**UTTyler**

THE UNIVERSITY OF TEXAS AT TYLER

**School of Education**

**READ 3320.001 Literacy Development in the Early Years**

**Spring 2026**

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| **Semester:** | Spring 2026-January 12 – May 2 |
| **Course Location:** | HPR 262 Tuesday & Thursday 3:30 PM – 4:50 PM |
| **Credit:** | 3 hours |
| **Instructor Information:** | Dr. Jill Carter |
| **Office:** | BEP 248-A |
| **Student Hours:** | **Tuesday & Thursday: 1:40pm – 3:10pm (in person & virtually)** <br> You may attend in person in my office or via Zoom. No appointment is needed. Please feel free to drop by! If these hours do not fit with your schedule, I am happy to meet with you by appointment. You can schedule this by sending me an email request. |
| **Office Phone:** | 903-565-5669 |
| **Email:** | jillcarter@uttyler.edu (preferred method of contact) |

**Please put your course number and section in your email subject (READ 3320.001)

**The last day to withdraw from this course is Monday, March 30th.**

**Catalog Description**

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

**Knowledge Base(s)**

This course is designed to help beginning teachers build foundational knowledge relative to literacy assessment and instruction beginning with early childhood and continuing through upper elementary grades. Students learn key concepts, tools, and strategies for identifying students' strengths and needs using formal and informal assessment measures and strategies, and for designing instruction to address identified literacy needs. Clinical or field experiences required.

**Texas Educator Preparation Standards are integrated into this course. The five major categories included are noted below.**

- **Texas Educator Preparation Standard 1-Instructional Preparation. Teachers understand how students learn, and they prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.**
- **Texas Education Preparation Standard 2-Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research- and evidence-based and informed by student work.**
- **Texas Education Preparation Standard-3-Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy and the appropriate grade-level TEKS**
- **Texas Education Preparation Standard 4-Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.**
- **Texas Education Preparation Standard 5- Professional Practices and Responsibilities - Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals; communicate regularly with stakeholders; maintain professional relationships; comply with federal, state, and local laws; and conduct themselves ethically and with integrity.**

Course content also incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association* standards for the preparation of Pre-K and elementary teacher candidates (ILA, 2010);
- *Texas State Board for Educator Certification* standards for the preparation of English Language Arts and Reading Generalist EC-6 teacher candidates (Texas State Board for Educator Certification, 2016);
- *Texas Education Agency Reading Competencies:* Reading Domains & Competencies*: Domain I. Reading Pedagogy – Competencies 001-002

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

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.
4. Develop a ready understanding of multiple key English Language Arts Terms & vocabulary from the International Literacy Association. Learning these key terms is essential for students to be prepared to teach phonics, phonemic awareness, and literacy, (House Bill 3) and to improve scores on the Texas state content tests for certification.

**Artificial Intelligence Statement**

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 is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. _Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s)._

For this course, the submitted work should be your original effort. You are only 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.

**Overview of Topics and Schedule**

Students will have multiple opportunities to practice & apply literacy theories & strategies including phonemic awareness, phonics, vocabulary, comprehension, fluency. Schedule is tentative and the most up-to-date information can be found in Canvas.

| Week | Content | Readings | Assignments |
|---|---|---|---|
| Week 1<br>1/12 - 1/18 | Literacy Overview/Standards<br><br>Texas Reading Academies Introduction | **Honig et al.** (2018) The Big Picture<br><br>**Texas Essential Knowledge and Skills**<br><br>TRA Module 1 Content & Participant Notebook Content | |
| Week 2<br>1/20 – 1/25<br><br>Martin Luther King, Jr.  Holiday 1/19 | The Science of Teaching Reading | **Serravallo** (2023) Getting Started pp. 8 - 10<br><br>**Honig et al. (2018)** pp. 161 - 168<br><br>TRA Module 2 Content & Participant Notebook Content | Module 1 Participant Notebook **(Due Tues. 1/20)**<br><br>Vocabulary Quiz 1 **(Due Sun. 1/25)** |
| Week 3<br>1/26– 2/1 | The Science of Teaching Reading | TRA Module 2 Content & Participant Notebook Content | Project #1: All About Me PowerPoint **(Due Sun. 2/1)**<br><br>Vocabulary Quiz 2 **(Sun. 2/1)** |
| Week 4<br>2/2 – 2/8 | The Science of Teaching Reading | TRA Module 2 Content & Participant Notebook Content | Vocabulary Quiz 3 **(Due Sun. 2/8)** |
| Week 5<br>2/9 – 2/15 | The Science of Teaching Reading | TRA Module 2 Content & Participant Notebook Content | Content Quiz #1 **(Due Sun. 2/15)** |
| Week 6<br>2/16 – 2/22 | Oral Language & Vocabulary | **English Language Proficiency Standards (ELPS)**<br><br>**Cavanaugh, C.** (2020). Oral language and | Project #2: Phoneme Articulation Video **(Sun. 2/22)**<br><br>Vocabulary Quiz 4 **(Due Sun. 2/22)** |

