



College of Education
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**LIST 4373
LITERACY LEARNING FOR EC-6 STUDENTS: READING
AND WRITING**

Summer, 2017

**The course officially begins 6/05/17
WEEK 1 of this course begins Monday, 6/05/17
Course dates: June 5, 2017-August 10, 2017**



Welcome to LIST 4373: **LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING**

Instructor Information:

Instructor: Dr. Peggy Semingson, Associate Professor
Phone: (817) 272-7568 Cell: 817-526-0927

Office: Hammond Hall, 414; Make an appointment for an in-office appointment for office hours or for virtual office hours.

E-Mail: peggys@uta.edu Mailbox: Science Hall 322-N

Office Hours: By appointment; I can also do **virtual office hours** by appointment through Blackboard Instant Messenger or Blackboard Collaborate.

Course website: <https://elearn.uta.edu> [Blackboard; login with NetID and Password]

Course Information:

Course Title: LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING

Course Number: LIST 4373

Semester: Summer, 2017

Course Location and Hours: **ONLINE**; Blackboard <http://elearn.uta.edu>

Office Hours: These are done by appointment

Course Description: (as stated in the catalogue)

LIST 4373 - 001 LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING 3 hours credit. Balanced literacy approach to teaching with an emphasis on reading and writing. Theoretical models, principles of teaching reading and writing using a variety of instructional strategies, the role of phonemic awareness, effective program organization, assessment, and classroom management.

Overall Course Objectives:

1. Teacher candidates will be able to design instruction to foster students' learning in major components of scientifically-based and research-based literacy instruction: phonological and phonemic awareness; phonics and morphemic/structural analysis, sight vocabulary as part of word identification abilities; vocabulary; comprehension; fluency; writing
2. Teacher candidates will be able to understand and practice fundamentals of effective instruction to develop students' literacy development in EC-6 classrooms. More specifically, teacher candidates will be able to: combine graphical and verbal presentations of content ; explicitly connect and integrate abstract and concrete representations of content; design high-level/deep questions that demand students explain what they know alternate to provide demonstrating how to use a strategy or solve a type of problem and ask students to solve the same type of problem independently or in groups to provide multiple opportunities, spread over weeks and months, for students to practice what they have previously learned. Teacher candidates will design curriculum relating to building comprehension, fluency, and vocabulary in reading.
3. Teacher candidates will be able to design data-driven instruction to meet the needs of students' of varying ability levels, including struggling readers and English learners.
4. Teacher candidates will know how to develop and manage a literacy program including components of a balanced literacy framework.

INSTRUCTOR BIO: DR. PEGGY SEMINGSON



Dr. Peggy Semingson is Associate Professor of Curriculum and Instruction in The College of Education at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Literacy Studies. Dr. Semingson taught bilingual students as a classroom teacher and a reading specialist for eight years in both Southern California and Texas. She received her M.Ed. in Reading Education from Texas State University, San Marcos in 2004 and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from the University of Texas at Austin in 2008. In higher education, she is the recipient of the UTA President's Award for Excellence in Distance Education Teaching (2010). Most recently she was awarded the prestigious [Platinum level – Best Practices Award for Excellence in Distance Learning Teaching](#) from the United States Distance Learning Association (2013). She was awarded the Jeanne S. Chall Research Grant from Harvard University to pursue research on ways to assist upper-grade readers. She has an identical twin sister and a seven-year-old niece and seven-month-old nephew, Noah. She has lived in Alaska (Kodiak Island, Anchorage, Fairbanks, and North Pole), Southern California (San Diego and Santa Barbara), and Texas (Austin and the DFW Metroplex). She currently lives in Bedford, TX in a townhome with her dog [Dexter, a lively West Highland Terrier](#). Her favorite things to do include: swimming, cooking, reading (of course!), and technology.

The following topics will be studied in this course. They are based on evidence-based practice and the “Big Five” of reading instruction (National Reading Panel Report, 2000, <http://www.nichd.nih.gov/research/supported/Pages/nrp.aspx/>) as well as evidence-based practices as described in our textbook (Reutzel and Cooter, 2013) , the *Put Reading First guidebook* (2006, 3rd edition, <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>) that students read, as well as supplemental readings and videos/podcasts.

Session	Topics
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Session 1:	Beginning Reading, Phonological Awareness and Effective Reading Instruction and Developing Children's Oral Language)
Session 2:	Beginning Reading,, Word Study, and Phonics (plus continuation of phonological awareness)
Session 3:	Reading Fluency, Guided Reading, and Dyslexia
Session 4:	Reading Comprehension Strategies
Session 5:	Vocabulary Instruction and continuation of Reading Comprehension; Content-area Reading
Session 6:	Writing Composition
Session 7:	Writing Composition, Writing Workshop, and Assessment of Writing Writing; Writing and Assessment Research & Inquiry Viewing and Representing

Prerequisites: Not applicable

REQUIRED READINGS: LIST 4373

- 1) *The Essentials of Teaching Children to Read: The Teacher Makes the Difference (2013), 3rd Edition*, by D. Ray Reutzel and Robert B. Cooter, Jr.
- 2) *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers (2015)* By Jennifer Serravallo
- 3) *Phonics and Word Study for the Teacher of Reading: Programmed for Self-Instruction (2013)* by Barbara Fox, 11th edition.

