #2; Due Date: Week #6 THURSDAY October 3, 2024.**

Project #2: 1 Alphabetic Knowledge Lesson Plan (5 Points or 5% of Total Grade) Assigned in Week #4: Due THURSDAY, Sept. 26 Week #5

Project #3 Creating 10 Managed Independent Learning Stations (10 Points or 10% of Total Grade). Due. THURSDAY, October 24, 2024 WEEK #9

Project #4: Design & Create 10 Literacy Lessons Based on ELAR Texas Essential Knowledge & Skills (TEKS); Science of Teaching Reading Competencies; and English Language Proficiency Standards (ELPS). (15 points or 15% of course Grade). In this assignment, you will have an opportunity to gain knowledge, skills, and experience in using language & literacy standards to design and create relevant lessons for your future classroom. You will write thirty lesson plans for one grade level. **You must include these elements in each lesson plan. Phonemic Awareness; Alphabetic Knowledge; Phonics; Read A-Loud; Comprehension. Due. THURSDAY Nov. 7, 2024. WEEK #11.**

Project #5 Writing Five (5) Literacy Intervention Lesson Plans based on student data provided by the professor. (15 points or 15% of course Grade). You will incorporate assessment data drawn from the following: Letter ID Names/ Letter Sound(s); Phonics Inventory; Phonological Awareness Survey; Phoneme Segmentation; Nonsense Word Fluency; Oral Reading Fluency; Oral Retelling; Cloze Activity; etc. **Due. THURSDAY Nov. 21, 2024. WEEK #13**

FINAL: WIX Portfolio-Due. SUNDAY Dec. 1, 2024. WEEK 14 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. 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 are 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 their professional electronic portfolios.

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.

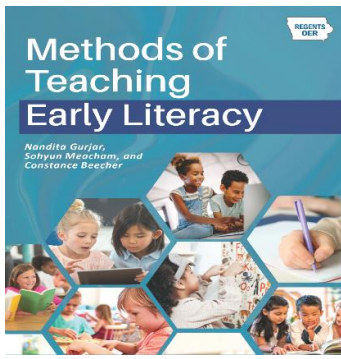| READ 4320 Assignments & Grading:			
Class Assignments:	% of grade:	Points:	Due Dates:
1. Class Participation & Assignments	20%	20	On-going 8

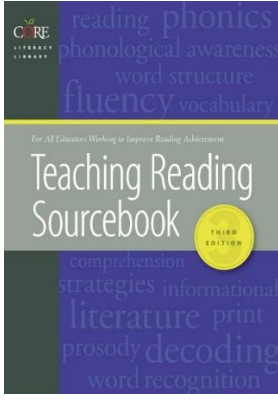|			
2. Project #1: Five Reading Research Articles with Questions:	10%	10	Week #6 Thursday October 3
3. Project #2: 1 Alphabetic Knowledge Lesson Plan	5%	5	Week #5 Thursday, Sept. 26
4. Project #3: Creating 10 Managed Independent Learning Stations Write Five Intervention Literacy Lesson Plans based on data provided by the professor.	10%	10	Week #9 Oct. 24
5. Project #4: Design & Create 10 Literacy Lesson Plans Based on ELAR Texas Essential Knowledge & Skills (TEKS); Science of Teaching Reading Competencies; and English Language Proficiency Standards ELPS.	15 %	15	Week #11 Nov. 7
Project #5: Writing Five (5) Literacy Intervention Lesson Plans based on student data provided by the professor.	15%	15	Week #13 Thursday Nov. 21
7. Quizzes	20%	20	On-going
Final WIX Electronic Literacy Portfolio	5%	5	Week 14
TOTAL=	100%	100	
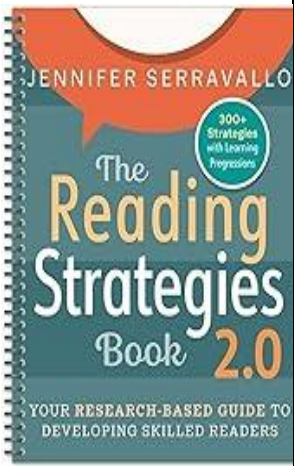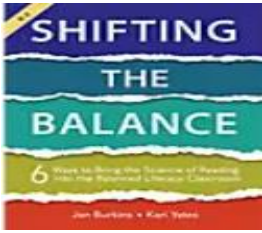
Performance Standards:
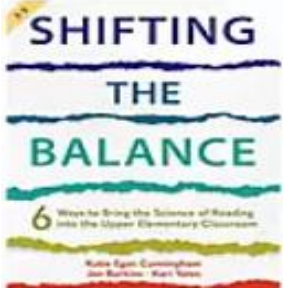
Performance Standards:			
Points	**Percent**	**Grade**	**Standard**
90-100	90%	A	(Excellent) Superior
80-89.99	80%	B	(Good) Above Average
70-79.99	70%	C	(Undeveloped)Average
60-69.99	60%	D	(Poor) Below Average
00-59.99	59% or below	F	(Unacceptable)Mediocre

