



School of Education

**READ 3320.001 Literacy Development in the Early Years  
Spring 2024**

**Course:** READ 3320.001 (81465)  
**Semester & Year:** Spring 2024  
**Time & Day:** Mondays & Wednesdays 8:00 AM-9:20 AM  
**Locations:** BEP 213

**Instructor:** Dr. Jill Carter  
**Office:** BEP 248-A  
**Phone:** 903-565-5669  
**Email:** [jillcarter@uttyler.edu](mailto:jillcarter@uttyler.edu) (preferred method of contact)  
**Office Hours:** Mondays and Wednesdays: 9:45 a.m. to 11:15 a.m. (in person) and by appointment (in person or virtual)

**First Day of Spring 2024:** Tuesday, January 16, 2024  
**First Class Meeting:** Wednesday, January 17, 2024 (8:00 AM- 9:20 AM)  
**Spring Break:** March 11-15, 2024  
**Last Day to Withdraw:** March 25, 2024  
**Final Exam:** April 29-May 3 (Specific Date TBD)

**B. 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.

**C. 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. Course content 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);
- *Association for Childhood Education International* standards for the preparation of early childhood educators with a focus on the standards for reading, writing, and oral language development (ACEI, 2007);
- *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 Educator Standards* (Title 19: Chapter 149, Subchapter AA, Rule: 149.1001), which identify performance standards to be used to inform the training, appraisal, and professional development of teachers.
- *Interstate Teacher Assessment & Support Consortium* 10 core teaching standards, which articulate what effective teaching and learning looks like in a transformed public education system (INTASC, 2011).
- *Reading Domains & 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

#### **D. 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.

#### **Overview of Topics and Schedule**

Week 1: Foundations of Early Literacy

Week 2: Early Literacy Assessment

Week 3: Literacy and Diversity

Week 4: Oral Language Development and Vocabulary

Week 5: Alphabetic Principle and Concepts of Print

Week 6: Phonological Awareness-Phonemes

Week 7: Decoding and Word Recognition

Week 8: Handwriting and Spelling  
 Reading Fluency

Week 9: Developing Reading Comprehension-Literary Texts

Week 10: Developing Comprehension-Informational Texts

Week 11: Using Children's Literature in the Classroom

Week 12: Small Group Reading Instruction

Week 13: Writing  
Reciprocity of Reading and Writing

Week 14: Teaching the Writing Process

Week 15: Final Exam Week-WIX Portfolio is the final exam.

**Key Assignments (Detailed instructions in Canvas):**

1. **Class Participation & Assignments (15 points or 15% of course grade).** Throughout the semester, you will be expected to participate in the course assignments, complete assigned readings, and engage actively in class discussions and related activities. Your contribution to assigned class work is an important part of the course grade and an important component of your growth as a classroom teacher. The assignments will be completed and graded to earn credit for the assignments in class participation as will attendance.
2. **All About Me Power Point (5 points or 5% of course grade).** You will design and create a power point to introduce yourself to their future employers and to your future students. Please incorporate the following: your own educational journey from kinder to present; any pictures from your childhood; pictures of you in college; pictures of you reading; your favorite foods; hobbies; family; travel pictures; etc. etc. Make this a fun way to let your students get to know you.
3. **Vocabulary Quizzes (10 points or 10% of course grade)** Nine scheduled vocabulary quizzes throughout the semester. Quizzes will cover key vocabulary that needs to be mastered for your teacher certification exam.
4. **Content Quizzes (10 points or 10% of course grade)** Three scheduled content quizzes 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. **Two Phonemic Awareness Activity Videos. (10 points or 10% of course grade).** You will create 2 separate videos of yourself teaching a phonemic awareness activity without students present. One video will be a phoneme blending activity and the other will be a phoneme segmentation activity. The videos will include explicit instruction and modeling of how to do the activity before practicing the activity with imaginary students. You must be present in the video.
6. **Five Alphabet Knowledge Lesson Plans. (10 points or 10% of course grade).** You will create 5 alphabet knowledge lessons based on Kindergarten TEKS standards or Pre-K Outcomes using the template provided. The lesson will include explicit instruction of phoneme-grapheme correspondence and letter formation; and activities to develop and practice these skills.
7. **Log of Multicultural Children’s Books with Genres (5 points or 5% of course grade).** You will create a wish list for a multicultural classroom library including at least four to six books from six different genres with titles that represent students from diverse backgrounds.
8. **Five Phonics Lessons (10 points or 10% of course grade).** You will create 5 phonics lessons based on K-1 TEKS standards using the template provided. The lesson will include activities to develop phonemic awareness, explicit instruction of the phoneme-grapheme correspondence to be taught, activities to develop and practice decoding and encoding skills, and application to connected text.
9. **Twenty-five Managed Independent Learning Stations (10 Points or 10% of course grade).** You will create 25 managed independent learning stations aligned to the TEKS standards, STR competences, and the ELPS. Each station should take 15 minutes for students to complete **independently** and include clear directions for learners.
10. **Poetry, Songs, and Rhymes Journal (5 points or 5% of course grade).** Students will collect 5 poems, 5 songs, and 5 rhymes in a journal. Each item must be aligned to a phonological awareness or phonics TEKS standard, STR competency, and ELPS. You will write a short justification of how each poem, song and rhyme can help you teach the chosen standards and competency.
11. **Final: WIX Project with Class Assignments (10 Points or 20% 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. All About Me PowerPoint
2. Twenty-Five Managed Independent Learning Stations
3. Five Phonics Lessons
4. Five Alphabet Knowledge Lessons
5. Reading Log of Multicultural Children's Books with Genres
6. Poetry, Songs, and Rhymes Journal