*Other required digital readings posted on Blackboard (e.g., links to websites, lesson plans, micropodcasts, and videos).

Required Children's Book:

Wonder by R. J. Palacio (2012)

Other Multimedia Resources:

1. **YouTube videos:** We will be watching selected videos from the following YouTube playlist: <https://www.youtube.com/playlist?list=PLk953h0GnBE4zz1uR-AArs0LhsXoCMEHP>
2. **SoundCloud Micropodcasts (audio with transcripts):** We will also be listening to short micropodcasts from the following audio playlists: <https://soundcloud.com/peggy-semingson/sets> (we will start with Session 1: <https://soundcloud.com/peggy-semingson/sets/session-1-micropodcasts-about>). You can listen to these via a mobile device or a computer.

Related websites to read/browse regularly in the class:

1. Reading Rockets <http://www.readingrockets.org/>
2. Readwritethink (literacy lesson plan website) <http://www.readwritethink.org/>

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3. Teaching Channel (video-based): <https://www.teachingchannel.org/>
 4. Rubistar (rubric generator site): <http://rubistar.4teachers.org/index.php>

***Electronic readings need to be accessed through the links in the syllabus to the UTA Library using your UTA NetID and Password.** These links are also in Blackboard and within the syllabus. Please contact your instructor if you are having any difficulty whatsoever in accessing any of the digital readings!

OTHER REQUIRED MATERIALS: TK20 & TEKS (ELAR)

1. **TK20 System** <http://www.uta.edu/coehp/academics/tk20/index.php>
2. **TEKS (English Language Arts Reading)** Access to the updated Language Arts TEKS (bookmark this link; you do not need to print it but you will be referring to them in multiple courses and in your future teaching):
<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

TK20

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of \$100. You may purchase your subscription online from a link provided on the system's Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information .

On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to <http://www.uta.edu/coehp/tk20>.

We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

TK20 NOTE: **The assignment you will be uploading to the TK20 site for this class is the *Guided Reading Lesson Plan*. Submission of this assignment to TK20 is required.

ONLINE LATE WORK POLICY--

Complete all assignments by the due date posted. Some assignments may be accepted up to a day after a deadline but a penalty of 25% will be assessed any assignment that is late. **After the late work submission deadline, you cannot receive credit for an assignment.** Check your schedule of assignment deadlines carefully; some assignments may not be accepted late based on the course schedule.

The drop date for this course is July 20, 2017. July 20, 2017 is the last day to drop classes; submit requests to advisor prior to 4:00 pm.

For drops, see: <http://www.uta.edu/records/courses/policies/add-drop-withdrawal.php>

*The day prior to the Course Start date is the last day that a student can drop a course through MyMav Self Service. After this date you will need to contact your Academic Advisor within your major to drop a course. A grade of "W" will be assigned for all courses dropped after the Census Date of that session.

Policies

- Complete all assignments by the due date posted. Some assignments may be submitted after a deadline, but a penalty of 25% will be assessed any assignment that is late.
- Maintain copies of all work submitted.

- The instructor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any and all changes.

Tentative lecture/topic schedule

- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted unless otherwise specified.
- In general, course assignments are due the same day of the week, each week. However, there are some deviations from this pattern, especially in the summer sessions and at the end of the semester when grades must be completed to post.
- **A penalty of 25% will be assessed from any assignment that is late.**
- All discussion areas will be permanently closed after assignment deadlines or after the window for late posting. Once areas are closed, candidates will not be allowed to post in those areas and will lose the points for that assignment.

LIST 4373 ASSIGNMENTS AND POINT BREAKDOWN

**Specific Due Dates are in the Course Calendar, p. 9-11*

Post general introduction of yourself <i>and</i> a 1-2 minute podcast to the discussion board on blackboard, plus five or more replies to classmates. (Week 1)	10
Session Quizzes (4 quizzes X 20 points each) (Weeks: 2, 4, 6, & 8)	80
Lesson Plan Reflections (5) (One per module): Read and summarize literacy-focused online lessons plans posted within each module on Blackboard. Selected lessons will be posted for you to read and summarize, using a required provided template (single-spaced). Ten points each.	50
Guided Reading Lesson Plan -use the same guided reading children’s book for these assignments. You will be “building” towards the final lesson plan! <ul style="list-style-type: none"> • <i>Initial thoughts</i> on guided reading lesson plan (10 points) (Week 3); post to discussion board and submit to assignments • Comprehension Questions Activity (10 points) (Week 5) • Outline/draft of Lesson Plan for Feedback from Professor (15 points) (Week 7) • Final Lesson Plan (25 points) (Week 9) 	60
Discussion Boards: Reading Response and Replies (4 sets @ 20 points each) in small groups on Blackboard. Include a digital artifact in your initial post. (Weeks 2, 4, 6, and 8)	80
Viewing of the movie <i>Rethinking Dyslexia: The Big Picture</i> on your own (available on Amazon Video or checkout from the UTA Library reserves) and post-viewing reflection. Due by or before Week 10. [*I encourage you to submit this earlier in the course.]	15

TOTAL	295 points
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Total: points possible. A percentage grade is calculated based on points earned.

