



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## **CIEP 329: Materials, Resources, and Strategies for the Reading Teacher**

*Teaching, Learning, and Leading with Schools and Communities*

School of Education, Loyola University Chicago

Spring Semester 2021

### **Instructor Information**

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### **Course Information**

- The class is formally scheduled on LOCUS on Tuesday evenings from 5:30 – 8:00pm. We will meet during those times on four occasions throughout the semester for a total of 10 hours of synchronous class learning. Please mark your calendars for the following dates: 1/19, 2/9, 3/16, and 4/20.
- This class will also utilize asynchronous online learning, where candidates can complete learning activities at a time of their convenience before the listed due date on the syllabus and Sakai. There are 10 online lessons, each taking approximately 2.75 hours to complete, for a total of 27.5 hours.

### **Readings & Resources**

Core Text:

- Harvey, S., & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding and engagement* (3<sup>rd</sup> edition). Stenhouse. ISBN: 9781625310637

Selected Texts:

- One text from the *Biography Series for New Readers* (see 15 options on [Amazon](#))
- One high-quality, inclusive, anti-racist text to read independently (e.g., *Stamped*)

Other Readings (posted on Sakai):

- Beach, R., Thein, A. H., & Webb, A. (2012). Digital/media literacy. In *Teaching to Exceed the English Language Arts Common Core Standards*. Routledge.
- Beeman, K., & Urow, C. (2013). Language resources, linguistic creativity, and cultural funds of knowledge. In *Teaching for Biliteracy*. Caslon.
- Berger, R., et al. (2014). Unpacking the power of informational and literary texts. In *Transformational literacy: Making the Common Core shift with work that matters*. John Wiley & Sons.
- Blackburn, B. R., & Witzel, B. S. (2018). Evidence-based practices in literacy. In *Rigor in the RTI and MTSS Classroom*. Routledge.
- Freeman, Y. S., & Freeman, D. E. (2009). Coping with academic texts and textbooks. In *Academic Language for English Language Learners and Struggling Readers*. Heinemann.
- Gamm et al., (2012). *Common Core State Standards and diverse urban students: Using multi-tiered systems of support*. Council of the Great City Schools.
- García, O., Johnson, S. I., & Seltzer, K. (2017). Content-area literacy in the translanguaging classroom. In *The Translanguaging Classroom*. Caslon.

- Heineke, A. J., & Ellis, A. (in progress). *Texts as mirrors*. Using Inclusive Texts in Today's Classrooms: Mediating Identities, Languages, and Understandings. Teachers College Press.
- Heritage, M., Walqui, A., & Linqunti, R. (2015). Pedagogical shifts that support ambitious learning. In *English Language Learners and the New Standards*. Harvard Educational Press.
- Lisenbee, P. S., Pilgrim, J., & Vasinda, S. (2020). Changing learning environments: Transformational practices. In *Integrating Technology in Literacy Instruction*. Routledge.
- Pierce, K. P. (1999). "I am a level 3 reader": Children's perceptions of themselves as readers. *New Advocate*, 12, 359-375.
- Schmida, M. (2019). Making powerful texts engaging and accessible to English learners. In *Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners*. Teachers College Press.
- Walqui, A. (2019). Designing the amplified lesson. In *Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners*. Teachers College Press.
- Williams, J. P. (2015). Reading comprehension instruction: Moving into a new era. In *Research-Based Practices for Teaching the Common Core*. Teachers College Press.

### **Course Description**

This course provides candidates in the reading teacher endorsement program with an in-depth knowledge and understanding of materials, resources, and strategies available to teachers whose primary responsibility is the teaching of literacy. This course goes beyond what is offered in CIEP 359 and Sequence Five to investigate the needs of elementary and middle-school students with special needs in the area of literacy and to identify materials, resources, and instructional strategies to plan instruction that meets the needs of all students. Use of the Multi-tiered Systems of Support framework will emphasize data-based decision-making and problem-solving. Curriculum development with respect to the Common Core English Language Arts Standards will be included and applied to individual, small-group, and whole-group instructional models. Candidates will consider historical foundations of literacy instruction and to compare and contrast these with contemporary issues in reading and writing research to evaluate curriculum materials and approaches.