Texts and Materials:

Required OER Textbook Cover:	Title:	Author(s):	ISBN #:	Publisher:
	Required Text: NOTE: This is an OER (Online Educational Resource) textbook & is available free to students at the website included in the 3rd column of this chart. **Methods of Teaching Early Literacy** Book Description: Theories, teaching strategies, & instructional materials pertinent to teaching reading and writing in grades K-3, with an emphasis on integrating reading, writing, speaking, & listening, as well as	Nandita Gurjar; Sohyun Meacham; & Constance Beecher		**Iowa State University** **Pressbooks** Iowa State University Digital Press Publication Date: July 19, 2023 **OER**

	integration across content areas while addressing diversity & inclusion.			
	Highly Recommended Text: Teaching Reading Sourcebook	by Bill Honig (Author), Linda Diamond (Author), Linda Gutlohn (Author),	978-1634022354	**Core Literacy Library**
	Highly Recommended: The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers This book will be used in READ 4326.	**Jennifer Serravallo**	9780325074337	**Heinemann**
	Shifting the Balance Grades K-2; 6 Ways to Bring the Science of Reading into the Lower Elementary Classroom	**Jan Burkins & Kari Yates**	9781625315106	**Stenhouse Publishers (Now Taylor & Francis)**

SHIFTING THE BALANCE	**RECOMMENDED** **Shifting the Balance, Grades 3-5: 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom**	**Jan Burkins & Kari Yates**	9781625315977	**Routledge Publishing**

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 for students of diversity • Understanding student needs relative to oral language, reading, and writing development	Class Participation & Daily In-class readings & assignments. Independent & Collaborative group work in class. **Project #1: Five Reading Research Articles with Questions** **Project #2: 1 Alphabetic Knowledge Lesson Plan**
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- WIX Electronic Portfolio **Project #3: Creating 10 Managed Independent Learning Stations** **Project #4: Design & Create 10 Literacy Lesson Plans** **Project #5: Writing Five (5) Literacy Intervention Lesson Plans** **FINAL:** 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:
Start Wix Electronic Literacy Portfolio	Week 1	Online Thurs. 8/29
Philosophy of Literacy	Week 1	Online Thurs. 8/29
Upload Syllabus & Topic Table into Portfolio	Week 1	Online Thurs. 8/29
Science of Teaching Reading & Phonics/ Phonemic Awareness Practice Test	Week 1	Week 1 Thurs. 8/29
ILA & STR Vocabulary Quiz #1	Week 1	Week 1Thurs. 8/29
Thursday Rule (Organization, Study Skills)	Week 2	Week 2 Thurs. 9/5
ILA & STR Vocabulary Quiz #2	Week 2	Week 2 Thurs. 9/5
ILA & STR Vocabulary Quiz #3	Week 3	Week 3 Thurs. 9/12
Content Quiz #1	Week 3	Week 3 Thurs. 9/12
ILA & STR Vocabulary Quiz #4	Week 4	Week 4 Thurs. 9/19
ILA & STR Vocabulary Quiz #5	Week 5	Week 5 Thurs 9/26
Quiz #1: Content: Phonics; Phonological Awareness; STR; Reading Rope; Phonemic Awareness;	Week 5	Week 5 Thurs. 9/26
Project #1: 5 Reading Research Articles & Questions	Week 6	Week 6 Thurs.10/3
ILA & STR Vocabulary Quiz #6	Week 6	Week 6 Thurs. 10/3
Project #3: Write 5 Literacy Intervention Plans	Week 6	Week 6 10/3
Science of Teaching Reading Module Completed: including Phonics; Phonological & Phonemic Development; Reading Rope; Letter ID; Decodable Passages; Constructed Response		Week 7 Thurs. 10/10
ILA & STR Vocabulary Quiz #7	Week 7	Week 7 Thurs. 10/10
ILA & STR Vocabulary Quiz #8	Week 8	Week 8 Thurs. 10/17
ILA & STR Vocabulary Quiz #9	Week 9	Week 9 Thurs. 10/24
ILA & STR Vocabulary Quiz #10	Week 10	Week 10 Thurs. 11/31
Science of Teaching Reading Module Completed including Phonics; Phonological & Phonemic Development; Reading Rope; Letter ID; Decodable Passages; Constructed Response	Week 11	Week 11 Thurs. 11/7
Project #2: Alphabetic Knowledge Lesson Plan (5 Points or 5% of Total Grade) Assigned in Week #4: Due Sept. 29 Week #5	Week 12	Week 12 Thurs. 11/14
Quiz #2: Content: Phonics; Phonological Awareness; STR; Reading Rope; Phonemic Awareness;	Week 13	Week 13 Thurs. 11/21
	Week 13	Week 13 Thurs. 11/21
Thanksgiving Holiday		
FINAL: WIX Electronic Literacy Portfolio	Week 15	Week 15 Sun.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 absenc**e. 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 in studying. 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 phones 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

