The University of Texas at

TYLER

READ 4320.060
Literacy Assessment & Instruction I
The University of Texas at Tyler
School of Education
Dr. Jill Carter
Spring 2024

Course:	**READ 4320.060 Literacy Assessment & Instruction I**
Semester:	**Spring 2024**
Time & Day:	**Online; Zoom on Thursdays 6:00 PM-7:20 PM**
Instructor:	**Dr. Jill Carter**
Office:	**BEP 248-A**
Phone:	**903-565-5669**
Email:	**jillcarter@uttyler.edu (preferred method of contact)**
Office Hours:	**Mondays and Wednesdays: 9:45 a.m. to 11:15 a.m. (in person) & by appointment (in person and virtual)**
First Day of Class:	**Tuesday, January 16, 2024**
Spring Break:	**March 11-15, 2024**
Last Day to Withdraw:	**March 25, 2024**
Last Day of Instruction:	**Friday, April 26, 2024**
Finals Week:	**April 29-May 3, 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:

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

Domain I. Reading Pedagogy – Competencies 001-002

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

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

Domain IV. Analysis and Response- Competency 013

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

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

1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.
2. Explore an understanding of literacy development theories, research, and effective instructional practices, and how they can be used to inform and promote reading, writing, and oral language development in young children.
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.

Assessment and Standards Matrix:

Student Learning Outcomes	Topics/ Activities	Assessment (including performance-based)	Standards Alignment
1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	Course Overview: TEKS K-6 Overview ELPS K-6 Overview Pre-K Guidelines Preview Literacy Lessons Developmental Stages for Reading and Writing	Posts in Canvas Review Key Topics	(1) **TES**: (A) (i) (ii) (iii) (B) (i) (ii) (iii) (C) (i) (ii) (D) (i) (E) (i) (ii) (F) (ii) (iii) 2 (B) (i) (C) (iii) (3) (B) (i) (ii) (iii) (C) (i)1Ai-ii. **TEKS:** ELAR K-6 **ELPS:** K-6 **Pre-K Guidelines:** all **College Readiness Standards:** ELAR: Reading & Writing **ISTE: 2.1.c Educators stay current with research that supports improved student learning outcomes, including findings from the learning sciences.** **INTASC:** 2, 3, 4, 5, 7, 8
2. Explore an understanding of literacy development theories, research, & effective instructional practices, & how they can be used to inform & promote reading, writing, & oral language development in young children.	Literacy Development Theories Research Effective Instructional Practices Reading Writing Oral Language Development	Canvas Discussions Quizzes	**TES 1: all;** **2: all** **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines:** Overview **College Readiness Standards:** ELAR: Reading & Writing **ISTE: 2.1a** Set professional goals to explore & apply pedagogical approaches made possible by technology and reflect on their effectiveness.; **INTASC:** 2, 3, 4, 5, 7, 8

3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.	Develop, Implement, & Evaluate literacy instruction in EC-6 settings.	Literacy Articles Website, and Program Resources Small Group Discussions Quizzes/	**TES:** 3Ai-iii; **TEKS:** ELAR K-2 **ELPS:** K-2 **Pre-K Guidelines:** **ISTE 2.5a** Use technology to create and personalize learning experiences that foster independent learning & accommodate learner differences and needs. **ISTE 2.5b** Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. **College Readiness Standards:** ELAR: Reading & Writing **ISTE: 1c; 2.5.a** Use technology to create, adapt, & personalize learning experiences that foster independent learning and accommodate learner differences & needs. **ISTE: 2.5b** Design authentic learning activities that align with content area standards & use digital tools & resources to maximize active, deep learning,7b; 7c **INTASC:** 7, 8

Course Evaluation and Grading

The assignments and projects outlined below are designed to contribute in different, yet complimentary 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 a vital 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

Key Assignments:

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

- **Project #2: Design & Create 30 Literacy Lessons Based on ELAR Texas Essential Knowledge & Skills (TEKS); Science of Teaching Reading Competencies; and**

English Language Proficiency Standards (ELPS). (20 points or 20% 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.

- **Project #3 Writing Five (5) Literacy Intervention Lesson Plans based on student data provided by the professor.** (20 points or 20% 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.

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

- **WIX Portfolio**- **Technology & Literacy Integration**: Students will develop a video artifact, recording five tutorial lessons to be uploaded into Canvas & WIX portfolios. Lessons will include Texas Essential Knowledge & Skills, Science of Teaching Reading, and International Literacy Association Literacy Standards. More details along with guidance will be provided throughout the course.