### **Course Goals**

#### ***Essential Questions:***

- Who needs additional supports in literacy instruction?
- How can Multi-Tiered Systems of Support bolster diverse students' literacy skills?
- How do English Language Arts standards guide multi-tiered systems of support?
- How can students' assets and abilities be used to bolster needs in the area of literacy?
- How do students' backgrounds and competencies shape material and strategy selection?
- What makes a text accessible for a particular student?
- How can teachers provide access to complex texts with simplifying or lowering expectations?
- How does explicit strategy instruction support reading comprehension?
- What makes a good literacy intervention?
- What role does the reading teacher play in supporting emergent bilinguals, students with special needs, and so-called struggling readers?

#### **As a part of this module, candidates will understand that effective educators:**

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, socioeconomic status, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).

#### **As a part of this course, candidates will:**

- Develop, implement, evaluate, and modify instruction using Common Core ELA standards.

- Develop literacy instruction that encompasses developmental, cultural, and linguistic diversity.
- Select relevant instructional content, materials, resources and strategies for differentiated, universally designed instruction and sheltered instruction.
- Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students.
- Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text.
- Introduce and develop reading strategies to improve comprehension of literary and informational texts and enhance critical thinking skills in single texts and multiple texts.
- Explain the uses of current and emerging technology, tools, and resources to maximize learning.
- Utilize a variety of technological tools and skills to support literacy instruction, including but not limited to computers, cameras, interactive web sites, blogs, and online research.
- Explain how demographic and instructional data provide the contextual information relevant for the development of goals and objectives, assessments, and instructional design.
- Identify what constitutes evidence-based practices related to designing and implementing instruction.
- Explain the design principles and components of effective units and lessons that promote high expectations and accessibility for all learners.
- Incorporate research and evidence-based practices into the design of instruction.

### **Course Assignments**

All assignments should be submitted to Sakai by 11:59pm on the due date listed on the course schedule. Detailed descriptions and rubrics can be found on the Sakai page. All assignments should be your original work without directly using resources or strategies found texts or websites. Please follow APA format when appropriate, cite all sources utilized, and include full references for all works cited.

#### **Project #1: Self-Reflection (10% of final grade)**

You will create an infographic that depicts you as a reading teacher. You can include your photo or make a graphic of you, then use captions and text around the graphic to hit upon the following key points: (a) background knowledge related to the course, (b) role as a reading teacher in service of social justice, (c) description of approach to teaching emergent bilinguals, students with special needs, and so-called struggling readers, and (d) goals for the course. Please see the full assignment description and rubric on the Sakai site.

#### **Project #2: Resource List (20% of final grade)**

You will amass resources to support the literacy development of struggling readers, students with special needs, and emergent bilinguals. Select a medium that will facilitate use in the future, whether that be Google docs/sites/library, Pinterest board, Padlet board, Tumblr blog, Listly site, etc. The list should be well-organized and demonstrate knowledge of resources that are responsive, accessible, scaffolded, and tech-informed. Please see the full assignment description and rubric on the Sakai site.

#### **Project #3: Strategy Portfolio (20% of final grade)**

You will assemble a portfolio of strategies to support students' reading comprehension with modifications for struggling readers, students with special needs, and emergent bilinguals. Drawing from the *Strategies That Work* text and related lesson resources, you will select focal strategies for each comprehension strategy category (e.g., accessing background knowledge, questioning, summarizing) and prepare it for classroom application with diverse readers. Please see the full assignment description and rubric on the Sakai site.

#### **Project #4: Intervention Plan (20% of final grade)**

You will select one student and design an individual learning plan, small-group intervention, and whole-group accommodations to match backgrounds, competencies, and needs. Use the following components to flesh out this multi-layered plan to facilitate one focal student's literacy development as a reading teacher would in a

school: (a) focal student description, (b) individual learning plan, (c) small-group intervention, and (d) whole-group accommodations. Please see the full assignment description and rubric on the Sakai site.

**Ongoing: Course Participation (30% of final grade)**

Candidates will participate in 4 synchronous class sessions and 10 asynchronous online lessons. Attendance will be kept for each Zoom session to inform the final participation grade. Each online lesson will take 2.75 hours of time and can be completed at the candidate’s convenience any time during the class segment. Strategically designed to foster inquiry into essential questions, lessons follow a similar trajectory to provide consistency. Candidates will maintain a reflective blog with responses before and after each lesson, which will support ongoing learning as well as the professor’s evaluation of participation. See holistic rubric below.