### **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 Criteria

Class Project	Weight	Points	Due Date
Class Participation and Assignments	15%	15	Ongoing
All About Me PowerPoint	5%	5	1/29
Vocabulary Quizzes	10%	10	Weekly Weeks 2-8 and 10-11
Content Quizzes	10%	10	2/5 2/26 3/27 4/24
2 Phonemic Awareness Activity Videos	10%	10	3/1
5 Alphabet Knowledge Lesson Plans	10%	10	3/8
Log of Multicultural Children's Books with Genres	5%	5	3/15
5 Phonics Lesson Plans	10%	10	3/25
25 MIL Stations	10%	10	4/1
Poetry, Songs, and Rhymes Journal	5%	5	4/8
WIX Portfolio	10%	10	4/26
<b>Total</b>	100%	100	

## Performance Standards


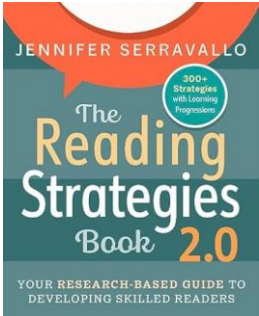
Points	Percent	Grade	Standard
90-100	90%	A	Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	60%	D	Below Average
00-59	59% or Below	F	Mediocre

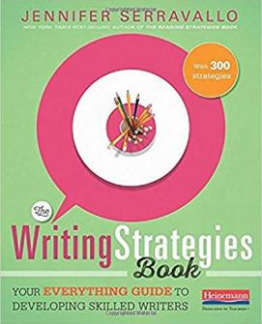
## G. Required Texts and Materials

**Course Textbooks:** *Please NOTE: Three of the textbooks for this course, Heggerty Phonemic Awareness, Reading Strategies 2.0, and Writing Strategies, are also recommended in READ 4320 and READ 4326. This is strategic to help you build a*

**strong foundational knowledge of literacy strategies with practical applications. This also saves you money since the books are resources you will use repeatedly. It is recommended you purchase rather than rent these texts since they are valuable resources for your future classroom.**

**Required: Required Texts and Materials:**

Textbook Cover:	Title:	Author :	ISBN #:	Publisher:
	<p><b>Literacy Development in the Early Years: Helping Children Read &amp; Write</b></p>	<p><b>Morrow</b></p>	<p><b>9780133574296</b></p>	<p>Pearson</p>
	<p><b>Phonemic Awareness: 35 Weeks of Daily Explicit &amp; Systematic Phonological &amp; Phonemic Awareness Lessons</b></p>	<p><b>Michael Heggerty, Ed. D.</b></p>	<p><b>9781947260221</b></p>	<p>2020 Literacy Resources</p>
	<p><b>The Reading Strategies Book 2.0</b></p> <p>Be sure you are purchasing the 2.0 version of the book and not an older version.</p>	<p><b>Jennifer Serravallo</b></p>	<p><b>9780325170770</b></p>	<p><b>Heinemann</b></p>