Course Evaluation/Grading Scale:

- A = 93 – 100%**
- B = 84 – 92%**
- C = 75 – 83%**
- D= 70 – 74%**
- F below 70%**

- A=274-295 points**
- B=247-273 points**
- C=221-246 points**
- D=206-220 points**
- F=below 206 points**

Policies

Literacy Studies Late Work and Attendance Policy

All assignments turned in late will lose at least (if not more) 25% of the possible points for each class day/period after the assignment is due. No exceptions. Late means... via email after class, the next day or the next class period. Late work will be only accepted up until prior to the beginning of the next class period. If it is not in hard copy form or uploaded to Blackboard on the day it is due, it is considered late and will lose points. If turned in by the next class period it will lose 50% off total grade.

Policies

Attendance Policy: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect you to participate in all required activities online, as stated in the syllabus. Your active participation in the course is expected.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic

accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Academic Honesty:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

The following statement should be part of the required heading on all major assignments posted in the course.

Academic Honesty Statement

***Please include the Academic Honesty Statement for all submitted assignments for LIST 4373 (except for the journal postings and comments on the discussion board).**

I have read and understand the UTA Academic Honesty clause as follows. “Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).”

Further, I declare that the work being submitted for this assignment is my original work (e.g., not copied from another student or copied from another source) and has not been submitted for another class.

“Signature” (Typed name):

Date:

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Commitment to Diversity: In our commitment to the furthering of knowledge and fulfilling our educational mission, the School of Education at the University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

Using the Class Discussion Board:

Your instructor will post important information about this course on the Class Discussion Board. For this reason, you should check the Discussion Board frequently.

The Class Discussion Board is also the forum for posting questions and answers about course content. In most cases, questions about course content should be posted publicly to the Class Discussion Board for the benefit of all students. Your instructor will try to respond to your questions as quickly as possible. If you need to discuss an issue with your instructor privately, you should do so by e-mail.

Course Calendar, Summer, 2017

***All assignments must be posted by 11:59 p.m. CENTRAL STANDARD TIME (CST) on the date indicated, unless otherwise noted. Please make a note of any time zone differences from CST. As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Peggy L. Semingson**

Late work: Work submitted after the 11:59 PM pm deadline is subject to losing 25% of possible points. Late work will not be accepted after one week from the designated deadline. I grade what you submit to Blackboard. If you

upload a blank page to Blackboard, that is what I will grade. Please double-check everything you submit! Please check UTA Email and Blackboard (Assignments) daily.

The course begins Monday, June 5, 2017.

Course Calendar

Learning Module	Topics	Readings	Assignments
1 (weeks 1 & 2) 6/5-6/11 6/12-6/18	Overview of Balanced Literacy, Early Literacy, and Phonological Awareness (See standards on Blackboard.)	<ol style="list-style-type: none"> 1. Reutzel & Cooter (2013) book: Chapters 1 & 2 (Effective Reading Instruction and Developing Children's Oral Language) 2. Micropodcasts for Session 1 (see Blackboard). 3. Read pp. 1-25 of <i>Phonics and Word Study for the Teacher of Reading</i> by Barbara Fox. Required but not-graded. Do the pre-test on pages 1-9 of the Phonics and Word Study textbook. Complete all of the exercises. 4. <i>Reading Strategies Book</i> by Jennifer Serravallo. Pp. 22-43 and 80-102. 5. Lesson Plans in Module 1 on Blackboard (read links/websites) 	<ol style="list-style-type: none"> 1. General Introduction on Blackboard Discussions. Post a 2-3 paragraph introduction and a 1-2 minute podcast of yourself by Friday, June 9 (11:59 pm, CST). Post five or more comments (5+) to peers on the general discussion board by or before Monday, June 12, 2017 (11:59 pm). Example of introduction: http://bit.ly/1Pd2Yhn Week 1 2. Discussion Board Postings: (Week 2): Post by Thursday, 6/15/17 (11:59 pm). Do 3+ formal comments by 6 pm Saturday, 6/17/17. Do informal follow-up replies by Sunday, 6/18/17 at 11:59 pm. [over readings from session 1]. Week 2 3. Quiz: Session 1 quiz over readings from Session 1 content. (Take Session quiz during Week 2). The quiz window is 6/12/17 (12:01 am)-6/18/17 (11:59 pm). Week 2 4. Lesson Plan Reflection for Module 1, Due Sunday (6/18) of Week 2 at 11:59 pm. Week 2
2 (weeks 3 & 4) 6/19-6/25 6/26-7/2	Beginning Reading, Word Study, and Phonics (See standards on Blackboard.)	<ol style="list-style-type: none"> 1. Reutzel & Cooter (2013) textbook: Chapter 3 (Phonics and Word Recognition) 2. Read pp. 29-141 in <i>Phonics and Word Study for the Teacher of Reading</i>. Complete all of the exercises in the book in this section. 3. Clark, K. F. (2004, February). What Can I Say Besides "Sound it Out?" Coaching word recognition in beginning reading. <i>The Reading Teacher</i>, 57(5), 440-449. Click here. 4. Micropodcasts for Session 2 (See Blackboard.) 	<ol style="list-style-type: none"> 1. Post your initial thoughts on the guided reading lesson plan in small groups in <u>Discussions</u>. Post at least 3+ comments to peers. Post by Thursday, 6/22/17 (11:59 pm). Do 3+ formal comments by 6 pm Saturday, 6/24/17. Do informal follow-up replies by Sunday, 6/25/17 at 11:59 pm. Week 3 2. Discussion Board Postings: (Week 4): Post by Thursday, 6/29/17 (11:59 pm). Do 3+ formal comments by 6 pm Saturday, 7/1. Do informal follow-up replies by Sunday, 7/2 at 11:59 pm. [over readings from session 2]. Week 4