Assessment: Portfolios
Grading based on a collection of evidence that demonstrates mastery, comprehension, application, and synthesis of a given set of learning objectives. Students must prepare a high-quality portfolio and effectively communicate what they have learned through reflection.

Three Rationales integrated into the WIX Electronic Portfolio:
• Growth: Show growth or change over time, help identify strengths and weaknesses, and can help students with self-reflection and goal setting.
• Showcase Work: students 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 various 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.
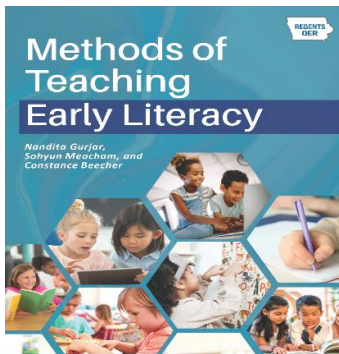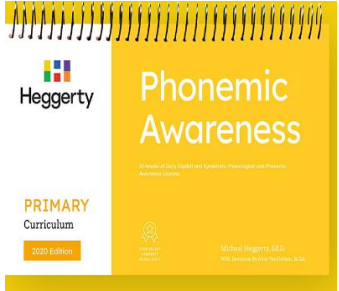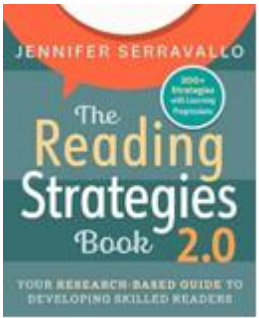
Evaluation and Grading Guidelines and Criteria: All written work should be typed (using a 12 pt. New Times Roman font, with one-inch margins, & page numbers). Properly labeled, and carefully proofread and edited. The criteria for determining your final course grade are outlined below. Course grades will be determined based on percentage.
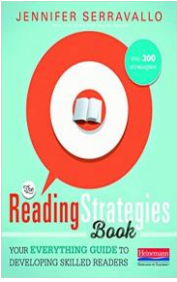
READ 4320 Assignments & Grading:			
Class Assignments:	% of grade:	Points:	Due Dates:
1. Class Participation & Assignments	15%	15	On-going
2. Project #1: Literature Review of 8 Articles	20%	20	Week #5
3. Project #2: Design & Create 30 Literacy Lessons	20%	20	Week #11
4. Project #3: Write 5 Literacy Intervention Lesson Plans	20%	20	Week #14
5. Quizzes	20%	20	On-going
Final WIX Electronic Literacy Portfolio	5%	5	Week 14
TOTAL=	100%	100	

Performance Standards:

Points	**Percent**	**Grade**	**Standard**
90-100	90%	A	(Excellent) Superior
80-89.99	80%	B	(Good) Above Average
70-79.99	70%	C	(Undeveloped)Average
60-69.99	60%	D	(Poor) Below Average
00-59.99	59% or below	F	(Unacceptable)Mediocre

Texts and Materials:

Required OER Textbook Cover:	Title:	Author(s):	ISBN #:	Publisher:
Methods of Teaching Early Literacy (book cover image)	**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 integration across content areas while addressing diversity & inclusion.	Nandita Gurjar; Sohyun Meacham; & Constance Beecher	DIGITAL OBJECT IDENTIFIER (DOI) https://doi.org/10.31274/isudp.2023.14	**Iowa State University** **Pressbooks** Iowa State University Digital Press Publication Date: July 19, 2023 **OER**
Recommended Texts: (Heggerty Phonemic Awareness book cover image)	Primary: Phonemic Awareness: 35 Weeks of Daily Explicit & Systematic Phonological & Phonemic Awareness Lessons	Michael Heggerty, Ed. D.	9781947260221	Literacy Resources, LLC
(Reading Strategies Book 2.0 cover image) or	**Reading Strategies Book 2.0 (preferred)** or **Reading Strategies** The 2.0 book is preferred because it has been updated to reflect the most current research on teaching reading.	**Jennifer Serravallo**	9780325170770 9780325074337	**Heinemann**

		Writing Strategies Book	Jennifer Serravallo	9780325078 229	Heinemann

Bibliography:

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

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

Hougen, M. C. & Smartt, S. M. (2020). *Fundamentals of literacy instruction & assessment*, Pre-K-6 (pp. 163-182). Paul H. Brooks Publishing Co.

