

University of North Texas at Dallas
Fall 2014
SYLLABUS

EDRE 4850.091: Reading and Writing: Birth-Grade 6		3 credit hours	
Department of	Teacher Education and Administration	Division of	Education and Human Services
Instructor Name:	Cynthia Rodriguez, Ph.D.		
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Virtual Office Hours:	By appointment		
Classroom Location:	Bldg. 1-244		
Class Meeting Days & Times:	Tuesdays 1:00-3:50 *This is a web-enhanced course. See course calendar for on-line dates.*		
Course Catalog Description:	Examine a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the main focus is on non- intrusive, naturalistic procedures.		
Prerequisites:	EDRE 4450 and admission to Teacher Education or consent of department.		
Co-requisites:	N/A		
Required Text:	Devries, B. A. (2011). Literacy assessment and intervention for K-6 classroom (3 ed.) Scottsdale, AZ. Holcomb Hathaway.		
For bilingual cert students only: Instrumento de observación de los logros de la lecto-escritura inicial Spanish Reconstruction of An Observation Survey A Bilingual Text			
Recommended Text and References:	<p>Bear, D. R., Invernizzi, M., & Johnson, F. (2008). Words their way (4th edition). Upper Saddle River, NJ: Merrill Prentice Hall.</p> <p>Texas Education Agency websites, LPAC Manual, TAKS Tests Samples, TELPAS, and List of Approved Tests in Texas.</p> <p>Leslie, L., & Caldwell, J. S. (2011). Qualitative reading inventory 5. Upper Saddle River, NJ: Allyn and Bacon Publishers.</p> <p><u>Texas Essential Knowledge and Skills for English Language Arts and Reading- provided on Bb.</u></p> <p>Professional Resources</p> <p>Anderson, C. (2000). <i>How's it going? A practical guide to conferring with students.</i> Portsmouth, NH: Heinemann.</p> <p>Arter, J. & McTighe, J. (2001). <i>Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance.</i> Thousand Oaks, CA: Corwin.</p> <p>Atwell, N. (1987). <i>In the middle: Writing, reading and learning with adolescents.</i> Portsmouth, NH: Heinemann.</p> <p>Calkins: L. M. (1986). <i>The art of teaching writing.</i> Portsmouth, NH: Heinemann.</p> <p>Daniels, H. (1994). <i>Literature circles: Voice and choice in the student-centered classroom.</i> York, ME: Stenhouse.</p> <p>Heinemann.</p> <p>Fletcher, R. (1993). <i>What a writer needs.</i> Portsmouth, NH: Heinemann.</p> <p>Fletcher, R., & Portalupi, J. (1999). <i>Writing workshop.</i> Portsmouth, NH: Heinemann.</p> <p>Gambrell, L. B., & Almasi, J. F. (Eds.). (1996). <i>Lively discussions: Fostering engaged</i></p>		

	<p><i>conversations</i>. Newark, DE: International Reading Association.</p> <p>Ginsberg, M. B., & Wlodkowski, R. J. (2000). <i>Creating highly motivating classrooms for all students: A schoolwide approach to powerful teaching with diverse leaders</i>. San Francisco: Jossey-Bass.</p> <p>Henderson, E. H. (1990). <i>Teaching spelling</i>. Boston: Houghton Mifflin.</p> <p>Hoyt, L. (2000). <i>Snapshots: Literacy minilessons up close</i>. Portsmouth, NH: Heinemann.</p> <p>Hurwitz, A. B., & Goddard, A. (1969). <i>Games to improve your child's English</i>. New York: Simon and Schuster.</p> <p>Moffatt, J. & Wagner, B. J. (1992). <i>Student-centered language arts, K-12</i>. Portsmouth, NH: Boynton-Cook.</p> <p>Peterson, R., & Eads, M. (1990). <i>Grand conversations: Literature groups in action</i>. New York: Scholastic.</p> <p>Routman, R. (2005) <i>Writing essentials: Raising Expectations and results while simplifying teaching</i>. Portsmouth: NH: Heinemann.</p> <p>Spandel, V. (2001). <i>Creating Writers through 6 trait writing assessment and instruction</i>. New York: Addison Wesley Longman.</p> <p>Templeton, S. (2002, March). Effective spelling instruction in the middle grades: It's a lot more than memorization. <i>Voices from the Middle</i>, 9(3), 8-14.</p>
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Access to Learning Resources:	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com</p>
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Course Goals or Overview:

	<p>The goal of this course is to help teacher candidates develop and understanding for literacy assessment. A variety of assessments and evaluations that are appropriate for classroom teachers to use will introduced and conducted in and out of class. Although both informal and formal procedures will be introduced, the main focus is a non-intrusive naturalistic procedure.</p>
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| | <p>Learning Objectives/Outcomes: During the course, you will demonstrate attainment of the following objectives:</p> <ol style="list-style-type: none"> 1. demonstrate knowledge of the relationship between instruction and assessment; 2. demonstrate knowledge of assessment as a continuous and ongoing process; 3. develop an ability to administer and interpret a variety of informal reading, writing, listening, and speaking assessments based on authentic literacy tasks; <p>demonstrate observational and diagnostic skills specific to a targeted student's literacy</p> <ol style="list-style-type: none"> 4. behaviors and develop means of recording and reflecting upon those observations in order to drive and enhance instruction; 5. be able to complete a running record and miscue analysis of the oral reading of a student and understand the results' implications for instruction; 6. be able to compile a profile of student's work that contains descriptions and analyses of work completed with the student, plus identifies instructional alternatives for future instruction; 7. understand the appropriate uses of scores from standardized tests; 8. understand the strengths and weaknesses of both formal and informal assessments. |
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TK20

This course requires the case study to be uploaded the week before final exams and assessed by the instructor in the UNT TK20 Assessment System. This will require a one-time purchase of TK20. Student subscriptions will be effective for seven years from the date of purchase. Please go to the following web link for directions on how to purchase Tk20, <http://www.coe.unt.edu/tk20>. Announcements regarding training on use of the TK20 system will also be posted on this webpage.

Review the ELA /Reading Generalist and INTASC standards below. You will be learning, reviewing, applying, and practicing these standards in various ways throughout your Reading Education courses at UNT Dallas. *Specific standards addressed in each class are noted on the course calendar.*

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.

INTASC STANDARDS

(Interstate New Teacher Assessment and Support Consortium)

Students will continue to utilize the INTASC standards as part of the learning and application of knowledge and application.

The Learner and Learning

Standard #1: Learner Development

Standard #2: Learning Differences

Standard #3: Learning

Environments Content Knowledge

Standard #4: Content Knowledge

Standard #5: Application of Content

Instructional Practice

Standard #6: Assessment

Standard #7: Planning for

Instruction

Standard #8: Instructional

Strategies

Professional Responsibility
Standard #9: Professional Learning and Ethical
Practice
Standard #10: Leadership and Collaboration

Optional Policies:

Professional Behavior Expectations:

- 1) Attend class for entire time and be on time.
- 2) Turn off cell phone and store it in your purse or book bag. Texting during class is not accepted and will significantly impact your participation grade.
- 3) Be courteous to everyone – listen when others speak, and participate respond and discuss respectfully.
- 4) Be prepared with all assignments before class begins and do not plan to do other assignments during class.
- 5) All work should be typed, printed, and brought to class ready to turn in as class begins. (Unless otherwise noted in submission guidelines.)