		5. Lesson Plans in Module 2 on Blackboard (Links/websites)	<p>3. Quiz: Session 2 quiz over readings from Session 2 content. (Take Session quiz during Week 4). The quiz window is 6/26/17 (12:01 am)-7/02/17 (11:59 pm). Week 4</p> <p>4. Lesson Plan Reflection for Module 2, Due Sunday (7/2) of Week 4 at 11:59 pm. Week 4</p>
<p>3 (weeks 5 & 6)</p> <p>7/3-7/9 7/10-7/16</p>	<ul style="list-style-type: none"> Fluency Intro to Guided Reading Intro to comprehension <p>(See standards on Blackboard.)</p>	<ol style="list-style-type: none"> Read pp. 143-220 in <i>Phonics and Word Study for the Teacher of Reading</i> and do the post-test. Reutzel and Cooter book: Chapter 4 (Reading Fluency) Guided Reading Tutorial on Blackboard. <i>Reading Strategies Book</i> by Jennifer Serravallo. Pp. 22-43 and 80-102. <u>Micropodcasts for Session 3 (See Blackboard.)</u> Lesson Plans in Module 3 on Blackboard (Links/websites) 	<ol style="list-style-type: none"> Comprehension Questions Activity, Due Sunday of Week 5 (07/09/17, 11:59 pm) using your guided reading children's book. Week 5 Discussion Board Postings, Journal #3 (Week 6): Post by Thursday, 7/13/17 (11:59 pm). Do 3+ formal comments by 6 pm Saturday, 7/15/17. Do informal follow-up replies by Sunday, 7/16/17 at 11:59 pm. <i>[over readings from session 3]</i> Week 6 Quiz: Session 3 quiz over readings from Session 3 content. (Take Session quiz during Week 6). The quiz window is 7/10/17 (12:01 am)-7/17/17 (11:59 pm). Week 6 Lesson Plan Reflection for Module 3, Due Sunday (7/16) of Week 6 at 11:59 pm. Week 6
<p>4 (weeks 7 & 8)</p> <p>7/17-7/23 7/24-7/30</p>	<ul style="list-style-type: none"> Guided reading as part of a comprehensive literacy program Reading Comprehension Dimensions of effective vocabulary instruction The demands of text (fiction and nonfiction) Content area reading <p>(See standards on Blackboard.)</p>	<ol style="list-style-type: none"> Reutzel and Cooter (2013) Textbook: Chapter 5 (Increasing Reading Vocabulary) and Chapter 6 (Teaching Reading Comprehension) Chapter 15: Engaging Readers in Thinking and Talking about Texts through Interactive Read-Aloud, In I.C. Fountas & G.S. Pinnell <i>Teaching for Comprehension and Fluency</i> (215-236), Portsmouth, NH: Heinemann. Click here for link. <i>Reading Strategies Book</i> by Jennifer Serravallo. Pp. 166-217. <u>Micropodcasts for Session 4 (See Blackboard.)</u> Lesson Plans in Module 4 on Blackboard (Links/websites) 	<ol style="list-style-type: none"> Outline/draft of Guided Reading Lesson Plan for Feedback from Professor (15 points) Due Sunday, Week 7 Discussion Board Postings, Journal #4 (Week 8): Post by Thursday, 7/27/17 (11:59 pm). Do 3+ formal comments by 6 pm Saturday, 7/29/17. Do informal follow-up replies by Sunday, 7/30/17 at 11:59 pm. <i>[over readings from session 3]</i> Week 8 Quiz: Session 4 quiz over readings from Session 4 content. (Take Session quiz during Week 8). The quiz window is 7/24/17 (12:01 am)-7/30/17 (11:59 pm). Week 8 Lesson Plan Reflection for Module 4, Due Sunday (7/30) of Week 8 at 11:59 pm. Week 8

