

University of North Texas at Dallas
Spring 2015
SYLLABUS

EDRE 4860: Reading and the Language Arts Studies in Education 3Hrs			
Department of		Teacher Education and Administration	Division of Education and Human Services
Instructor Name:		<i>Cynthia Rodriguez, Ph.D.</i>	
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Virtual Office Hours:		<i>Emails will receive a response within 24 hours.</i> <i>Phone calls/texts are welcome between 8AM and 10 PM daily and replies can be expected within no more than 24 hours.</i>	
Classroom Location:		UNT Dallas 7300 University Hills Blvd., DAL1 Room 204	
Class Meeting Days & Times:		Thursdays 8:30 am – 11: 20 am *This is a hybrid course. Follow the course calendar for meeting dates and online assignments.*	
Course Catalog Description:		EDRE 4860. 3 hours. Problems related to the comprehension and expansion of symbols of meaning; the interrelationship of literacy with other areas of language arts. Writing is the literacy focus of this course. Prerequisite(s): EDRE 4450	
Prerequisites:		EDRE 4450 and admission to Teacher Education or consent of department.	
Required Text:		Tompkins, G. E. (2012). <i>Teaching Writing: Balancing Process and Product (6th Ed.)</i> . Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. ISBN-10: 0132484811 Johnston, P. H. (2004). <i>Choice Words</i> . Portland, ME: Stenhouse Publishers. Rose, Mike (1989) <i>Lives on the boundary</i> . Penguin Books. Schmidt, L. (2007). <i>Social Studies That Sticks: How to Bring Content and Concepts to Life</i> . Portsmouth, NH: Heinemann. <i>Writer's Notebook – decorated to represent you</i>	
Recommended Text and References:		Romano, T. (2000). <i>Blending genre, altering style: Writing multigenre papers</i> . Boynton Cook.	

Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com
Course Goals or Overview:	
	The goal of this course is to help teacher candidates develop and understanding for teaching English language arts.
Learning Objectives/Outcomes: At the end of this course, the student will	
1	Demonstrate inclusion and integration of the six language arts in the EC-4 and 4-8 curriculum through common patterns for practice and in resources organized by teachers to enable learning.
2	Use accurate vocabulary that reflects knowledge of linguistic, sociolinguistic, psychological, and pedagogical understandings of language and language learning, including second language learning.
3	Apply understandings of children’s development of oral, written, and visual language through the design of learning activities and assessments and through simulated communication with parents, making appropriate adaptations for students with learning and linguistic differences.
4	Demonstrate familiarity with the Texas Essential Knowledge and Skills (TEKS), and use them in developing curriculum focused on students’ acquisition of concepts, skills, and strategies associated with proficiency in English language use.
5	Design activities and mini-lessons for teaching oral and written language concepts, skills, and strategies in ways that integrate the language arts and that offer students opportunities for engagement and for assessment of their own development.
6	Articulate assessment strategies for learning activities and mini-lessons that are related to the TEKS and other learning goals, that are as authentic as possible, and that are diagnostic, feeding back into development of curriculum and instruction.
7	Apply and assess the effect of use of scaffolding and other strategies to develop higher order thinking and comprehension in the design of learning activities.
8	Recognize differences in purposes for language arts learning, and design curriculum, instructional procedures, and assessment that direct learners toward engagement in aesthetic, efferent, and critical listening, reading, and viewing and production.
9	Engage in study of narrative, expository, and poetic text and in independent inquiry, and apply this knowledge to the design and assessment of similar experiences for students.
10	Demonstrate knowledge of the influence of media on communication and of strategies for involving EC-4 and 4-8 students in study and production of media and other modes of visual representation, including those that employ current technologies
11	Know the stages of the writing process and how to apply them in the classroom, including attention to traditional and workshop-embedded teaching of literacy and mechanical skills, including spelling, capitalization and punctuation, handwriting and keyboarding, word usage, sentence and paragraph development, and use of a variety of genre.
12	Know terminology commonly used in the teaching of spelling, grammar and vocabulary, why these concepts are important, and ways to integrate them appropriately for EC-4 and 4-8 students.
13	Experience on-going and publicly accountable assessment processes that are fostered through regular use of learning logs, construction of portfolios, class development of rubrics and checklists, and teacher and small group conferencing, and apply understandings of these processes in planning for EC-4 and 4-8 teaching.
14	Determine the ways that teachers use language in the classroom and how the usage supports and constrains student learning.