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	Project #1 Literature Review of 8 Articles Class Participation & Daily In-class readings & assignments. Independent & Collaborative group work in class.
3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.	• Applying knowledge gained to understand students' needs relative to language, reading, and writing development Applying • knowledge gained to understand the students' contexts for instruction. • Theoretical orientation to reading profile (post-assessment) •	Comprehensive Final-WIX Electronic Portfolio Project #2: Design & Create 30 Literacy Lessons Project #3: Write 5 Literacy Intervention Lesson Plans Develop WIX Electronic Literacy Portfolio

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

Assignment	Due Date:	Date:	Completed:
Start Wix Electronic Literacy Portfolio	Week 1	Online Sunday 1/21	
Philosophy of Literacy	Week 1	Online Sunday. 1/21	
Upload Syllabus & Topic Table into Portfolio	Week 1	Online Sunday 1/21	
Science of Teaching Reading & Phonics/ Phonemic Awareness Practice Test	Week 1	Week 1 Sunday 1/21	
ILA & STR Vocabulary Quiz #1	Week 1	Week 1 Sunday 1/21	
ILA & STR Vocabulary Quiz #2	Week 2	Week 2 Sunday 1/28	
ILA & STR Vocabulary Quiz #3	Week 3	Week 3 Sunday 2/4	
Content Quiz #1	Week 3	Week 3 Sunday 2/4	
ILA & STR Vocabulary Quiz #4	Week 4	Week 4 Sunday 2/11	
Project #1 Literature Review	Week 5	Week 5 Sunday 2/18	
ILA & STR Vocabulary Quiz #5	Week 5	Week 5 Sunday 2/18	
Content Quiz #2	Week 6	Week 6 Sunday 2/25	
ILA & STR Vocabulary Quiz #6	Week 6	Week 6 Sunday 2/25	
Science of Teaching Reading Module Completed including Phonics; Phonological & Phonemic Development; Reading Rope; Letter ID; Decodable Passages; Constructed Response	Week 7	Week 7 Sunday 3/3	
ILA & STR Vocabulary Quiz #7	Week 7	Week 7 Sunday 3/3	
ILA & STR Vocabulary Quiz #8	Week 8	Week 8 Sunday. 3/10	
ILA & STR Vocabulary Quiz #9	Week 9	Week 9 Sunday. 3/29	
ILA & STR Vocabulary Quiz #10	Week 10	Week 10 Sunday 3/31	
Project #2: Design & Create 30 Literacy Lessons	Week 11	Week 11 Sunday 4/7	
Content Quiz #3:	Week 13	Week 13 Sunday 4/21	
Project #3: Write 5 Literacy Intervention Lesson Plans	Week 14	Week 14 Sunday 4/28	
WIX Electronic Literacy Portfolio	Week 14	Week 14 Sunday 4/28	

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 Activities and Exams.** 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 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 font (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 40%. 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.

- **Cell Phone Usage:** Cell phones and similar electronic devices are not to be used during class. Turn such devices off or on vibrate and do NOT access them during class. The use of cellphones or other electronic communication devices during exams is prohibited. ***Text messaging should be done before or* *after class!*** If you have an emergency or other situation that necessitates that you maintain access to your device, please talk to me before class.

- **Person First Language: Our language reflects 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 on this link: https://www.uttyler.edu/links/

- 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/

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 is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education

faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.

READ 4320 Topic Table
(Tentative Schedule—subject to changes)
Refer to Canvas for additional reading requirements or changes to calendar.

This course is designed to build on the readings. You are expected to have read the content prior to class meetings. The activities we do in Zoom meetings will require you to be familiar with the content in the assigned readings.

Date	Topic	Reading Assignment	Assignments & Due Dates:
Week 1.	Course Overview/Introduction Syllabus Review/SOE Orientation Overview of all Domains: Texas Education Agency Reading Competencies & Science of Teaching Reading Competencies ***TEA Reading Competencies: Domain IV. Analysis and Response- Competency 013*** **Focus Discussion on *Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading. Key Vocabulary: Content, Professional, Literacy, Academic*** ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children.	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 *Jennifer Serravallo's Reading Strategies Book Introduction pages 1-19 Goal #1: Supporting Pre-Emergent & Emergent Readers* *Jennifer Serravallo's Writing Strategies Book Goal #1 Composing with Pictures*	**Upload Syllabus & Topic Table into Portfolio** Start Wix Electronic Literacy Portfolio Philosophy of Literacy Science of Teaching Reading Practice ILA & STR Vocab Quiz #1