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<u>https://hood.accessiblelearning.com/UTTyler</u> and fill out the New Student Application. For more information, please visit the SAR webpage at<u>http://www.uttyler.edu/disabilityservices</u> 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. <u>Discipline/major library liaisons</u> 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 into the TAO website using your UT Tyler credentials.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION
CEP Mission
The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision
The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

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.

Artificial Intelligence
*You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.
**You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).
***Any plagiarism or other form of cheating will be dealt with severely under relevant UT Tyler policies.
(Policy adapted from Holly Fernandez-Lynch's who shared theirs on Twitter and who teaches at University of Pennsylvania).

READ 4320
Topic Table
Spring 2024

(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 .	**Topic: Course Overview/Introduction Syllabus Review/SOE Orientation What is Literacy? Establishing a Literacy Community** 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* **Phonemic awareness**- The ability to focus on and manipulate the individual phonemes in spoken words. **Phonics** The relationship between the sound of spoken words and the individual letters or groups of letters representing those sounds in written words. **Fluency** The ability to read a text accurately and quickly while using phrasing and emphasis to make what is read sound like spoken language. **Vocabulary** Knowledge about the meanings, uses, and pronunciation of words.	Syllabus TEKS K-5 ELPS K-5 Pre-K Guidelines **READ: OER Text: Methods of Teaching Early Literacy** Ch. 1: What is Literacy? Multiple Perspectives on Literacy by Constance Beecher Ch. 5: Supporting Literacy Learning in the Early Childhood Classroom Ch. 9: Literacy Instruction for Diverse Learners *Practice & Application Opportunities:* *Phonics:* *30 min. Mon./* *30 min. Wed* *Phonemic Awareness:* *30 min. Mon.* *30 min. Wed.* *Vocabulary:* *20 min. Mon.* *20 minutes Wed.* *Fluency:* *10 minutes Mon.* *10 minutes Wed.* *Comprehension: 1 hour per week* ILA: Building a Culture of Literacy: Ideas for Making Literacy a foundation in your school	**Upload Syllabus & Topic Table into Portfolio** Start Wix Electronic Literacy Portfolio Philosophy of Literacy-Start 1st Draft Science of Teaching Reading Practice ILA & STR Vocab Quiz #1

| Week 2 | **Topics:**
 How to read and understand a research article.
 Using Data to Inform Instruction 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.* | TEKS K-5
 ELPS K-5 Professional Associations and Related Journals Dealing with Early Literacy
 READ: OER Text: Methods of Teaching Early Literacy
 Ch. 2 Foundations of Early Literacy by Sohyun Meacham

 Heggerty Phonemic Awareness Practice Lessons Provided in Canvas.
 Practice & Application Opportunities:
 Phonics:
 30 min. Mon./
 30 min. Wed
 Phonemic Awareness:
 30 min. Mon.
 30 min. Wed.
 Vocabulary:
 20 min. Mon.
 20 minutes Wed.
 Comprehension: 1 hour per week
 Vygotsky Video Assignment | Thursday Rule (Organization, Study Skills, & Classroom Management)

 ILA & STR Vocabulary Quiz #2 |
| Week 3 | **Topic: Pre-Reading Skills**

 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* | READ: **READ: OER Text: Methods of Teaching Early Literacy**

 Ch. 2: Foundations of Early Literacy Review from 3320: Ch. 3 Phonological Awareness by Nandita Gurgar
 "To learn to read is to light a fire; every syllable that is spelled is a spark."- Victor Hugo
 Keywords: phonological awareness, phonemes, graphemes, syllables, onset, rimes, short vowel sounds, long | ILA & STR Vocabulary Quiz #3