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.

NEW EDUCATOR STANDARDS

The content and objectives of this course are aligned with the INTASC Standards of the Department of Teacher Education, with the state of Texas ESL standards, and with the National Teachers of English for Speakers of Other Languages (TESOL) standards.

INTASC STANDARD

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy: Late Work

In case of illness, an excuse will be required for work to be accepted late (no more than 3 days). In case of a death in the family, obituary evidence will be required. Other extraneous circumstances such as accidents, inclement weather or epidemics will be dealt with on a case by case basis. Late work will be reduced by 20%, each day the assignment is late. Work will not be accepted after 3 day past the due date.

Attendance and Participation Policy

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students

are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent. ***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. Three (3) tardies equal 1 absence.**

Professionalism and leadership

As a profession, teachers call on practitioners to meet high ethical standards, to find constructive ways to deal with problems and to offer appropriate support with colleagues. Leadership means being a member of the team who accepts responsibility without being bossy and helps colleagues without doing their work for them. Students are expected to show professionalism and respect for classmates and instructors by: not chewing gum while presenting in front of peers, not reading from cell phones, not texting in class, not using ipads or computers in class (unless needed for class activities).

Dealing with concerns

If you have issues about the instructor, make an appointment with the instructor or visit him/her during office hours to discuss and resolve your concerns. If you have issues related to classmates, talk to the classmate involved first to resolve the issues. If needed, then go to the instructor for final resolution.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

EVALUATION CRITERIA

This course will use the following grading scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Grading Matrix:

Course Assignments (all scored on 100 point scale and averaged at the end of the semester.)
Life Map
Research Logs
Novel reading groups (online)
Personal Writing
Choice Words
Teach a Writing Lesson
Teach a Lesson Writing Using Social Studies
Multi-genre Research Project

COURSE ASSIGNMENTS **All work typed and double-spaced unless otherwise indicated.**

WHO ARE MY WRITING INFLUENCES?

1. **Writing Life Map** (100 points) [INTASC 1, 9, 10] [Domain 1 ELAR Standard 12]

A. Life Map (100 points)

It is important for teachers to understand their own writing development and attitude in order to effectively teach others about writing. The map should represent in and out of school experiences related to writing --- specific teachers/friends/family members who influenced your writing; episodes related to handwriting, grammar, spelling, papers you wrote, school newspaper/yearbook experiences, letter writing, thank you notes, emailing, blogging, etc.; experiences from childhood all the way to the present. Consider your functional writing life as well as your compositional writing life. You might even think about how writing impacts your daily life. Further, think about how your personal experiences with writing impact your attitude about teaching writing. You will create a powerpoint or prezi to illustrate your writing journey. You will post your life map to our class Wiki page (on Bb). (We will begin this in class to help you get started.)

2. **Research Logs** (100 points) [INTASC 1, 2, 9] [ACEI 2.1, 3.1, 5.1] [Domain 1 ELAR Standard 7, 11, 12]

Reading/Comprehension Skills §110.11 - §110.30

Inquirers research. Researchers need to be organized. To that extent, you will complete a research log this semester to help you organize the questions you've asked, the materials you've read, and the sources you've used.

A. Research Log Entries for Teaching Writing chapters 1-4 (25 points each x 4=100 points)

Complete the research log as described in the syllabus. You will post your log for discussion in your assigned small group blog on Bb. Remember, besides reading the assigned Teaching Writing chapter, you must also read, discuss and cite an additional journal article or chapter from a professional book dealing with the same topic.

3. Writing Process and Product Quizzes [INTASC 1, 6, 8] [ACEI 2.1, 3.1, 4.0] [Domain 2 ELAR Standard 10] [Reading/Comprehension Skills §110.11 - §110.30] (100 points)
Chapter 1-4 – Tompkins

WHO AM I AS A WRITER?