	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 2	Informal Reading Inventories ELPS K-5 Overview Literacy assessment tools and strategies Literacy Development Theories Research ***Domain I. Reading Pedagogy – Competencies 001 Review Focus on Competency-002* Competency 002 (Foundations of Reading Assessment):** *Understand foundational concepts, principles, and best practices related to reading assessment.* ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	TEKS K-5 ELPS K-5 Professional Associations and Related Journals Dealing with Early Literacy **READ: OER Text: Methods of Teaching Early Literacy** Ch. 2 Foundations of Early Literacy by Sohyun Meacham *Jennifer Serravallo's Reading Strategies Book Goal #2 Teaching Reading Engagement: Focus, Stamina, & Building A Reading Life* *Jennifer Serravallo's Writing Strategies Book Goal #2 Engagement: Independence, Increasing Volume & Developing a Writing Identity*	ILA & STR Vocabulary Quiz #2
Week 3	Reading Assessment/ Teaching / Learning Cycles/ Effective Instructional Practices Reading/ Writing/ Oral Lang. ***Domain II. Reading Development: Foundational Skills - Competencies 003* Competency 003 (Oral Language Foundations of Reading Development):** *Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and*	READ: **OER Text: Methods of Teaching Early Literacy** 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 vowel sounds. Phonological awareness is a foundational skill for children.	Content Quiz #1 ILA & STR Vocabulary Quiz #3

	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	*Jennifer Serravallo's Reading Strategies Book* *Goal #3 Accuracy* ***Everyone will read 2.0 version pgs. 92-124.*** *Jennifer Serravallo's Writing Strategies Book Goal #3 Generating & Collecting Ideas pages*	
Week 4	Preview Literacy Lessons Response to Intervention (RTI) ***Domain II. Reading Development: Foundational Skills - Competency 004 (Phonological and Phonemic Awareness):*** *Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.* ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to	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 *Jennifer Serravallo's Reading Strategies Book Goal #4: Teaching Fluency: Reading with Phrasing, Intonation, & Automaticity pages* *Jennifer Serravallo's Writing Strategies Book Goal #4 Focus/ Meaning*	ILA & STR Vocabulary Quiz #4

	develop, implement, and evaluate literacy instruction in EC-6 settings		
Week 5	Assessment & Data Analyzing students' literacy strengths and needs Making sense of literacy assessment data. ***Domain II. Reading Development: Foundational Skills* -Competency 005 (Print Concepts and Alphabet Knowledge):** *Understand concepts, principles, and best practices related to the development of **print concepts and alphabet knowledge,** including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.* ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	<mark>READ:</mark> **OER Text: Methods of Teaching Early Literacy** 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 *Jennifer Serravallo's Reading Strategies Book Goal #5: Supporting Comprehension in Fiction: Understanding Plot & Setting pages* *Jennifer Serravallo's Writing Strategies Book Goal #5 Organization & Structure*	Project #1 Literature Review ILA & STR Vocabulary Quiz #5
Week 6	Review and critique literacy articles, websites, and programs. ***Domain II. Reading Development: Foundational Skills - Competencies 006* Competency 006 (Phonics and Other Word Identification Skills):** *Understand*	<mark>**READ:**</mark> **OER Text: Methods of Teaching Early Literacy** Ch. 4: Phonics: Breaking the Code to Words by Constance Beecher.	Content Quiz #2 ILA & STR Vocabulary Quiz #6

	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. ***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	Define, understand, & apply phonics concepts & terminology for K-3. Ch. 6 Vocabulary by Constance Beecher Ch. 3 Phonological Awareness Ch. 4 Phonics: Breaking the Code to Words *Jennifer Serravallo's Reading Strategies Book Goal #6 Supporting Comprehension in Fiction: Thinking About Characters* *Jennifer Serravallo's Writing Strategies Book Goal #6 Organization & Structure*	
Week 7	Word Work: Spelling/ Phonics ***Domain II. Reading Dev.: Foundational Skills - Competency 007 (Syllabication and Morphemic Analysis Skills):*** *Understand concepts, principles, and best practices related to the development of syllabication and morphemic analysis skills, including related spelling skills, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level syllabication and morphemic analysis skills and related spelling skills.* ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.	**OER Text: Methods of Teaching Early Literacy** Ch.6 Reading Vocabulary Ch. 3 Phonological Awareness Ch. 4 Phonics: Breaking the Code to Words *Jennifer Serravallo's Reading Strategies Book Goal #7: Supporting Comprehension in Fiction: Understanding Themes & Ideas.* *Jennifer Serravallo's Writing Strategies Book Goal #7: Word Choice*	ILA & STR Vocabulary Quiz #7 Science of Teaching Reading Module Completed

