



School of Education

READ 4326.001 (80293) Literacy Assessment & Instruction II

Semester & Year: Spring 2020
Time & Day: Mondays & Thursdays 8:00-9:20
Location: HPR 252 & The University Academy

Instructor Information: Dr. Joanna Neel, Associate Professor
Office: HPR 268
Phone: 903-565-5750
Email: jneel@uttyler.edu (preferred method of contact)
Office Hours: Wednesdays 11:00 AM-2:00 PM
Appointments available-please email to schedule.

First Day of Class: Monday, January 13, 2020 in HPR 252
Census Date: January 27, 2020
Last Day to Withdraw: March 30, 2020
Last Day to Withdraw: March 30, 2020
Final Exam: Week of April 28-May 2 Specific Date To Be Determined

Required Attendance

NOTE: We will be tutoring at The University of Texas at Tyler's University Academy located on Old Omen Road, Tyler, after the first two weeks of class.

****Last Day to Withdraw from Courses: March 30, 2020***

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);
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);

**Texas Educator Certification Examination Program Science of Teaching Reading
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 posted in Canvas for this course in the tab entitled Science of Teaching Reading.

Engagement: *Students enrolled in this course will be given multiple opportunities to collaborate with peers in class to reinforce the readings and lectures. Guest Speakers are scheduled to add depth to the lectures. Students are encouraged to participate in research opportunities based on research questions that develop in the class.*

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

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

Student Learning Outcomes

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

1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted reading, writing, and oral language development in young children.
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.
4. Develop an understanding of test-taking strategies including scenarios that will be on the state teaching exams. Key scenarios and practice exams will be infused across the semester.

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: 1c INTASC: 2, 3, 4, 5, 7, 8
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promoted reading, writing, and oral language development in young children.	Literacy Development Theories Research Effective Instructional Practices Reading Writing Oral Language Development	Canvas Discussions Quizzes	TES 1: all; 2: all TEKS: ELAR K-2 ELPS: K-2 Pre-K Guidelines: Overview College Readiness Standards: ELAR: Reading & Writing ISTE: 1a; 5a; 7b;7c 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: Overview College Readiness Standards: ELAR: Reading & Writing ISTE: 1c; 7b; 7c INTASC: 7, 8

Course Evaluation and Grading

The assignments and projects outlined below are designed to contribute in a different, yet complimentary way 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 readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom teacher. The 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

Texas Educator Standard 1.a.i-ii

- PROJECT #1: Tutoring/ Teaching Using Assessment Data to Inform Instruction:** (20 points or 20% of course grade). In this assignment, you will have an opportunity to

apply literacy knowledge gained in READ 4326 I to tutor a primary student during the times assigned for this class. Students in this course will teach specific literacy strategies and phonemic skills, and gain experiences in (a) using data-based decision-making techniques and procedures to gather, analyze, make sense of various types of literacy assessment data to identify students' strengths and needs, and (b) using information gained to design, implement, and evaluate literacy instruction for an individual and/or group of students in EC-6 grades. You will also learn how to adapt instruction for an individual student, a small group of students, or a whole classroom. More details about this project along with guidance will be provided throughout the course.

2. **PROJECT #2: BENCHMARK ASSIGNMENT: Tutoring Report & Portfolio (20 points or 20 % of total grade).** In this assignment, you will write a report summarizing the tutorial teaching experiences. You will learn how to write a brief report supported by a portfolio of your work with the student, which could be organized along the following sections: A profile of your student(s), three or more oral language, reading, and/or writing samples from the child receiving tutorials. Included in this report will be patterns of language, reading, and/or writing development with recommendations for further assessment and instruction, a summary of assessments used to determine strengths and needs, an outline of your goals for literacy improvement along with lesson plans and daily reflections from each lesson. A reflective summary of progress made along with your growth as a literacy educator will also be included in this portfolio. More details about this project along with guidance will be provided throughout the course.

Texas Educator Standards (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate. (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

3.Quizzes (40 points or 40% of course grade). There will be four scheduled quizzes (10 points each or 10% of course grade) throughout the semester. Quizzes will cover material addressed in lectures, discussions, and assigned readings. The content of quizzes, which will consist of a mix of objective and/ or constructed response answers, is designed to probe your level of preparedness in understanding and using knowledge gained throughout the course to promote and support students' literacy development in EC-6 classroom settings.

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.