Score	Criteria
30	Candidate fully participates in all class sessions and online lessons and maintains regular and positive communication with the professor.
25	Candidate partially participates in all class sessions and online lessons and maintains somewhat regular and positive communication with the professor.
20	Candidate fully participates in all but 1 class session or online lesson and maintains regular and positive communication with the professor.
15	Candidate partially participates in all but 1 class session or online lesson and maintains somewhat regular and positive communication with the professor.
10	Candidate fully participates in all but 2 class sessions or online lessons and maintains regular and positive communication with the professor.
5	Candidate partially participates in all but 2 class sessions or online lessons and maintains somewhat regular and positive communication with the professor.
0	Candidate fails to complete 3 or more class sessions or online lessons and does not regularly or positively engage with professor.

**Course Organization:**

This course was strategically and thoughtfully designed as a blended synchronous/asynchronous online course to mediate your learning, critical thinking, and discussion related to the course objectives.

*Synchronous class sessions* will occur on four occasions throughout the semester. These will give the full class a chance to touch base, have meaningful discussions, and ask questions in real time. In these sessions, we will explore key ideas and set the stage for the learning to come in the asynchronous lessons to be completed during that segment. Each synchronous class session will be conducted via Zoom for approximately 2.5 hours.

*Asynchronous lessons* can be completed at your convenience prior to the due date indicated on the syllabus schedule. Each lesson should take approximately 2.5 hours of time. Please note that pre-work and assignments are not included in the 2.5 hours of time, just as they would not be in in-person coursework.

Please note:

- Synchronous check-ins will **not** be recorded. It is expected that candidates attend at the date and time that they are scheduled.
- If you are unable to attend a check-in or complete a lesson, it is your responsibility to notify the instructor in advance. Please note that informing the instructor does **not** excuse your absence or missed work. If there is an emergency, contact your professor as soon as reasonably possible. After missing one check-in or lesson, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Submit assignments on time. If you need support, reach out to your professor to schedule a meeting.
- Check email regularly. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to failure to check your email regularly.

### Grading Policy & Scale:

- Unless specific arrangements have been made with your instructor, assignments submitted after the date will receive a lower grade per the following: 1 day=5%, 3 days 10%, 4-7 days 15%
- Students are expected to use APA style (7<sup>th</sup> ed.) for citing references. When quoting and paraphrasing sources, or adapting an idea from a source, those sources **must** be cited.
- The final course grade is based upon the completion of course requirements, as weighted above and following this scale:

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	63%-66%
D-	60%-62%

### Instructor Commitments:

Together, we will make this semester productive and valuable to your development as an educator, while simultaneously prioritizing care, well-being, and balance. Here are my commitments to you.

- **CARE:** The first priority of the semester is your well-being and that of those around you. You cannot learn and develop as an educator unless your core needs are being met. Please take care of yourself and your physical and mental well-being amid all that is going on around us. Should I be able to support that in any way, please let me know.
- **FLEXIBILITY:** Your health and well-being come first, requiring flexibility in coursework. Assignments and due dates listed on the syllabus are certainly the expectation; however, should a situation arise that require your attention, please reach out to me. You can disclose whatever you wish to disclose, and we will work to a reasonable solution.
- **RESPONSIVENESS:** I will respond to needed changes and your related needs and concerns in any way that I can. I will look to you as my co-designers of this class trajectory. If something needs to change, then reach out and alert me to your concerns.
- **REFLECTIVE:** This course requires reflection upon your own experiences in education and what you wish to contribute moving forward. I also commit to ongoing and critical reflection, as my role as a professor is changing drastically.
- **SOLUTIONS-ORIENTED:** Teaching reading can be used as primary lever to promote change. As we face uncertainly with distance learning and racial injustice, we can use our course content to remain focused on meaningful solutions.

### SYLLABUS ADDENDA

#### School of Education Vision:

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

**School of Education Mission:**

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

**Conceptual Framework Standards:**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. Grounded in the SOE's Conceptual Framework of *Social Action through Education*, this course investigates and recommends ways to promote educational equity through curriculum policy. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

Candidates in CIEP 329 will be expected to demonstrate “professionalism in the service of social justice” in course experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class based on research based best practices. Knowledge of literacy concepts, curriculum, instructional strategies and practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized, and for this reason, there is a specific emphasis on meeting the instructional needs of students from diverse cultures and languages.

**LiveText:**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Smart Evaluation:**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation. The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback. Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade. The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**Privacy Statement:**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

### **Class Conduct:**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

### **Student Support:**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](http://www.luc.edu/sswd/) (SSWD) (<http://www.luc.edu/sswd/>).