	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 8	Selecting the Just-Right Book Literature: Assessment ***Domain II. Development: Foundational Skills - Competency 008 (Reading Fluency):*** *Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.* ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	READ: **OER Text: Methods of Teaching Early Literacy** Ch. 7 Fluency & Comprehension Ch. 10: Reading & Writing Across Content Areas- Disciplinary Literacy Ch. 3 Phonological Awareness Ch. 4 Phonics: Breaking the Code to Words *Jennifer Serravallo's Reading Strategies Book Goal #8 Supporting Comprehension in Non-Fiction: Determining Main Topic(s) & Idea(s)* *Jennifer Serravallo's Writing Strategies Book Goal #8 Conventions: Spelling & Letter Formation*	ILA & STR Vocabulary Quiz #8

Week 9	Strategies for Teaching Literature	READ: **OER Text: Methods of Teaching Early Literacy**	Science of Teaching Reading:
	Develop, Implement, & Evaluate literacy instruction in EC-6 settings.	Ch. 7: Fluency & Comprehension Ch. 8: Writing Ch. 3 Phonological Awareness Ch. 4 Phonics: Breaking the Code to Words	ILA & STR Vocabulary Quiz #9
	***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	*Jennifer Serravallo's Reading Strategies Book Goal #9 Supporting Comprehension in Nonfiction: Determining Key Details* *Jennifer Serravallo's Writing Strategies Book Goal #9 Conventions: Grammar & Punctuation*	
Week 10	Writing Reciprocity of Reading & Writing Establishing, Developing & Maintaining Literacy Partnerships ***Domain III. Reading Development: Comprehension-* Competency 010 (Comprehension Development):** *Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally*	READ: **OER Text: Methods of Teaching Early Literacy** Ch. 10: Reading & Writing Across Content Areas- Disciplinary Literacy Ch. 9: Literacy Instruction for Diverse Learners Ch. 3 Phonological Awareness Ch. 4 Phonics: Breaking the Code to Words *Jennifer Serravallo's Reading Strategies Book Goal #10 Supporting Comprehension in Nonfiction: Getting*	ILA & STR Vocabulary Quiz #10

	appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies. ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	*the Most from Text Features* *Jennifer Serravallo's Writing Strategies Book Goal #10: Collaborating with Writing Partners & Clubs*	
Week 11	Writing: 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	READ: **OER Text: Methods of Teaching Early Literacy** Ch. 8 Writing *Jennifer Serravallo's Reading Strategies Book* *Goal #11 Improving Comprehension in Fiction & Non-Fiction: Understanding Vocabulary & Figurative Language* Hand-out: Getting Started with Writer's Workshop Student Writing Samples *Jennifer Serravallo's Writing Strategies Book Goal #10: Collaborating with Writing Partners & Clubs*	Project #2 Design & Create 20 Literacy Lessons 10 Writing Anchor Charts

	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 12	Comprehension: Informational Texts ***Domain III. Reading Development: Comprehension-* Competency 012 (Comprehension of Informational Texts):** *Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.* ***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	**OER Text: Methods of Teaching Early Literacy** **Ch. 7: Fluency & Comprehension** *Jennifer Serravallo's Reading Strategies Book Goal #12: Supporting Students' Conversations: Speaking, Listening & Deepening Comprehension*	

Week 13	***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.* ***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. 3 Phonological Awareness** **Ch. 4 Phonics: Breaking the Code to Words** *Jennifer Serravallo's Reading Strategies Book Goal 13 Improving Writing About Reading*	Content Quiz #3
Week 14	***READ 4320 Student Learning Outcomes:*** 1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades. 2. Explore an understanding of literacy development theories, research, and effective instructional practices, & how they can be used to inform and promote reading, writing, & oral language development in young children. 3. Apply the knowledge gained about the development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings	**OER Text: Methods of Teaching Early Literacy** **Ch. 3 Phonological Awareness** **Ch. 4 Phonics: Breaking the Code to Words**	Project # 3: Write 5 Literacy Intervention Lesson Plans Final: Wix Portfolio
Week 15	**Final Exam Week**		