Attendance and Participation Policy:

Attendance is required --- If you need to be absent for any reason, email or text me as soon as possible. Then, visit with a classmate to learn about what you missed to stay caught up in class. If you have questions after talking with a classmate, contact me via email, text, or cell. (No calls after 9:00 pm, texts or emails will not be answered after 10:00 pm). *More than 2 absences will lower your score one letter grade. You will receive an “F” for the class if you have more than 4 absences.*

Participation is critical- At the end of each class, you will self-assess your participation for the day. You will give yourself between 1-5 points, recorded in the grade sheet in your class folder. I will give you a daily score, also. If you have questions about how to accurately self-assess, we will schedule a one-one conference to discuss class expectations.

5-maximum daily participation points

3-4 points (not participating as actively as possible)

2 points-10 minutes or more tardy to class and/or not prepared at the beginning with completed work

1 point-work missing, not prepared for discussion, cell phone use during class

0-absent

Assignment/Evaluation

Daily assignments

Must be typed unless otherwise specified. If there are specific guidelines for font, size, length, etc. of assignment, details will be noted with the assignment on Bb.

All assignments are due AT THE BEGINNING of class on the due date. Work being done at the beginning of class will be deducted 10 points and will impact your participation grade for that day. Assignments are given according to the discussion topic of that day. If you don't have your assignment complete, you will not be prepared to participate, nor will it make sense to complete it after the discussion has taken place. Therefore, **NO LATE WORK** is accepted. If an assignment is due on a date you are absent, you may submit it to me via email. You will be deducted 10 points since the last part of the assignment is to be prepared to share and discuss your work in class.

At the end of the semester, I will drop your lowest DAILY GRADE. This will help if you miss one assignment.

Exams:

Exams should be taken as scheduled. Exams (or quizzes) will either be given in class or as a homework assignment. In-class quizzes may be open or closed book, at the discretion of the professor. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

These points will be added together for one final grade to be averaged into your final course score.

Evaluation

You will receive a grade for each assignment . The grades will be averaged into one grade in each category. Each grade will be weighted as follows:

Criteria	
Daily grades, in class assignments	100
Guided Reading Lesson	100
Discussion Board Postings	100
Chapter Presentation	100
Case Study	200
Older Student Assignment	100
Quizzes, Oral Exam	100
Binder/Glossary	100
Attendance/Participation	100
	1000

1000-900= A

899-800=B

799-700=C

699-600=D

Below 600=F

Assignment Overview: All written work is expected to meet collegiate standard. Work containing excessive errors in grammar, punctuation or spelling will be returned ungraded.

- Case Study-You will work with one student administering literacy assessments and implementing literacy lessons. You will identify one student K-2. All guidelines and details about the assignment and report will be discussed in class and posted on Bb. *We plan to work with a 1st or 2nd grade student at Rolling Hills Elementary in Lancaster ISD. Details of this assignment will be discussed in class.*
- You will work with one student in grades 3-5 to assess reading and writing levels. You will plan and implement one literacy lesson for this student. *You will identify this student and complete this assignment individually.*
- Guided Reading Lesson: you will plan and share ONE guided reading lesson in a small group. Details of the assignment will be shared in class.
- Daily grades are given for homework assignments, chapter reflections, and small group activities during class. (Small group activity grades cannot be made up if you are absent.)
- You will work with a partner to complete a presentation on chapters 6-10. You will record yourselves giving the presentation and upload to Blackboard on the assigned week. You will be responsible for leading the discussion that week. Specific details for this assignment will be discussed in class.
- This is a web-enhanced course. You will have on-line assignments to submit or participate in on Blackboard. These assignments will be detailed in the weekly folders on Blackboard. *Your participation in these assignments and discussions is critical.*
- Quizzes may be given at unscheduled times throughout the semester. Considering key ideas, concepts, and new vocabulary terms from your readings will help you be prepared for these. You will complete an in-class oral exam on the last week of class.
- You will continue to maintain the glossary you started in EDRE 4450. Glossary will be checked twice during the semester.

Course Outline-Specific assignment details provided on Blackboard.