 Content Quiz #1

 Start Project #1 Read 5 Articles & Questions Due Week #6: Thursday, Oct. 3 |

	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 Practice & Application Opportunities: instructional practices to promote all students' development of grade-level oral language 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	vowel sounds. Phonological awareness is a foundational skill for children. ***Heggerty Phonemic Awareness Practice Lessons Provided in Canvas. Practice & Application Opportunities: Phonics: 30 min. Mon./ 30 min. Wed Phonemic Awareness: 30 min. Mon. 30 min. Wed. Vocabulary: 20 min. Mon. 20 minutes Wed. Fluency: 10 minutes Mon. 10 minutes Wed. Comprehension: 1 hour per week Differentiated Video***	
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: OER Text: Methods of Teaching Early Literacy** Ch. 5: Supporting Literacy Learning in the Early Childhood Classroom by Sohyun Meacham Ch. 3 Phonological Awareness Ch. 4 Phonics: Breaking the Code to Words Ch. 8: Writing Acadience Manual Pg. 50-75 Ch. 5: First Sound Fluency Ch. 6: Letter Naming Fluency Ch. 7: Phoneme Segmentation Fluency ***Heggerty Phonemic Awareness Practice Lessons Provided in Canvas.***	ILA & STR Vocabulary Quiz #4

		Practice & Application Opportunities: *Phonics:* *30 min. Mon./* *30 min. Wed* *Phonemic Awareness:* *30 min. Mon.* *30 min. Wed.* *Vocabulary:* *20 min. Mon.* *20 minutes Wed.* *Fluency:* *10 minutes Mon.* *10 minutes Wed.* *Comprehension: 1 hour per week*	
Week 5		READ: **OER Text: Methods of Teaching Early Literacy** Chapter 7: Fluency & Comprehension Chapter 5: Supporting Literacy Learning in the Early Childhood Classroom by Sohyun Meacham. Ch. 2: Foundations of Early Literacy Ch. 1: What is Literacy? Multiple Perspectives on Literacy Ch. 9: Literacy Development for Diverse Learners *Heggerty Phonemic Awareness Practice Lessons Provided in Canvas.* *Practice & Application Opportunities:* *Phonics:* *30 min. Mon./*	Vocabulary Quiz #5

		30 min. Wed *Phonemic Awareness:* *30 min. Mon.* *30 min. Wed.* *Vocabulary:* *20 min. Mon.* *20 minutes Wed.* *Fluency:* *10 minutes Mon.* *10 minutes Wed.* *Comprehension: 1 hour per week*	
Week 6	**Topic: Reading Fluency** 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 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.*	<mark>**READ:**</mark> **OER Text: Methods of Teaching Early Literacy** Teaching Reading Sourcebook Ch. 10 Fluency Instruction pages 360-373 ***Practice & Application Opportunities:*** ***Phonics:*** *30 min. Mon./* *30 min. Wed* ***Phonemic Awareness:*** *30 min. Mon.* *30 min. Wed.* *Vocabulary:* *20 min. Mon.* *20 minutes Wed.* *Comprehension: 1 hour per week* *Fluency:* *10 minutes Mon.* *10 minutes Wed.*	Content Quiz #2 ILA & STR Vocabulary Quiz #6 Project #1 Literature Review Work & Check ILA & STR Five Reading Research Articles & Questions Due
Week 7	**Topic: Vocabulary & Creating Managed Independent Learning Stations.** ***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*	**OER Text: Methods of Teaching Early Literacy** Ch.6 Reading Vocabulary Teaching Reading Sourcebook Ch 11Specific Word Instruction Pages 420-431; 434-452. ***Practice & Application Opportunities:***	ILA & STR Vocabulary Quiz #7

	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	***Phonics:*** ***30 min. Mon./*** ***30 min. Wed*** ***Phonemic Awareness:*** ***30 min. Mon.*** ***30 min. Wed.*** ***Vocabulary:*** ***20 min. Mon.*** ***20 minutes Wed.*** ***Comprehension: 1 hour per week*** ***Fluency:*** ***10 minutes Mon.*** ***10 minutes Wed.*** ***Heggerty Phonemic Awareness Practice Lessons Provided in Canvas.***	
Week 8	***Vocabulary 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*	READ: **OER Text: Methods of Teaching Early Literacy** Keys to Literacy Website Reading ***Phonics:*** ***30 min. Mon./*** ***30 min. Wed*** ***Phonemic Awareness:*** ***30 min. Mon.*** ***30 min. Wed.*** ***Vocabulary:*** ***20 min. Mon.*** ***20 minutes Wed.*** ***Comprehension: 1 hour per week*** ***Fluency:*** ***10 minutes Mon.*** ***10 minutes Wed.***	ILA & STR Vocabulary Quiz #8 Content Week #9