4. Personal Writing/Writing Workshop Publications (200 points) [INTASC 1, 2, 3, 4, 5, 6, 8, 9] [ACEI 2.1, 5.2] [Domain 1 ELAR Standard 8, 9]

As we learn the whys and wherefores of writing workshop, it is important that you learn by doing and not by watching. To this end, you will experience writing workshop through completion of your own writing. You will complete and publish two pieces (100 points each) of personal writing during the course of the semester. Ideas for topics and models to consider will be demonstrated in class through minilessons. From the minilessons, you will generate several drafts; however, two of these pieces will be taken through the writing process – prewriting, drafting, conferring, revising, editing, and publishing. Be ready to write, to confer and to share.

WHO AM I AS A TEACHER OF WRITING?

5. Professional Learning Community Readings from Choice Words and Observations (100 Points) [INTASC 4, 6, 9, 10] [Domain 1 ELAR Standard 11, 12] [ACEI 3.2, 3.3, 3.4, 3.5, 5.1, 5.4] PLC: As you enter the classroom this semester as an observer, what are your questions about best practices of teaching literacy (reading, writing, listening, speaking, viewing, representing, and thinking) related to strategies, assessment, children, schools, parents, schedules, centers, environment, grouping, management, literacy across the curriculum, etc.? How does a teacher’s language support and constrain student growth and development? As you observe in various classes/subjects, you will need to listen carefully to the teacher. What do you hear the teacher saying? What do you hear the children saying and doing as a result?

- A. Jigsaw Reading Presentation/50 pts.** - You will be assigned to read one chapter in Choice Words by Peter Johnston. In your Professional Learning Community (4-5 people – not the same people as your writing group) you will discuss the chapter and then determine how to share it with the class. More information on the group presentation will be given in class.
- B. Questioning: Blooms Questioning Tally Sheet/ 50 points**-To add to the discussion of the book, you will complete the following exercise. This exercise will help you focus your attention on the teacher/student talk as you are in your placement in Intern I. a. While observing a lesson, record the questions asked by the mentor teacher. (A minimum of 10 questions---You may have to combine two lessons in some cases.) When you type up the questions, boldface the question stems.
 - a. Identify the level and complete the Blooms Question Tally Sheet.
 - b. Then write a reflection interpreting the results.
 - c. Include five other questions that could be utilized in the lesson next time to reach the needs of those students who may not have been challenged. Label the level of each question.
 - d. Turn in the following: 1. Questions teacher asked (with question stems in boldfaced print), 2. Blooms Tally Chart, 3. List of suggested questions (labeled with level), 4. Reflection.

C. “Lives on the Boundary” by Mike Rose. We will be reading and discussing this book in small groups on Bb.

6. TK20 - Teach a Writing Lesson (100 points) [INTASC 1, 2, 3, 4, 7, 9] [ACEI 2.1, 3.1, 4, 5.1, 5.2] [Domain 1 ELAR Standards 1-10]

Specific information about this assignment can be found later in the syllabus. This is a Key Assignment with a Key Assessment. You will use TK20 with this work. This assignment MUST be uploaded to TK20 to be graded. All pieces of the assignment should be loaded into one document.

7. Social Studies/Writing Genre Lesson (Tompkins Chapters) (100pts) [INTASC 1, 2, 3, 4, 7, 9] [ACEI 2.1, 3.1, 5.1, 5.2] [Domain 1 ELAR Standards 1-10]

In a small group (2-3 people), write and execute a lesson that incorporates social studies into writing. E.g. Writing two-voice poems in a social studies unit on community helpers. Be creative. You should incorporate a book chapter (as assigned) and information on writing genres from Tompkins into the lesson. You must write the lesson into the Madeline Hunter format. The entire lesson should take approximately 45 minutes. A copy of the

lesson plan should be provided for all members of the class at the conclusion of the lesson. Remember that you want your peers to end up with a lesson that they can use in their future classrooms. More information on this assignment will be given in class. However, you will read a chapter from the Tompkins' book and create a handout using a graphic to highlight the key elements of the chapter. Each group will need to provide a handout for each member of the class.