	<b>Writing Strategies Book</b>	<b>Jennifer Serravallo</b>	9780325078229	<b>Heinemann</b>
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1. Shanahan, T. (2006). *The National Reading Panel Report: Practical advice for teachers*. Naperville, IL: Learning Point Associates. Available free of charge.
2. International Reading Association (1998) *Learning to read and write: Developmentally appropriate practices for young children*. Newark, DE: Author. Available free of charge. Additional readings to supplement course content may be selected from various journal publications, book chapters, and reports.

**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.
- Cárdenas-Hagan, E. (2020). *Literacy foundations for English learners: A comprehensive guide to evidence-based instruction*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- 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.
- Gillon, G. T. (2018). *Phonological awareness: From research to practice*. New York, NY: The Guilford Press.
- Honig, B. H., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook*. Oakland, CA: Arena Press.
- Hougen, M. C. & Smartt, S. M. (2020). *Fundamentals of literacy instruction & assessment, Pre-K-6*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- 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.

**E. Assessment and Standards Matrix:**

<b>Student Learning Outcomes</b>	<b>Topics/ Activities</b>	<b>Assessment (including performance-based)</b>	<b>Standards Alignment</b>
<p>1. Develop foundational knowledge of the development of literacy in young children, beginning from birth and continuing into the upper elementary grades.</p>	<p>Course Overview: TEKS K-6 Overview ELPS K-6 Overview Pre-K Guidelines Preview Literacy Lessons Developmental Stages for Reading and Writing</p>	<p>Posts in Canvas Review Key Topics</p>	<p>(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 &amp; Writing <b>ISTE: 2.1 c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.</b> <b>INTASC:</b> 2, 3, 4, 5, 7, 8</p>
<p>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.</p>	<p>Literacy Development Theories Research Effective Instructional Practices  Reading Writing Oral Language Development</p>	<p>Canvas Discussions Quizzes  Lesson Plan Development</p>	<p><b>TES 1: all;</b> <b>2: all</b> <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: 2.1a;</b> Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.  ISTE: 2.1a Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.5a; 7b;7c <b>INTASC:</b> 2, 3, 4, 5, 7, 8</p>
<p>3. Apply the knowledge gained about the</p>	<p>Develop, Implement, &amp; Evaluate literacy</p>	<p>Literacy Articles Website, and Program Resources</p>	<p><b>TES:</b> 3Ai-iii; <b>TEKS:</b> ELAR K-2 <b>ELPS:</b> K-2</p>

<p>development of literacy in young children to develop, implement, and evaluate literacy instruction in EC-6 settings.</p>	<p>instruction in EC-6 settings.</p>	<p>Lesson Plan Development</p> <p>Small Group Discussions</p> <p>Quizzes</p>	<p><b>Pre-K Guidelines:</b>  Overview  <b>College Readiness Standards: ELAR:</b>  Reading &amp; Writing  <b>ISTE: 2.1c Educators stay current with research that supports improved student learning outcomes, including findings from the learning sciences.</b></p> <p><b>ISTE: 7b</b> Use technology to design &amp; implement a variety of formative &amp; summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.</p> <p><b>ISTE: 2.7c</b> Use assessment to guide progress &amp; communicate with students, parents, &amp; education stakeholders to build student self-direction.</p> <p><b>INTASC: 7, 8</b></p>
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## 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 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%. Assignments 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 syllabus.

- **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:** Cell phones or 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 special situation that requires you to attend to your messages, please discuss this with me before 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. 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 READ 3320 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 students conduct themselves in a manner that ALL students are able to consider the classroom a safe environment.
- **Artificial Intelligence**  
“Use of an AI Generator such as ChatGPT, iA Writer, Midjourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and/or be reported for academic

misconduct.

## 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 the following 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](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 & 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](#).