| | | listening skill development in early childhood. In M. Hougen & S. Smartt (Eds.), *Fundamentals of literacy instruction and assessment: Pre-K-6* (pp. 84-107). Paul H. Brookes Publishing, Co.<br><br>TRA Module 5 Content & Participant Notebook Content | |
|---|---|---|---|
| Week 7<br>2/23 – 3/1 | Oral Language & Vocabulary | TRA Module 5 Content & Participant Notebook Content<br><br>**Serravallo** (2023) Goal 11 & 12: Comprehending Vocabulary & Figurative Language and Conversation selected strategies | Module 2 Participant Notebook **(Due Thurs. 2/26)**<br><br>Vocabulary Quiz 5 **(Due Sun. 3/1)** |
| Week 8<br>3/2 – 3/8 | Oral Language & Vocabulary | TRA Module 5 Content & Participant Notebook Content | Vocabulary Quiz 6 **(Due Sun. 3/8)** |
| **Spring Break  3/9 – 3/13** | | | |
| Week 9<br>3/16 – 3/22 | Oral Language & Vocabulary | TRA Module 5 Content & Participant Notebook Content | Vocabulary Quiz 7 **(Due Sun. 3/22)**<br><br>Content Quiz 2 **(Due Sun. 3/22)** |
| Week 10<br>3/23 – 3/29 | Oral Language & Vocabulary<br><br>Phonological Awareness | TRA Module 5 & 6 Content & Participant Notebook Content | Vocabulary Quiz 8 (Pages 8 & 9) **(Due Sun. (3/29)** |
| Week 11<br>3/30 – 4/05 | Phonological Awareness | **Honig et al.** (2018) Chapter 5-Phonological Awareness pp. 116-127<br><br>TRA Module 6 Content & Participant Notebook Content | Project #3: Read Aloud with Vocabulary Lesson & Video **(Due Sun. 4/05)** |

| Week 12<br>4/6 - 4/12 | Phonological Awareness | **Honig et al.** (2018) Chapter 5-Phonological Awareness pp. 128-142<br><br>TRA Module 6 Content & Participant Notebook Content | Module 5 Participant Notebook **(Thurs. 4/09**<br><br>Content Quiz 3 **(Due 4/12)** |
|---|---|---|---|
| Week 13<br>4/13– 4/19 | Phonological Awareness | **Honig et al.** (2018) Chapter 5-Phonological Awareness pp. 143-158<br><br>TRA Module 6 Content & Participant Notebook Content | Project #4: Draft Phonological Awareness Video & Script **(Due Sun. 4/19)** |
| Week 14<br>4/20 – 4/26 | Phonological Awareness<br><br>WIX Portfolio | TRA Module 6 Content & Participant Notebook Content | Module 6 Participant Notebook **(Due Thurs. 4/23)**<br><br>Project #4: Final Submission Phonological Awareness Video & Script **(Due Fri. 4/24)** |
| Week 15<br>4/27– 5/1 | Finals | | WIX Portfolio **(Due Wed. 4/29)** |

**Key Assignment Descriptions (Detailed instructions in Canvas):**

**Attendance & Participation (10 points of 10% of course).** Attendance and active participation are required to earn credit for the Texas Reading Academies modules taught in this course. Missed classes must be made up on the course make-up date to receive credit for completing the modules.

**Participant Notebook (15 points or 15% of course).** You will be completing your participant notebook for each module covered this semester: Modules 1, 2, 5, and 6. Each Module will be submitted separately according to the due date.