<p>5 (weeks 9 & 10)</p> <p><u>7/31-8/06</u> <u>8/07-8/10</u></p>	<ul style="list-style-type: none"> • Writing composition • Writing Workshop • Dyslexia & Dysgraphia <p>(See standards on Blackboard)</p>	<ol style="list-style-type: none"> 1. <i>Reading Strategies Book</i> by Jennifer Serravallo. Pp. 222-323. 2. <u>Micropodcasts for Session 5 (See Blackboard.)</u> 3. <u>Professional Knowledge for the Teaching of Writing</u> (NCTE, 2016) 4. Selected pages from <u>The Dyslexia Handbook (2014)</u>. Read pages: p. 8-10, 26-40, 41-42, 60-79, and 85-90 5. Article about mentor text: Dollins, C. A. (2016). Crafting creative nonfiction: From close reading to close writing. <i>The Reading Teacher</i>, 70(1), 49-58. Link: http://bit.ly/2aSOouW [*Use UTA NetID and password to access. 6. Lesson Plans in Module 4 on Blackboard (Links/websites) 	<ol style="list-style-type: none"> 1. Final Guided Reading Lesson Plan due (Sunday of week 9, 8/06 (11:59 pm) to Blackboard and TK20. Week 9 2. Dyslexia video and reflection. Complete the dyslexia video reflection due Wednesday of week 10, 8/09 (11:59 pm). <i>You can submit this at any time during the semester.</i> Week 10 3. Lesson Plan Reflection for Module 5, Due Wednesday (8/09) of Week 10 at 11:59 pm. Week 10
<p><u><i>There is no final exam!</i></u></p>			

EXPECTATIONS FOR SUBMITTED WORK

Always submit your best work. Work submitted is expected to be excellent and your best work! Read all required course reading carefully and thoroughly. Do not skim! As educators you expect your future students to do all work assigned and I expect the same of you. Use the rubrics to guide your work. Be prepared for online discussions by doing a close and careful reading and analysis of the required readings. **Tip: Enter all due dates into your calendar/phone calendar, etc.**

DESCRIPTION OF ASSIGNMENTS: PLEASE READ CAREFULLY

Lesson Plan Reflections (5 reflections X 10 Points= 50 Points)

Lesson Plan Reflections (5) Read and summarize literacy-focused online lessons plans and resources that are provided on Blackboard. Selected lessons and lesson-related resources will be posted for you to read and summarize in 1-2 pages, using a required provided template (size 11 font, single-spaced). Ten points each. These will be scored holistically for completeness and depth of reflection.

***The rubric and template will be posted on Blackboard and will be sent via UTA email.**

**Online Blackboard Session Quizzes (4 Quizzes X 20 Points= 80 Points)
Weeks 2, 4, 6, & 8**

The four session quizzes will be in the form of multiple-choice and true/false and will be taken on Blackboard (location: Assignments). There will be a one-week window for each of the 20-question session quizzes. The

session quizzes will consist of 20 questions (multiple choice and true/false) per exam. *The exams will cover the required course readings according to the course calendar and assigned readings.*

Study guides for the exams will be on Blackboard and will be sent via UTA email. *Please make use of the study guides as you read the required readings!!! Quizzes cannot be made up unless you have a documented emergency.*

**The quizzes will not cover the “Professor Notes” or the micropodcast content. You can take each exam up to three times during the designated quiz window. That is, you can take each exam a maximum of three times during the quiz window. Blackboard will record your highest score.*

**Discussion Board Journals (4 Journals Posted + Comments
To Discussion Board Groups 4 X 20 Points Each DB= 80 points)
Weeks 2, 4, 6, & 8**

Description: Candidates will engage in an electronic discussion in response to the textbook and Professor Authored readings. The electronic discussion has two parts: a) candidate’s original response to readings, b) candidate’s substantive and detailed replies to peers.

You will have a total of **four journals**. You will discuss these in small groups of about 10-12 students on the discussion board during the designated weeks. A journal (your initial post) is *about 1-2 pages (single-spaced; 12 font)*. The rubric will be posted on Blackboard and sent via UTA email. **Please be sure to include the digital artifact and description of the artifact, as well. Respond to the guiding questions provided on Blackboard.**

Discussion Board Dates:

Discussion Board	Week	Post your journal about readings from this Session
DB 1	2	<i>Readings from session 1</i>
DB2	4	<i>Readings from session 2</i>
DB3	6	<i>Readings from session 3</i>
DB4	8	<i>Readings from session 4</i>

Part A: Journal Response (500+ words and include one or more multi-media artifacts): Candidates will submit to the Group Discussion Board a reading response summarizing and linking their responses to the readings (as indicated in the schedule) as well as personal reactions to the material based on the prompt of selected guiding questions. Responses do NOT need to include all readings for that week but *should* cite specific course readings for that week in the written response.