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| Week 9 | **Topic: Reading Comprehension: Literary Texts**

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 | **OER Text: Methods of Teaching Early Literacy**
Review Ch. 7: Fluency & Comprehension

Teaching Reading Sourcebook Introduction to Comprehension Page 609-632
Ch. 14 Literary Texts p. 637-638
Story Structure Questions & Blooms
Practice & Application Opportunities:
Phonics:
30 min. Mon./
30 min. Wed
Phonemic Awareness:
30 min. Mon.
30 min. Wed.
Vocabulary:
20 min. Mon.
20 minutes Wed.
Comprehension: 1 hour per week
Fluency:
10 minutes Mon.
10 minutes Wed.
Heggerty Phonemic Awareness Practice Lessons Provided in Canvas. | Science of Teaching Reading:
ILA & STR Vocabulary Quiz #9
ILA & STR Vocabulary Quiz #10

Project #3
10 Managed Independent Learning Stations Due. Sept 26 |
| Week 10 | ***Topic: Reading Comprehension: Literary Texts***

***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 appropriate, research- and evidence-based assessment and instructional practices to promote all students' | ***Practice & Application Opportunities:***
Heggerty Phonemic Awareness Practice Lessons Provided in Canvas.
Phonics:
30 min. Mon./
30 min. Wed
Phonemic Awareness:
30 min. Mon.
30 min. Wed. | |

		Vocabulary: *20 min. Mon.* *20 minutes Wed.* *Comprehension: 1 hour per week* *Fluency:* *10 minutes Mon.* *10 minutes Wed.*	
	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		
Week 11	**Topic: Reading Comprehension: Informational Texts** 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 can be used to inform and promote reading,	READ: **OER Text: Methods of Teaching Early Literacy** *Practice & Application Opportunities:* *Phonics:* *30 min. Mon./* *30 min. Wed* *Phonemic Awareness:* *30 min. Mon.* *30 min. Wed.* *Vocabulary:* *20 min. Mon.* *20 minutes Wed.* *Comprehension: 1 hour per week* *Fluency:* *10 minutes Mon.* *10 minutes Wed.*	Project #2: 10 Literacy Lesson Plans based on TEKS; STR; & ELPS. Due: Oct. 24

	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	**Topic: Reading 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	**OER Text: Methods of Teaching Early Literacy** **Ch. 10: Reading & Writing Across Content Areas-Disciplinary Literacy** *Practice & Application Opportunities:* *Phonics:* *30 min. Mon./* *30 min. Wed* *Phonemic Awareness:* *30 min. Mon.* *30 min. Wed.* *Vocabulary:* *20 min. Mon.* *20 minutes Wed.* *Comprehension: 1 hour per week*	Content Quiz #3
Week 13	*Data & Assessment* *Domain IV. Analysis and Response- Competency 013 (Analysis and Response):*	**OER Text: Methods of Teaching Early Literacy** *Teaching Reading Sourcebook:*	Content Quiz #3 over topics to date.

	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	*MTSS for Reading Success Page 743-754* ***Practice & Application Opportunities:*** ***Phonics:*** ***30 min. Mon./*** ***30 min. Wed*** ***Phonemic Awareness:*** ***30 min. Mon.*** ***30 min. Wed.*** ***Vocabulary:*** ***20 min. Mon.*** ***20 minutes Wed.*** ***Comprehension: 1 hour per week*** ***Fluency:*** ***10 minutes Mon.*** ***10 minutes Wed.***	Project #5: Five Intervention Literacy Lesson Plans Due Thursday, Nov. 21
Week 14	***Data & 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	***Practice & Application Opportunities:*** ***Phonics:*** ***30 min. Mon./*** ***30 min. Wed*** ***Phonemic Awareness:*** ***30 min. Mon.*** ***30 min. Wed.*** ***Vocabulary:*** ***20 min. Mon.*** ***20 minutes Wed.*** ***Comprehension: 1 hour per week*** ***Fluency:*** ***10 minutes Mon.*** ***10 minutes Wed.***	Final: Wix Portfolio
Week 15	***READ 4320 Student Learning Outcomes:***	***Phonics:*** ***30 min. Mon./***	**Make Up Work**

	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	*30 min. Wed* *Phonemic Awareness:* *30 min. Mon.* *30 min. Wed.* *Vocabulary:* *20 min. Mon.* *20 minutes Wed.* *Comprehension: 1 hour per week* *Fluency:* *10 minutes Mon.* *10 minutes Wed.*	