**Vocabulary and Content Quizzes (15 points or 15% of course grade)** Eight scheduled vocabulary quizzes and 3 Content Quizzes throughout the semester. Quizzes will cover key vocabulary that needs to be mastered for your teacher certification exam. Content quizzes will

cover key concepts on The Science of Teaching Reading, Oral Language and Vocabulary, and Phonological Awareness.

**Projects:**

**Project #1: All About Me Power Point (5 points or 5% of course grade).** You will design and create a power point to introduce yourself your future students.

**Project #2: Phoneme Articulation Video (15 points or 15% of course grade).** You will create a video of yourself properly articulating the consonant and vowel sounds of English with key words.

**Project #3: Read Aloud with Vocabulary Lesson & Video (15 points or 15%).** You will write a scripted lesson plan for a read aloud of an excerpt of a children's book with explicit vocabulary instruction. You will then video record yourself teaching your lesson plan.

**Project #4: Phonological Awareness Video (15 points or 15% of course grade).** You will write a scripted lesson and create a video of yourself teaching a mock phonemic awareness lesson. The video will include explicit instruction and modeling of how to do the activity before practicing the activity with imaginary students.

**Final**: **WIX Project with Class Assignments (10 Points or 10% of the course grade).** The WIX Portfolio archiving assignments around student learning outcomes, International Literacy Association Standards, Science of Teaching Reading Standards, and Texas Essential Knowledge & Skills. Students will design & create a WIX Portfolio for Class projects & Assignments. Specific details for this assignment in Canvas under the WIX Portfolio Tab.

Assignments to be included in the portfolio:

1. Project #1: All About Me PowerPoint
2. Project #2: Phoneme Articulation Video
3. Project #3: Read Aloud with Vocabulary Lesson & Video
4. Project #4: Phonological Awareness Video

**WIX Electronic Literacy Portfolio**

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 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 will 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 their professional electronic

portfolios.

**Grading**

| Key Assignment Summary | Weight | Points |
|---|---|---|
| Attendance & Participation | 10% | 10 |
| Participant Notebook | 15% | 15 |
| Vocabulary & Content Quizzes | 15% | 15 |
| Project #1: All About Me PowerPoint | 5% | 5 |
| Project #2: Phoneme Articulation Video | 15% | 15 |
| Project #3: Read Aloud with Vocabulary Lesson & Video | 15% | 15 |
| Project #4: Phonological Awareness Video | 15% | 15 |
| Final: WIX Portfolio | 10% | 10 |
| **Total** | 100% | 100 |

**Performance Standards**

| Points | Percent | Grade | Standard |
|---|---|---|---|
| 90-100 | 90% | A | Excellent |
| 80-89 | 80% | B | Above Average |
| 70-79 | 70% | C | Average |
| 60-69 | 60% | D | Below Average |

| 50-59 | 59% or Below | F | Not Acceptable |

**\*The minimum grade on submitted assignments is 50%. However, if no assignment is submitted a grade of zero will be earned. Incomplete assignments will not be counted as submissions.**

**Required Materials and Texts**

**Course Textbooks:** No textbooks are required for this course. All reading materials will be provided at no cost to you. Texas Reading Academies Module Content will be your primary text. The textbooks below are recommended if you would like to purchase a text.

| Textbook Cover: | Title: | Author: | ISBN #: | Publisher: |
|---|---|---|---|---|
| | **RECOMMENDED** <br> **Teaching Reading Sourcebook (Core Literacy Library) Third Edition** | **Bill Honig, Linda Diamond, & Linda Gutlohn** | **978-1-63402-235-4** | **Arena Press** |
| | **RECOMMENDED** <br> **The Reading Strategies Book 2.0** <br> Only this edition of this text is recommended due to essential updates that have been made. | **Jennifer Serravallo** | 9780325170770 | **Heinemann** |
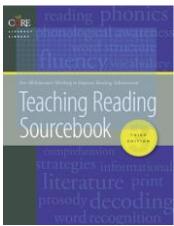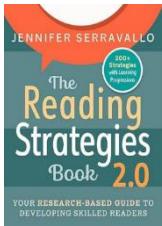
\*Additional readings to supplement course content may be selected from various journal publications book chapters and reports. These will be provided at no extra cost to students.