- For each of the discussion posts (Part A), a set of **guiding questions**, based on that session’s reading will be provided on Blackboard and sent via UTA email. Select **one or more** of the guiding questions for your post to respond to, incorporating key ideas from the readings. Include the question or questions in your post (bolded or in a different color font). Please **cut and paste** your post into the discussion area! Do not simply upload your document. Be sure that all work hyperlinks correctly. Use of multimedia is encouraged.
- The Part A response should include **one or more** (one is a minimum) of a “multi-media or web-based artifact”

that you have located and/or created. Describe in depth why you chose the artifact (or artifacts) and how it further helps extend our understanding of the related course content. An artifact can be one or more of the following:

- Found or created infographic that relates to the course content. If you wish to create an infographic, I suggest Piktochart: <http://piktochart.com/>
- A website or website(s) with resources related to the course content. There are some great “hub” websites that have many resources such as ReadWriteThink.org and Reading Rockets.
- Social media page that you have started or found (someone’ else’s) related to the course content (e.g., Pinterest board on a related course concept in that session’s readings)
- A short podcast, video, or semantic map you have created and inserted into your post. You can create a TelleGami video using a smart phone and the free app, for instance, and include that as an artifact. (<https://telligami.com/faq/>). You can also use Voki to create an avatar to express some ideas, as well.
- An image or picture that represents and connects to course content.
- Example of tool for Semantic Map: Bubbl.us or Popplet.com <https://bubbl.us/> or <http://popplet.com/>
- To create a short podcast to link to or embed into your post, I suggest VoiceThread (<https://voicethread.com/>) or MixCloud (<https://www.mixcloud.com/>). VoiceThread has a mobile app which allows for up to five free VoiceThreads. Remember, you can also locate a podcast (e.g. through International Literacy Association or another resource).
- A quote using Pablo Buffer. <https://pablo.buffer.com/>
- A cartoon using Make Belief Comix <http://www.makebeliefscomix.com/>
- A blog post you have written or one you have found that connects to the course content.

3. The **guiding questions** for each of the discussion boards for that session will be posted on Blackboard and will also be sent via UTA email.

4. Your initial post (Part A) should be **500 words or more** (*not* including the guiding questions you cut and paste into the response). Do not submit a skeletal or superficial response. Please do the readings at the *beginning* of each session so you have time to reflect upon the readings and to also search for and/or create an artifact. Do a word count before you submit! <http://www.wordcounter.net/>

NOTE: For the artifact, include a link to the artifact and explain how it is useful to the course content for that session’s reading. You need to locate at least one artifact to include in your post. I encourage you to include more. In your response, you can also pose your own questions to peers (e.g., if you are wondering something).

Part B: Replies: Following response posting, candidates will return to the discussion board to read and **reply to at least three or more peer’s responses**. Label replies as Reply 1A & Reply 1B, etc. The format for the reply part of this assignment is as follows.

- **Personal Connections:** Why did you choose this posting to respond to?
- **Discussion:** What questions or comments do you have for the author of the response posting?
- **Extension:** How can you extend the conversation on this posting? (Share specific resources, experiences, etc.)

Grading Rubric for Discussion Board Postings (20 points for Part A and Part B) will be posted on Blackboard and will be sent via UTA email. Please respond to the guiding questions for Part A. This will be posted on Blackboard and sent via UTA email.

Posting and Replies Cycle for Discussion Board Posts and Comments

NOTE: For the weeks we are doing journal discussion boards, The journal posting and replies/comments cycle is always:

- Do your initial journal post (Part A w/required template) by **Thursday** at 11:59 pm (CST)
- Do your formal replies (**3 or more replies**, Part B) by **Saturday** at 6:00 pm (CST)

--Do your informal follow-up replies (Part B) by Sunday at 11:59 pm (CST)

Post your journal **earlier than the Thursday night deadline** to avoid last-minute work. We value **early posting** as it allows others more *flexibility* in being able to post comments over the weekend. Be sure to do informal follow-up replies to others' replies to your post. *****Late comments will receive zero points.**

Comprehension Questions Activity (10 Points) Week 5

Using your guided reading children's book, come up with your own original comprehension questions (literal, inferential, and applied) **using the required template**. The template, tutorial, and rubric will be posted on Blackboard.

***The rubric, tutorial, and assignment template will be posted on Blackboard and will be sent via UTA email.**

Guided Reading Lesson Plan Weeks 3 (Initial Thoughts) 7 (Draft to Professor), 9 (Final Plan)

The guided reading lesson plan will be done in **parts**. You will be working towards completing this plan in parts. Pick your selected text early on in the course.