Class Projects	Percentage of grade	Points	Due Dates
1. Class Participation	20%	20	On-going
2. Project #1: Tutoring 1 student for the semester, using knowledge from READ 4326 I: Literacy Assessment & Instruction.	20%	20	Week 5
3. Project #2: Tutorial Report & Portfolio	20%	20	Final
4. Quizzes	40%	40	Weekly
TOTAL=	100%	100 Points	

Performance standards			
Points	Percent	Grade	Standard
90-100	90%	A	(Excellent) Superior
80-89	80%	B	(Good) Above Average
70-79	70%	C	(Undeveloped)Average
60-69	60%	D	(Poor) Below Average
00-59	59% or below	F	(Unacceptable)Mediocre

Required Texts and Materials

Please NOTE: Three of the textbooks for this course, *The Literacy Continuum*, *Reading Strategies*, and *Writing Strategies*, are also required in READ 3320 and READ 4320. This is strategic to help you build a strong foundational knowledge of literacy strategies with practical applications. This also save you money since the books are resources you will use repeatedly. It is recommended you purchase rather than rent these texts since they are valuable resources for your future classroom.

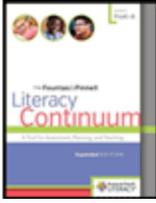
Core Readings: The core readings selected for purposes of this course consist of required texts and recommended materials. These materials will provide a focus for the course and information useful for class discussions, projects, and related activities.

- **Required Text: Reutzell, R., & Cooter, R. (2016). *Strategies for Reading Assessment & Instruction: Helping Every Child Succeed*. New York: Allyn & Bacon. ISBN: 97801334888**



READING STRATEGIES BOOK

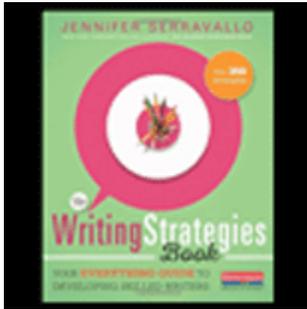
REQUIRED |By *SERRAVALLO* EDITION: 15 PUBLISHER: HEINEMANN
ISBN: 9780325074337



FOUNTAS+PINNELL LITERACY CONTINUUM

REQUIRED |By *FOUNTAS* **EDITION:** 17 **PUBLISHER:** HEINEMANN

- **ISBN:** 9780325060781



WRITING STRATEGIES BOOK

RECOMMENDED |By *SERRAVALLO* **EDITION:** 17

PUBLISHER: HEINEMANN

- **ISBN:** 9780325078229
- Clay, M., Running Records for Classroom Teachers Heinemann, ISBN: 9780325002996
- Fountas, I., Pinnell, G. (2016). Literacy Continuum K-8, Heinemann
- ISBN: 9780325060781.
- Additional readings to supplement course content may be selected from various journal publications, book chapters, and reports (See sample resources in attached references).

Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

Bibliography:

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

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

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

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

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

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

Topical Outline & Schedule

Learning Outcomes:	Course Topics:	Readings & Project Due Dates:
<p>1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Literacy Continuum • Reading Strategies Book • Writing Strategies Book
<p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Literacy Continuum • Reading Strategies Book • Writing Strategies Book
<p>3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.</p>	<ul style="list-style-type: none"> • 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) • Applying knowledge to develop List of technology sites and games that integrate early literacy strategies. 	<ul style="list-style-type: none"> • Literacy Continuum • Reading Strategies Book • Writing Strategies Book

Project #1: Tutoring/ Teaching Using Assessment Data to Inform Instruction: (20 points or 20% of course grade). In this assignment, you will have an opportunity to apply literacy knowledge gained in READ 4326 I to tutor a primary student during the times assigned for this class. Students in this course will teach specific literacy strategies and phonemic skills, and gain experiences in (a) using data-based decision-making techniques and procedures to gather, analyze, make sense of various types of literacy assessment data to identify students' strengths and needs, and (b) using information gained to design, implement, and evaluate literacy instruction for an individual and/or group of students in EC-6 grades. You will also learn how to adapt instruction for an individual student, a small group of students, or a whole classroom. More details about this project along with guidance will be provided throughout the course.

Texas Education Standards (1) Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

2. Project #2: BENCHMARK ASSIGNMENT: Tutoring Report & Portfolio (20 points or 20 % of total grade). In this assignment, you will write a report summarizing the tutorial teaching experiences. You will learn how to write a brief report supported by a portfolio of your work with the student, which could be organized along the following sections: A profile of your student(s), a summary of assessments used to determine strengths and needs, an outline of your goals for literacy improvement along with lesson plans and daily reflections from each lesson. A reflective summary of progress made along with your growth as a literacy educator will also be included in this portfolio. More details about this project along with guidance will be provided throughout the course.

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****Last Day to Withdraw from Courses: March 30, 2020***

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.

- **Cell Phone / Pager / PDA / Blackberry usage:** Cell phones, pagers, etc., are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or other electronic communication devices during exams is prohibited. **Text messaging should be done before or after class!**

- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use “people first” language at all times. “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](#).