



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

<b>Course:</b>	<b>READ 4320.001 Literacy Assessment &amp; Instruction I</b>
<b>Semester &amp; Year:</b>	<b>Fall 2020</b>
<b>Time &amp; Day:</b>	<b>Mondays &amp; Wednesdays 3:00 PM-4:20 PM</b>
<b>Location:</b>	<b>HPR 262</b>
<b>Instructor Information:</b>	Dr. Joanna Neel, Associate Professor
<b>Office:</b>	HPR 268
<b>Phone:</b>	<b>(903) 565-5750</b>
<b>Email:</b>	<a href="mailto:jneel@uttyler.edu">jneel@uttyler.edu</a> (preferred method of contact)
<b>Office Hours:</b>	<b>Mondays 11:00 AM-1:00 PM</b> Appointments available-please email to schedule.
<b>First Day of Class:</b>	<b>Monday, August 24, 2010</b>
<b>Census Date:</b>	<b>Day 12 of Class</b>
<b>Required Attendance:</b>	
<b>Last Day to Withdraw:</b>	<b>November 2, 2020</b>
<b>Final Exam:</b>	<b>Week of Dec. 5, Specific TBD</b>

**\*Last Day to Withdraw from Courses: November 2, 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);
2. *Texas State Board for Educator Certification* standards for the preparation of English Language Arts and Reading Generalist ED-6 teacher candidates (Texas State Board for Educator Certification, 2016);

3. *Texas Education Agency Reading Competencies:*

*Domain I. Reading Pedagogy – Competencies 001-002*

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

*Domain III. Reading Development: Comprehension- Competencies 009-012*

*Domain IV. Analysis and Response- Competency 013*

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

**Student Learning Outcomes**

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

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

**Assessment and Standards Matrix:**

<b>Student Learning Outcomes</b>	<b>Topics/ Activities</b>	<b>Assessment (including performance-based)</b>	<b>Standards Alignment</b>
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	Course Overview: TEKS K-6 Overview ELPS K-6 Overview Pre-K Guidelines Preview Literacy Lessons Developmental Stages for Reading and Writing	Posts in Canvas Review Key Topics	(1) <b>TES:</b> (A) (i) (ii) (iii) (B) (i) (ii) (iii) (C) (i) (ii) (D) (i) (E) (i) (ii) (F) (ii) (iii) (2) (B) (i) (C) (iii) (3) (B) (i) (ii) (iii) (C) (i)1Ai-ii. <b>TEKS:</b> ELAR K-6 <b>ELPS:</b> K-6 <b>Pre-K Guidelines:</b> all <b>College Readiness Standards:</b> ELAR: Reading & Writing <b>ISTE:</b> 1c <b>INTASC:</b> 2, 3, 4, 5, 7, 8
2. Explore an understanding of	Literacy Development Theories	Canvas Discussions Quizzes	<b>TES 1: all;</b> <b>2: all</b>

<p>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.</p>	<p>Research Effective Instructional Practices</p> <p>Reading Writing Oral Language Development</p>		<p><b>TEKS:</b> ELAR K-2 <b>ELPS:</b> K-2 <b>Pre-K Guidelines:</b> Overview <b>College Readiness Standards:</b> ELAR: Reading &amp; Writing <b>ISTE:</b> 1a; 5a; 7b;7c <b>INTASC:</b> 2, 3, 4, 5, 7, 8</p>
<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>	<p>Develop, Implement, &amp; Evaluate literacy instruction in EC-6 settings.</p>	<p>Literacy Articles Website, and Program Resources</p> <p>Running Records Small Group Discussions Quizzes/</p>	<p><b>TES:</b> 3Ai-iii; <b>TEKS:</b> ELAR K-2 <b>ELPS:</b> K-2 <b>Pre-K Guidelines:</b> Overview <b>College Readiness Standards:</b> ELAR: Reading &amp; Writing <b>ISTE:</b> 1c; 7b; 7c <b>INTASC:</b> 7, 8</p>