Guided Reading Lesson Plan

- Post initial thoughts about the guided reading lesson plan (10 points)
- Outline/Draft of Lesson Plan for feedback from Dr. Semingson (15 points)
- Final Lesson Plan (25 points)

Guided reading lesson plans are geared for small groups of readers (3-8 students in a group) where the students are reading at approximately the same reading level. The focus of the guided reading lesson in this class should have a vocabulary and comprehension focus, e.g., a plan appropriate for students who are already reading and working on building fluency while gaining skills in comprehension (that are aligned with the TEKS) as well as vocabulary. The plan should keep in mind you usually only have about 20-25 minutes (at most, typically) to do a guided reading lesson. Often, teachers are expected to also conduct some kind of mini-assessment with students once a week or at least on a regular basis. Time is crucial during guided reading, in particular, so **make every moment count!** ☺ **This is a small group lesson, not a whole group lesson!** See the image of an example of a *small-group* guided reading lesson.



Guided reading is **small-group reading instruction**, typically done at a small table with 3-8 students.

Image Source: woodleywonderworks Creative Commons licensing <https://www.flickr.com/photos/wwworks/4005631298>

Procedures: Select a guided reading text (fiction or non-fiction) appropriate for 2nd-6thth grade. A template will be provided for this plan and will be made available on Blackboard. The text should be one a student could read in 1-2 guided reading sessions of about 20-30 minutes in length or a chapter or two from a chapter book. This guided reading plan assumes students are in the fluency-building stage of reading and can already decode. See Blackboard for the required template and the reflection questions for the guided reading lesson plan. **Do not pick a book that is more geared for an emergent or beginning reader.** This lesson should have a vocabulary and comprehension focus. You may use a chapter from *Wonder* by R.J. Palacio or *another book of your choosing that fits the purposes and scope of the assignment*.

***NOTE: Include all assessment tools and an anchor chart at the end.** These are the assessments and anchor chart you would actually give a student. Create your own assessment; *do not cut and paste one from the Internet*. Include any pictures of materials you created.

(15 points): Watch *Rethinking Dyslexia: The Big Picture* and write a 1-2 page (single-spaced, 11 font) written reflection. You can complete this at any time during the semester but it is due Wednesday of Week 10!

Directions: Watch the 52-minute movie *Rethinking Dyslexia: The Big Picture*. Respond below each of the questions. Your final response should be 1-2 pages (not including the directions and questions). This assignment will be scored holistically for completeness and detail. I suggest watching this movie at any time during the semester. The movie is also available on YouTube for \$2.99 <https://www.youtube.com/watch?v=I5NFhTrXMqQ>. It may also be available on Amazon (streaming version for \$3.99: <https://amzn.com/B00FPZXUGQ>) and Google Play (\$2.99) (https://play.google.com/store/movies/details/The_Big_Picture?id=I5NFhTrXMqQ&hl=en).

As you watch the movie, consider these overarching themes:

- **Compensating.** How do individuals compensate for their challenges with their strengths?
- **Naming disabilities (labels).** How are people labelled and what effect does this have on them?

Your general response to the movie:

1. Provide a brief (2-3 paragraph) summary of the movie and what stood out to you.
2. What facts about dyslexia did you learn? These can be a numbered list. Include at least five facts.
3. What do you still want to know about dyslexia, based on your viewing of the movie?

More specific questions. Please respond to the following questions. Leave the questions intact.

1. Reflect on your definition of “dyslexia” following the movie viewing. What do you associate with dyslexia? What does it mean to have dyslexia?
2. Did the film change how you define “dyslexia” or how you think of people with dyslexia? If so, how?
3. What kinds of methods did people in the film use to compensate for challenges in reading and processing?
4. How does dyslexia and the label of dyslexia shape the identities and lives of the people interviewed in the film?
5. What do you think the filmmakers define as success? Should the goal be to fully overcome dyslexia? Is that possible?
6. Explore at least one of the websites below. Describe which resource(s) you explored and what you got out of it.

Resources to explore on your own

Websites

1. **International Dyslexia Association** <http://www.interdys.org/>

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2. Reading Rockets (dyslexia resources) <http://www.readingrockets.org/reading-topics/dyslexia>
 3. Yale Center for Dyslexia and Creativity <http://dyslexia.yale.edu/>
- Understood website: topical focus on dyslexia <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia>
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APPENDICES:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

Textbook(s) and Materials: TK20 Requirement

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of \$100. You may purchase your subscription online from a link provided on the system's Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service. The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.

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- Demonstrates interests in learning new ideas and strategies.
 - Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning. Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

PROFESSIONAL DISPOSITIONS STATEMENT (Approved by Teacher Education Council, 2-7-2012)

The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.

Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

Course Learning Goals/Objectives:

The purpose of this course is to learn about children's development in literacy and what teachers can do to foster children's success, providing sound, research-based learning experiences that meet the interests and needs of all children.

