

University of North Texas at Dallas  
Spring 2015  
SYLLABUS

<b>EDRE 4850.091: Reading and Writing: Birth-Grade 6</b>		<b>3 credit hours</b>	
<b>Department of</b>	<b>Teacher Education and Administration</b>	<b>Division of</b>	<b>Education and Human Services</b>
<b>Instructor Name:</b>	<b>Cynthia Rodriguez, Ph.D.</b>		
<b>Office Location:</b>	<b>201 L</b>		
<b>Office Phone:</b>	<b>972-338-1323 Cell phone: 940-391-4855 (call or text)</b>		
<b>Email Address:</b>	<a href="mailto:Cynthia.Rodriguez@untdallas.edu">Cynthia.Rodriguez@untdallas.edu</a>		
<b>Office Hours:</b>	<b>Mondays: 2:30-5:30 ; Wednesdays 2:00-7:00; Thursdays 11:30-12:30</b>		
<b>Virtual Office Hours:</b>	<b>By appointment</b>		
<b>Classroom Location:</b>	<b>Bldg. 1-244</b>		
<b>Class Meeting Days &amp; Times:</b>	<b>Wednesdays 7:00-9:50 *This is a hybrid course. Please see course calendar for meeting dates.*</b>		
<b>Course Catalog Description:</b>	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. Spanish assessments are included for Bilingual cert. students.		
<b>Prerequisites:</b>	EDRE 4450 and admission to Teacher Education or consent of department.		
<b>Co-requisites:</b>	<b>N/A</b>		
<b>Required Text:</b>	Devries, B. A. (2014). Literacy assessment and intervention for classroom teachers. (4 <sup>th</sup> ed.) Scottsdale, AZ. Holcomb Hathaway.		
<b>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</b>			
<b>Recommended Text and References:</b>	<p>Bear, D. R., Invernizzi, M., &amp; 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., &amp; Caldwell, J. S. (2011). Qualitative reading inventory 5. Upper Saddle River, NJ: Allyn and Bacon Publishers.</p> <p><b><u>Texas Essential Knowledge and Skills for English Language Arts and Reading-provided on Bb.</u></b></p> <p><b>Professional Resources</b></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. &amp; 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., &amp; Portalupi, J. (1999). <i>Writing workshop.</i> Portsmouth, NH: Heinemann.</p> <p>Gambrell, L. B., &amp; 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., &amp; 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., &amp; Goddard, A. (1969). <i>Games to improve your child's English</i>. New York: Simon and Schuster.</p> <p>Moffatt, J. &amp; Wagner, B. J. (1992). <i>Student-centered language arts, K-12</i>. Portsmouth, NH: Boynton-Cook.</p> <p>Peterson, R., &amp; 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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<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a></p>
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<b>Course Goals or Overview:</b>	
	<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 with bilingual, ESL, and monolingual students will be 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>

<b>Learning Objectives/Outcomes:</b> During the course, you will demonstrate attainment of the following objectives:	
	<ol style="list-style-type: none"> <li>1. demonstrate knowledge of the relationship between instruction and assessment;</li> <li>2. demonstrate knowledge of assessment as a continuous and ongoing process;</li> <li>3. develop an ability to administer and interpret a variety of informal reading, writing, listening, and speaking assessments based on authentic literacy tasks;</li> </ol> <p>demonstrate observational and diagnostic skills specific to a targeted student's literacy</p> <ol style="list-style-type: none"> <li>4. behaviors and develop means of recording and reflecting upon those observations in order to drive and enhance instruction;</li> <li>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;</li> <li>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;</li> <li>7. understand the appropriate uses of scores from standardized tests;</li> <li>8. understand the strengths and weaknesses of both formal and informal assessments.</li> </ol>

## 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.)

**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 have points deducted. 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. This applies to our online assignments as well. Please post or submit all assignments by due date provided.

### Evaluation

**You will receive a grade for each assignment (on a 100 point scale). The grades will be averaged at the end of the semester for your final grade.**

Assignments/Projects
In class/online assignments
Guided Reading Lesson
Discussion board postings
Online assignments (turnit in links)
Attendance/Participation

**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 1<sup>st</sup> grade student. All guidelines and details about the assignment and report will be discussed in class and posted on Bb. This is your key assignment this semester. You will post your completed case study on Bb. More details will be discussed in class and on Blackboard.

In class and online assignments: When we meet on campus, we will have in-class activities, both individual and/or small group. These assignments can only be completed in class and cannot be made up if you are absent. Please submit online assignments on the date they are due. Late work will not be accepted.

Discussion Board Postings: You will be asked to participate on Bb discussions around the chapters you are reading or work you are doing with your individual student. You will be given a grade for each posting, according to the criteria shared in class and on Bb.

Guided Reading Lesson: You will be planning and implementing one Guided Reading Lesson at the end of this semester. You will give the lesson in small groups in our class. You will act in the teacher role as you lead the lesson, using the appropriate strategies and format of the lessons. You will prepare for this lesson throughout the semester. More details will be shared in class and on Blackboard.

#### **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 3 absences.\* Please try not to be absent on our meeting dates. The schedule is set for the semester so you can plan accordingly.

**Participation is critical-** Because of the hybrid format of this course, your participation in and out of class is very important. You will lose points on your final grade if you are absent more than 2 times or do not participate in class and/or online assignments.