### 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.

1. **Class Participation** (20 points or 20% of course grade). Throughout the semester, you will be expected to attend every class, complete assigned textbook and other readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom reading teacher. The following criteria will be used to evaluate your class participation and engagement.
  - 0-10 points = Low level of participation and engagement
  - 11-15 points = Moderate level of participation and engagement
  - 16-20 points = High level of participation and engagement

2. **Project #1: Reading Workshop ARC of the Year Based on Analysis and interpretation of literacy assessment data** (20 points or 20% of course Grade). In this assignment, you will have an opportunity to gain knowledge, skills, and experience in using data-based decision-making techniques and procedures to gather, analyze, and make sense of various types of literacy assessment data. You will also learn strategies for using assessment data to identify EC-6 students' strengths and

needs to develop goals for instruction. Based on assessment data, you will develop an ARC of the Year for Literacy. More details along with guidance will be provided throughout the course.

(20 points or 20 % of course grade). Students will create an ARC of the Year focusing on Reading Workshop.

**3. Project #2: Videotaped Tutorial Lesson Plans: Using data to design literacy interventions for struggling readers and writers** (20 points or 20% of course Grade). In this assignment, students will spend approximately five hours developing authentic tutorial literacy lessons for reading & writing workshop. They will develop five or more oral language, reading, writing, and phonemic awareness tutorial lessons for children differing in language background, socio-economic status, or educational achievement. Students will include patterns of language, reading, and/or writing development with recommendations for further assessment and instruction. **Technology & Literacy Integration:** Students will develop a video artifact, recording five tutorial lessons to be uploaded into Canvas & WIX portfolios, and Pathbrite accounts. 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.

**4. 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.

**5. Key Assignments:**

1. Reading Workshop
2. Writing Workshop
3. Managed Independent Literacy Learning Stations
4. Read Aloud Activities & Videos
5. Guided Reading Lessons/ Tutorial Lesson Videotapes
6. Lesson Plan Writing: 20 Tutorial Lesson Plans Completed
7. Video of Five Tutorial Lesson Plans (Project #2)
8. Amazon Wish List of Class Library Sources
9. Phonemic Awareness Lesson
10. WIX Portfolio

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

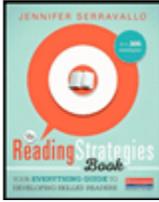
<b>Projects &amp; Grading Criteria</b>			
<b>Class Projects</b>	<b>Percentage of grade</b>	<b>Points</b>	<b>Due Dates</b>
1. Class Participation	20%	20	On-going
2. Project #1: Reading Workshop ARC of the Year & Assessment	20%	20	Week 6
3. Project #2: Five Videotaped Tutorial Lesson Plans	20%	20	Week 12
4. Quizzes	40%	40	Weeks 3,7, 9, 11,13
<b>TOTAL=</b>	<b>100%</b>	<b>100 Points</b>	

<b>Performance standards</b>			
<b>Points</b>	<b>Percent</b>	<b>Grade</b>	<b>Standard</b>
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**