**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.*

**Course Policies**

- **Attendance**. Participating in learning activities in the classroom is essential for meeting the objectives of this course. You should attend all class meetings during the semester, but I know that sometimes there are extenuating circumstances that come up, making this difficult. Please let me know if you are unable to attend class and be prepared to make up your Texas Reading Academies work. If you miss more than three classes during the semester, please reach out to me, so we can form a plan for your success in the course. Keep in mind that attendance and participation is 10% of your final grade.

  Please note that if you are absent from **any class meeting**, excused or unexcused, you will be **required** to attend a make-up session synchronously via Zoom (Date TBD). <span style="color:orange">Failure to attend the scheduled make-up will result in your not being able to get credit for completing the TRA at the end of your studies.</span>

- **Texas Reading Academies (TRA).** TRA is a comprehensive professional development in the teaching of reading and writing that is required for all K-3 teachers in the state of Texas. Some districts require TRA completion for higher elementary grades as well. By completing all TRA requirements, you will receive credit for completing the TRA at the end of your studies at UT Tyler. This means that you will not have to take this training during your first year as a teacher in a school.

  During this course you will complete Modules 1, 2, 5 and 6 of the Texas Reading Academies. You will receive a participant notebook that you will complete throughout the course for these modules. The notebook will largely be completed outside of class to complement your detailed reading of TRA course material.

- **Make-Up Quiz.** Vocabulary and content quizzes should be completed on time. If you are unable to complete a quiz due to an emergency, please reach out to me to discuss options. You may be expected to submit relevant documentation (e.g., doctor's note, funeral notice, etc.) when requesting a make-up quiz.

- **Written Assignments.** Please complete your written assignment in a 12-point, easy to read font (Times New Roman, Helvetica, Tahoma), double space, and include page numbers. Proofread your assignments so they do not contain typos and grammatical errors. This adds clarity to your work and helps avoid misunderstanding of your message.

- **Late Assignments.** Turning assignments in on time will help you stay on track in the course and avoid accumulating work, making it difficult to catch up. I understand that extenuating circumstances may cause you to need an extension on the due date of a particular assignment. Please reach out to me to request an extension if you will not be able to submit an assignment on time. **Please note that Project #4 must be submitted on time. Points will be deducted from your grade on the project if any part is late. This includes the draft and the final submission.**

**All course work other than your final portfolio must be submitted no later than Friday, April 24, 2026 to receive credit.**

- **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 syllabus.

- **Canvas:** You will find class notes, assignments, grades, and course information in our UT Tyler Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Please check Canvas regularly for updates and to download any class handouts. All course assignments have a designated Canvas page for submission.

- **Cell Phone:** Please limit your cell phone use in class to accessing TRA or other learning activities. I understand that there are occasions and circumstances that require you to be able to monitor your calls and messages. Just let me know at the beginning of class if this situation arises for you.

- **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). Students enrolled in READ 3320 should adhere to and demonstrate these teacher-candidate dispositions at all times.

## UNIVERSITY POLICIES & RESOURCES

Use the following link to review important university policies and information:

**University Policies**

**Resources to assist you in this course**

- UT Tyler Student Accessibility and Resource (SAR) Office. (provides needed accommodations to students with document needs related to access and learning)
- UT Tyler Writing Center.
- UT Tyler PASS Tutoring Center.

- UT Tyler Supplemental.
- Upswing (24/7 online tutoring) - covers nearly all undergraduate course areas.
- Robert Muntz Library. and Library Liaison.
- Canvas 101. (learn to use Canvas, proctoring, Unicheck, and other software)
  LIB 422 -- Computer Lab where students can take a proctored exam

**Resources available to UT Tyler Students**

- UT Tyler Counseling Center.(available to all students)
- My SSP App. (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- Student Assistance and Advocacy Center.
- Military and Veterans Success Center.(supports for all our military-affiliated students)
- UT Tyler Patriot Food Pantry.
- UT Tyler Financial Aid and Scholarship.
- UT Tyler Registrar's Office.
- Office of International Programs.
- Title IX Reporting.
- Patriots Engage. (available to all students. Get engaged at UT Tyler.)

# College of Education and Psychology (CEP) Vision and Mission

## Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

**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.

**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.

## 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 can be accessed here.