8. Multigenre Research Project (100 points) [INTASC 1, 4, 10] [ACEI 2.1, 3.1, 5.2] [Domain 1 ELAR Standards 11, 12]

Since we will spend the semester learning through inquiry, you will demonstrate your learning by completing a multigenre research project (mrgp). After identifying a social studies TEKS you would like to explore, you will need to spend time researching information related to your topic/TEKS. This means that you need to use library and internet resources, as well as keep notes. You may have "workshop" time in the weeks leading up to the due date to discuss/research your topic, but do not count on that being the only time needed to work. Once you have been successful in finding a variety of sources, you will need to determine what genres are the most appropriate to capture this particular topic. You will turn in a written format and a final presentation to the class, which will be a Gallery Walk so that everyone will see everyone else's work. An example of a multigenre project will be discussed in class.

The instructor will be doing regular checks with each of you to determine how you are doing with your project. Be prepared to show the instructor your progress. During class there will be opportunities for you to share works in progress. You should be prepared to individually share at least 2 times over the course of the semester. These do not have to be final drafts, but can be ideas that you are working on that you may want to get some feedback on or just ideas that you want to hear aloud. You will need to turn in a reference list with your final piece. Please use APA format.

This assignment is meant to help you grow as a teacher, inquirer and writer. It will help you experience what your students' experience. It will also help you be reflective about the teacher that you are becoming and the practices that you want to have in place in your future classroom. I hope that you will take advantage of this time to determine who you are as a teacher and especially as a teacher of literacy. I look forward to reading your final work.

RESEARCH LOG FOR *TEACHING WRITING* CHAPTERS
1-4

Topic: _____

WHAT I KNOW ABOUT THIS TOPIC:
(Before Reading)

3 QUESTIONS:
(Before
Reading)

a.

b.

c.

WHAT I LEARNED (Including, DID I FIND THE ANSWERS TO MY QUESTIONS?):

ANY OTHER QUESTIONS MY READING HAS BROUGHT TO MIND:

SOURCES:

Tompkins, G. E. (2008). *Teaching Writing: Balancing Process and Product* (5th Ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. **PAGES** _____

At least one other article or chapter that addresses this topic—APA format—**cite and discuss.**

Bloom's Questioning Tally Sheet

Observer:

Teacher Observed:

Grade:

Subject:

Date of Observation:

Directions:

1. Observe a lesson(s) where a teacher asks a minimum of 10 questions.
2. Copy the questions the teacher asks. You may hand write using this page and the back or type separately.
3. Highlight or boldface the question stems and key words that give you the level of Bloom's Taxonomy utilized in the question.
4. Then mark a tally mark in the appropriate box below.
5. Write a reflection based on what you observed and the results of the Tally. You may want to include possible questions that could have been asked to make the lesson more effective.

TALLY:

Level of Questions	1	2	3	4	5	6
Tally of Questions						

QUESTIONS:

REFLECTION:

What did you notice? How did it influence the student learning? What was effective about the questioning? What was less effective about the questioning? What would you do the same or differently if you were doing the lesson?

TK20 - Teach a Writing Lesson

Including Confer with Mentor, Strengths and Needs Charts (before and after lesson), Lesson Plan, Reflection (100 points) [INTASC 1, 2, 4, 7, 9]

You are required to conduct a writing lesson with a group of students (do the whole class if the teacher wants) at each of your two observation sites. Discuss with the teacher which students need a specific area of assistance as it relates to writing: grammar, punctuation, spelling, vocabulary, or a genre (narrative, persuasive, informative, etc.) --- not handwriting.

- 1. Conduct a Conference with your mentor to select students that need assistance in a specific area of language arts** (particularly writing, grammar, punctuation, sentence structure, spelling or genre). Collect a set of papers from these students --- papers do not have to be formal. They could be a free write, journal entry, former assignment, etc.
- 2. Review the papers and do a Needs Assessment for the papers-** Create a Strengths and Needs Chart to determine what lesson would be of greatest assistance to the students.
- 3. Prepare a lesson plan** (Use the Madeline Hunter format) with TEK(s) and activity(s). It should require the students to create some language arts product-i.e. write a poem, story, letter, four kinds of sentences implementation of specific conventions elements. Share the lesson with the mentor teacher for approval.
- 4. Conduct the lesson with the students.**
- 5. Collect the student work.**
- 6. Assess the student work.**
- 7. Develop a Strengths and Needs Chart that reflects a result of your lesson. What do you notice now?**
- 8. Provide feedback to students (if you did the whole class, choose 2-3 students to talk to about their work).**
- 9. Write a reflection of your learning.**