DATE	CLASS DISCUSSION	ASSIGNMENT DUE	INTASC standards
August 26	Introductions Course Overview		
September 2	Chapter 1 & 3 Ethnographic Eyes-chapter posted on Bb for today's reading. Assessment Prep	-Chapter 3 Reflection -Assessment Binder rearranged	1, 2, 5, 6, 8
September 9 *Online week*	Video Assignment 1 Assessment Prep-Binder-prepare assessments Running Record Review	<i>To complete this week on Bb:</i> -Video assignment posted on Bb -All new assessments filed in binder. -Running Record Review/Quiz	1, 2, 3, 4, 5, 6, 8
September 16	Ch. 4 & 5 Assessment Prep-PA & Phonics Check out books Discuss Guided Reading Lesson *Sign up for 1-1 meeting. 10/21	-Chapter 4 & 5 Reflection -Bring computers or Ipads.	1, 2, 3, 4
September 23	Meet at Rolling Hills (1:15-2:30) Attitude, PA, Phonics, Read aloud Online Discussion Chapter 6 & 7	<i>Due at Rolling Hills:</i> Assessment Binder prepared for working with individual student. -See Bb for online assignment.	1, 2, 3, 4, 5, 6, 8
September 30	Meet at Rolling Hills (1:15-2:30) Word Id and Vocab building/ PA minilesson/Writing Online Discussion Chapter 8 & 9	<i>Due at Rolling Hills:</i> Assessment Binder prepared for working with individual student. -See Bb for online assignment.	1, 2, 3, 4, 5, 6, 8
October 7	Meet at Rolling Hills (1:15-2:30) Comprehension/Phonics, Word ID lesson/writing Online discussion Chapter 10 & 11	<i>Due at Rolling Hills:</i> Assessment Binder prepared for working with individual student. -See Bb for online assignment.	1, 2, 3, 4, 5, 6, 8
October 14	Meet at Rolling Hills (1:15-2:15) Phonics, Word ID, Comprehension, Rdg level/writing Meet back at UNT Dallas (2:30-	All assessment tasks scored and analyzed. Bring computer or	1, 2, 3, 4, 5, 6, 8

	3:50)	Ipad.	
October 21	<i>Schedule 1-1 meeting with Dr. Rodriguez this week. We will be checking on progress with your student and addressing any other course related questions. You will sign up for a 20 minute time slot.</i>	*Go back to Rolling Hills sometime this week if you need to finish assessing.* Lesson plan approval this week.	4, 5, 6, 7, 8
October 28	Meet at Rolling Hills (1:15-2:30)- Full lesson 1 Online Assignment Chapter 12	<i>Due at Rolling Hills:</i> Lesson plan and all materials prepared and ready to implement. -See Bb for online assignment.	1, 2, 3, 4, 5, 6, 7, 8
November 4	Meet at Rolling Hills (1:15-2:30)- Full lesson 2 Online Assignment Chapter 13	<i>Due at Rolling Hills:</i> Lesson plan and all materials prepared and ready to implement. -See Bb for online assignment.	1, 2, 3, 4, 5, 6, 7, 8
November 11	Meet at Rolling Hills (1:15-2:30)- Full lesson 3 Online Assignment Chapter 14	<i>Due at Rolling Hills:</i> Lesson plan and all materials prepared and ready to implement. -See Bb for online assignment. *Older student assessment and lesson plan uploaded to Bb.	1, 2, 3, 4, 5, 6, 7, 8
November 18	Meet at UNT Dallas campus Case Study Discussion	-Bring computer or Ipad. -Bring all work from your individual student.	1, 4, 5, 8
November 26	Guided Reading Lesson Presentations Final edits to case study		2, 4, 5, 7, 8
December 2	Oral Exams	Final Case Study Posted to Tk20	1, 2, 4, 5, 6, 7, 8
December 10	Final Exam (Online)		1, 2, 3, 6, 7, 8

Professional Responsibility
Standard #9: Professional Learning and
Ethical Practice
Standard #10: Leadership and
Collaboration