### **Center for Student Access and Assistance:**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

### **Academic Tutoring**

Loyola provides several services to all students related to academic tutoring including: TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes. <https://www.luc.edu/tutoring/>

### **Clinical Experiences and Course Contact Hours**

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here: [https://www.luc.edu/academics/catalog/undergrad/reg\\_gradinsystem.shtml](https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml)

### **Coordinated Assistance and Resource Education (CARE)**

If students have serious illness, personal loss, family or financial difficulties, or other challenges, the CARE team can provide resources and support for them. Instructors or students can make the referral.

<https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/>

### **School of Education Commitment - COVID-19:**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

### **COVID-19 Reporting Protocol:**

In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

**Syllabus Addendum Link:** [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

## Course Schedule

Session	Preparation	Core Focus	Assignment
<b>Class Segment 1: Foundational Frameworks (January 19 – February 5)</b>			
<b>Class Session 1</b> 1/19 at 5:30pm	Review syllabus & Sakai page	<b>Course Overview &amp; Frameworks</b> <i>Framing learning goals &amp; experiences</i>	Project #1: Self-Reflection (Due 2/5)
<b>Online Lesson 1</b> <i>Week of 1/25</i>	STW, Ch. 1-3 CGCS Policy Report	<b>MTSS for Diverse Readers</b> <i>Meeting students' diverse literacy needs</i>	
<b>Online Lesson 2</b> <i>Week of 2/1</i>	Heritage, Chapter STW, Ch. 4 & 5	<b>21<sup>st</sup> Century Reading &amp; Resources</b> <i>Affirming assets in reading interventions</i>	
<b>Class Segment 2: Focus on Materials &amp; Resources (February 9 – March 5)</b>			
<b>Class Session 2</b> 2/9 at 5:30pm	Berger, Chapter Heineke, Chapter	<b>Materials for Diverse Readers</b> <i>Material selection within CCSS &amp; MTSS</i>	Project #2: Resource List (Due 3/5)
<b>Online Lesson 3</b> <i>Week of 2/15</i>	Freeman <sup>2</sup> , Chapter Pierce, Article	<b>Text Selection &amp; Analysis</b> <i>Considering genre, readability, &amp; interest</i>	
<b>Online Lesson 4</b> <i>Week of 2/22</i>	García, Chapter Schmida, Chapter	<b>Text Amplification</b> <i>Scaffolding materials to enhance access</i>	
<b>Online Lesson 5</b> <i>Week of 3/1</i>	Beach, Chapter Lisenbee, Chapter	<b>Technological Tools</b> <i>Using technology to scaffold literacy</i>	
<b>Class Segment 3: Focus on Methods &amp; Strategies (March 16 – April 9)</b>			
<b>Class Session 3</b> 3/16 at 5:30pm	Blackburn, Chapter Williams, Chapter	<b>Strategies for Diverse Readers</b> <i>Strategy selection within CCSS &amp; MTSS</i>	Project #3: Strategy Portfolio (Due 4/16)
<b>Online Lesson 6</b> <i>Week of 3/22</i>	STW, Ch. 6 & 7	<b>Supporting Comprehension</b> <i>Reading for purpose and meaning</i>	
<b>Online Lesson 7</b> <i>Week of 3/29</i>	Beeman, Chapter STW, Ch. 8	<b>Tapping Background Knowledge</b> <i>Using students' schema and interests</i>	
<b>Online Lesson 8</b> <i>Week of 4/5</i>	STW, Ch. 9 & 10	<b>Teaching Active Reading</b> <i>Questioning, visualizing, &amp; inferring</i>	
<b>Online Lesson 9</b> <i>Week of 4/12</i>	STW, Ch. 11 & 12	<b>Pulling out Key Ideas</b> <i>Summarizing &amp; synthesizing</i>	
<b>Class Segment 4: Instructional Interventions (April 13 – April 30)</b>			
<b>Class Session 4</b> 4/20 at 5:30pm	STW, Ch. 13 Walqui, Chapter	<b>Putting it All Together</b> <i>Methods &amp; materials for MTSS literacy</i>	Project #4: Intervention Plan (Due 5/7)
<b>Online Lesson 10</b> <i>Week of 4/26</i>	Articles by focus STW, Ch. 14	<b>Designing Interventions</b> <i>Backward design of interventions</i>	

*Please note that this course schedule is subject to change at the professor's discretion.*