****You will turn in the following for each observation site:**

1. Lesson plan
2. Copies of the student work you assessed --- pre and post lesson
3. Strengths and Needs Chart --- pre and post lesson
4. Written reflection of what you learned as a result of writing lesson plans, teaching, assessing, and conferring with the students. Be sure to talk about what you learned, mentor feedback, and changes in the students' work. The language that you used with your students, mentor and reflection should connect to ideas in Choice Words.

Hunter Method

Teacher:

Subject Area:

Grade Level:

Lesson Title:

Objectives (Write 2-5 objectives stating expected learner outcomes/TEKS.):

Materials/Resources Needed:

Anticipatory Set (List specific statements or activities you will use to focus students on the lesson for the day. This should activate student knowledge related to the objectives.):

Objective/Purpose (For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):

Input (What information is essential for the student to know before beginning and how will this skill be communicated to students?):

Model (If you will be demonstrating the skill or competence, how will this be done? This is what the TEACHER shows the STUDENTS.):

Check for Understanding (Identify strategies to be used to determine if students have learned the objectives.):

Guided Practice (List activities which will be used to guide student practice and provide a time frame for completing this practice. This is what the TEACHER does WITH the STUDENTS.):

Closure (What method of review and evaluation will be used to complete the lesson?):

Independent Practice (List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance. This is what the STUDENT does ALONE to show the TEACHER what s/he has learned.):

Websites you may want to look at for help:

<http://www.huntington.edu/education/lessonplanning/Hunter.html>

<http://www.humboldt.edu/~tha1/hunter-eei.html>

<http://template.aea267.iowapages.org/lessonplan/>

TK20 - Writing Lesson Plan Rubric

Component	Absent 0	Minimal 5	Adequate 15	Notable 20	Outstanding 25
<p>Lesson plan <i>To what degree does the plan reflect Madeline Hunter model with the correct information in each area?</i></p> <p>GOAL TEKS Anticipatory Set Modeling (Input) Guided Practice Independent Practice Modifications for Diverse Learners Extensions</p>	Absent	0-5 elements of the plan	All elements addressed but 3-5 elements need more information	All elements addressed but 1-2 elements need more information	All elements addressed with substantial information so that someone else can conduct the lesson
<p>Strengths and Needs Chart <i>To what degree did you identify the strengths and needs of the student/s BEFORE the lesson?</i></p>	Absent	Chart included but only 1-2 items listed.	Chart included but only 3-4 items listed.	Chart included but only 5-8 items listed.	Chart included 10 or more strengths and weaknesses listed so that a strong picture of the students is being built.
<p>Strengths and Needs Chart <i>To what degree did you identify the strengths and needs of the student/s AFTER the lesson?</i></p>	Absent	Chart included but only 1-2 items listed.	Chart included but only 3-4 items listed.	Chart included but only 5-8 items listed.	Chart includes 10 or more strengths and weaknesses listed so that a strong picture of the students is being built.
<p>Written Reflection <i>To what extent did you discuss your learning from the lesson and how it will impact your teaching the next time, the changes seen in the students, and mentor feedback?</i></p>	Absent	Reflection includes what you learned and how you impacted your teaching in the future.	Reflection includes what you learned and how you impacted your teaching in the future and discusses the changes seen in the students.	Reflection includes what you learned and how you impacted your teaching in the future and discusses the changes seen in the students and discusses mentor feedback.	Reflection includes what you learned and how it will impact your teaching, discusses changes seen in the students, provides information about mentor feedback, and critically reviews the lesson.
Total					

Be sure to turn in all student work samples --- from before and after the lesson. Please cut and paste all of the documents, scanned (or photographed) student work into a single document before you attach it in TK20.