Objectives

The learners will:

1. Increase their knowledge of research and theory pertaining to language development as well as the relationships between oral and written language development;
2. Know how to assess children's interests and needs to inform their teaching;
3. Understand instructional issues and approaches surrounding phonological/phonemic awareness and the alphabetic principle;
4. Know how to help all children identify/recognize print using multiple strategies---phonics, structural analysis, sight words, and context clues;
5. Be able to help all children read fluently and comprehend text at various levels of understanding;
6. Be able to evaluate and select appropriate materials for literacy instruction to meet the needs of their students;
7. Be able to select and locate literature that meets the interests and needs of all children;
8. Know how to share literature with children in ways that are authentic and that meet children's interests;
9. Know how to develop/enhance children's vocabulary;
10. Understand the writing process and be able to implement a writing program and help children grow as writers;
11. Be able to develop literacy lesson plans, including how to make modifications for students who face challenges in literacy learning, including students with dyslexia or other reading difficulties.
12. Know how to help children use reading and writing across the curriculum;
13. Develop their understanding of ways to organize and implement a comprehensive literacy program; and

14. Know how to continue their professional development in learning about children’s literacy development including the ways that digital literacies are transforming the definition of “literacy” as well as the nature of literacy instruction.

These objectives are consistent with Standards for the English Language Arts that are sponsored by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA), major professional organizations. As well, the theoretical underpinnings and recommended practices of this course are consistent with the statement of the **Association for Childhood Education International (ACEI) standards.**

<http://www.acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

LIST 4373 is one of the courses that lead to Early Childhood Certification (Early Childhood-Grades EC-6 Generalist and EC-6 Bilingual Generalist) in Texas. In attaining teaching certification, candidates must take the state mandated Texas Examination of Educator Standards (TEXES). The standards for this exam identify what teachers should know/understand and be able to do in the classroom. The following are teacher standards for reading for the EC-6 Generalist Teaching Certificate which will be addressed in this course.

National Standards:

NCATE has approved national guidelines for program areas. These guidelines were developed by professional associations that are constituent members of NCATE. You may find detailed information regarding these program standards at the following website: <http://www.ncate.org>.

National Teacher Preparation Standards-Early Childhood (EC-6)

**Association for Childhood Education International (ACEI)
Elementary Education Standards and Supporting Explanation
CONTENT OF THE STANDARDS**

What should elementary teacher candidates know and be able to do to have positive effects on student learning? This is the text of the standards for elementary teacher candidates.

Development, Learning, and Motivation

theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

Curriculum

- 2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
- 2.2 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

Instruction

- 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, auricular goals, and community;
- 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;
- 3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills;
- 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;
- 3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

**State Standards (EC-6 Generalist) from SBEC
English Language Arts and Reading**

The competencies are the knowledge and skills that an entry-level educator certified in EC-6 in Texas public schools must possess:

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Learning Outcomes: This section must be complete as per UTA policy.

In regard to measurable learning outcomes, students/candidates will be able to:

- 1) describe strands of a comprehensive literacy program and how each strand contributes to students' literacy development; (National and State Standards: ACEI Standard 2.1; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 4)
- 2) designate which phonics generalization is being focused upon when shown words that reflect a generalization; (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 5)
- 3) designate which area of structural analysis is being focused upon when shown words that reflect that area; (National and State Standards: ACEI Standard 2.1 TX- TEXES-STANDARD.GEN.EC-6 (ELAR) 5)
- 4) be able to describe what sight words are and appropriate instruction to foster sight word knowledge; (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 5 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 6)
- 5) be able to describe major ways readers identify/recognize words and what teachers can do to foster students' abilities; (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 5 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 6)
- 6) be able to describe terms pertaining to phonological and phonemic awareness , concept awareness, metalanguage and instructional practices related to each; (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 2 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 4)
- 7) be able to describe the concept of emergent literacy and how it differs from the traditional concept of readiness; (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 1 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 4)
- 8) be able to describe dimensions of effective vocabulary instruction or students' comprehension of words; (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 7)
- 9) be able to describe dimensions of effective comprehension instruction; (National and State Standards: (ACEI Standard 2.1, 2.2;. TX-TEXES-COMP.GEN.EC-6.11.6 TX-TEXES-COMP.GEN.EC-6.11.7 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 7)

10 be able to describe how to establish a writing program in kindergarten and other grades. (National and State Standards: (ACEI Standard 2.1., 2.2; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 8 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 9)

11) be able to create a detailed description of instruction in guided reading, using a given reading selection as the basis. (National and State Standards: (ACEI Standard 2.1., 2.2; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 5 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 6 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 7)

12) be able to design literacy instruction to meet the needs of diverse learners, including differentiating instruction to meet the needs of students who face challenges in reading, have dyslexia, or other reading challenge. (ACEI Standard 2.1; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 4 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 10)

13) be able to understand and identify the key instructional components in teaching viewing and representing as literacy practice within a balanced literacy framework (ACEI Standard 2.1; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 12)

14) be able to identify major instructional practices in incorporating research and inquiry into both content area literacy instruction and language arts instruction (ACEI Standard 2.1; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 11)

**University of Texas at Arlington
College of Education
Conceptual Framework**

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
 - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
 - **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
 - **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.