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: 9780133488814

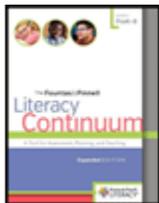


**READING STRATEGIES BOOK**  
**REQUIRED** |By *SERRAVALLO*

**EDITION:** 15

**PUBLISHER:** HEINEMANN

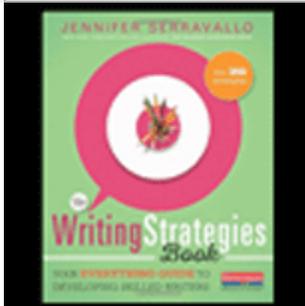
**ISBN:** 9780325074337



**FOUNTAS+PINNELL LITERACY CONTINUUM**  
**REQUIRED** |By *FOUNTAS*

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

**SELECT FORMAT**



**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**

<b>Learning Outcomes:</b>	<b>Course Topics:</b>	<b>Readings &amp; Project Due Dates:</b>
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<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"> <li>• Literacy processes: reading, writing, listening, and speaking</li> <li>• Stages of language development</li> <li>• Stages of reading development</li> <li>• Stages of writing development</li> <li>• Stages of spelling development</li> <li>• Theoretical orientation to reading profile (pre-assessment)</li> </ul>	<p>Morrow- Chapter 1: Foundations of early literacy development</p> <ul style="list-style-type: none"> <li>• Morrow- Chapter 2: Assessment in early literacy</li> <li>• Morrow- Chapter 3: Literacy and diversity</li> <li>• Morrow- Chapter 4: Language &amp; vocabulary development</li> </ul>
<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"> <li>• Essential components of reading: Phonemic awareness, phonics, fluency, vocabulary, comprehension</li> <li>• Factors impacting literacy development among diverse learners</li> <li>• Understanding student needs relative to oral language, reading, and writing development</li> </ul>	<ul style="list-style-type: none"> <li>• Shanahan- Phonemic Awareness</li> <li>• Strategies to figure out words: Phonological awareness, phonics, and more</li> <li>• Shanahan- Phonics</li> <li>• Assessment in early literacy</li> <li>• Shanahan-Oral reading fluency</li> <li>• Writing, spelling, and literacy development</li> <li>• Shanahan- Vocabulary</li> </ul>
<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"> <li>• Applying knowledge gained to understand students' needs relative to language, reading, and writing development</li> <li>• Applying knowledge gained to understand the students' contexts for instruction.</li> <li>• Theoretical orientation to reading profile (post-assessment)</li> <li>• Applying knowledge to develop List of technology sites and games that integrate early literacy strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Shanahan-Comprehension strategies</li> <li>• Morrow- Chapter 8: Motivating reading and writing with well-known and new literacies</li> <li>• Morrow- Chapter 9: Organizing and managing the literacy program</li> <li>• Morrow- Chapter 10: Family literacy partnerships</li> </ul>

### Projects & Grading Criteria

Class Projects	Weight	Points	Due Dates
1. Class Participation	20 %	20 points	On-going

2. Project #1	20 %	20 points	Week 7
3. Project #2	20%	20 points	Week 13
4. Quizzes	40%	40 points	Weeks 3,7,9,11,13
Totals		100%	100 points

**Performance Standards**

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

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

**READ 4320 Specific Quiz & Project Due Dates Schedule:**

Assignment:	Due Date:	Date:	
Quiz #1	Week 3	In Class Wed. 9-2	
Quiz #2	Week 7	In Class Wed. 9-30	
Project #1	Week 7	In Class Wed. 9-30	
Quiz #3	Week 9	In Class Wed. 10-14	
Quiz #4	Week 11	In Class Wed. 10-28	
Project #2	Week 13	In Class Wed. 11-11	
Quiz #5	Week 13	In Class Wed. 11-11	

**\*Last Day to Withdraw from Courses: November 2, 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 2<sup>nd</sup> absence**
- 3 Absences = 25 Point Deduction
- 4 Absences = 40 Point Deduction

- **Make/Up exam.** There will be NO make/up activities or exams for this course unless absence is due to an emergency. Students are expected to submit relevant documentation ( e.g. doctor's note, funeral notice, tow-truck receipt, etc.) when requesting a make/up activity.

- **Written Assignments.** Written assignments **MUST** be typed using **double spaced lines and have page numbers**. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores. **Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helvetica, Tahoma)**

**Late Assignments** (turning in after due date) Assignments are due at the beginning of class. **Assignments that are one day late will be lowered 20%. Papers that are two days late will be lowered 50%. No assignments will be accepted after 48 hours unless arrangements have been made with the instructor.**

- **Academic Dishonesty.** To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is

defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabi.

- **Canvas:** Students will access class notes, assignments, grades and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts.
- **Cell Phone / Pager / PDA / Blackberry usage:** Cell phones, pagers, etc., are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cell phone or other electronic communication devices during exams is prohibited. **Text messaging should be done before or after class!**
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use “people first” language at all times. “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](http://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](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

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

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

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

promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

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

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

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

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