Tentative Class Schedule --- Changes will be made when necessary
CW= Choice Words TW = Teaching Writing SSTS = Social Studies that Sticks

Date	Discussion Focus	Assignment Due	
Week 1 Jan 18-23	Syllabus Discussion Writing Life Map Chapter 1		
Week 2 Jan 26-30 Online	TW - Writing Process (Research Log #1) Discussion “Lives on Boundary” reading Writing Workshop-decorate your writer’s notebook Minilesson – Ideas Brainstorm social issues for personal writing topics	Assigned small group blog discussion: Research Log #1/TW ch 1	
Week 3 Feb 2-6 Online	TW - Writing Workshop (Research Log #2) Discussion :”Lives on Boundary” reading Writing Workshop- Choose one social issue and write a personal narrative on the topic. 5 items writing	Writing Life Map Research Log #2/TW ch 2	Draft of 1st personal writing Collect 5 items (laugh, cry, gold, long ago, warm) to share about – Write a brief paragraph about each item in Writer’s Notebook
Week 4 Feb 9-13	Introduce TK20 Teach a Writing Lesson Assignment Assign Social Studies writing lesson plans group presentations (TW Chapters 5-12) Writing Workshop Minilesson – Voice Choice Words (CW) Chapters 1-3 Peer Edit 1st Drafts	Draft of 1st personal writing piece	Revise personal writing CW Ch. 1-3
Week 5 Feb 16-20 Online	TW – Writing Strategies and Skills (Research Log #3) Discussion :”Lives on Boundary” reading Minilesson—Word Choice	Revise writing Research Log #3 TW ch 4 Upload Standard 6 to TK20	Final draft of personal writing TK20 – Teach a Writing Lesson Read SSTS Chapter 1 & Journal Read Multigenre article
Week 6 Feb 23-27	Writing Workshop Mini lesson – Sentence Fluency PLC— CW chapter (chs. 4-6) Discussion of SSTS Chapter 1 (in PLC) Introduce multigenre project/Begin Inquiry Cycle	TK20 Teach a Writing Lesson Due for 1st Observation Site Personal Writing #1 Final Paper SSTS Ch. 1 Response	Read SSTS Chapter 7 & Journal
Week 7 March 2-6 Online	TW – Assessing Writing (Research Log #4) Writing Workshop :”Lives on Boundary” reading Minilesson—Revisions Discussion of SSTS Chapter 7 Select topic for 2nd Personal Writing	SSTS Ch. 7 Response Research Log 4 Upload Standard 7 to TK20	Read SSTS Chapter 8 & Journal

Week 8 March 9-13	Social Studies/Writing Genre Presentations (TW ch. 5) Social Studies/Writing Genre Presentations (TW ch. 6) PLC—CW (chs. 6, 7, 8) Writing Workshop Minilesson – Conventions/Editing Discussion of SSTS Chapter 8	SSTS Ch. 8 Response	Draft of 2nd Personal Writing Read SSTS Chapter 9 & Journal
Week 9 March 23-27 Online	Writing Workshop Minilesson – Fluency Writing – writing from a word Peer Edits Discussion of SSTS Chapter 9 :”Lives on Boundary” reading	Draft of 2nd Personal Writing SSTS Ch. 9 Response Upload Standard 8 to TK20	2nd Personal Writing Final CW-Jigsaw presentations
Week 10 March 30-April 3	Social Studies/Writing Genre Presentations (TW ch. 7) Social Studies/Writing Genre Presentations (TW ch. 8) CW-Jigsaw presentations Writing Workshop Mini-lesson – Writing from photographs (pick genre)	2nd Personal Writing final	Multigenre work
Week 11 April 6-10 Online	Writing Workshop Mini-lesson – Point of View Multigenre		Continue multigenre work
Week 12 April 13-17	Social Studies/Writing Genre Presentations (TW ch. 9) Social Studies/Writing Genre Presentations (TW ch. 10) Writing Workshop Mini-lesson – Bold Beginnings Multigenre		Continue multigenre work
Week 13 April 20-24 Online	Writing Workshop Mini-lesson Multigenre		Continue multigenre work
Week 14 April 27-May 1	Social Studies/Writing Genre Presentations (TW ch. 11) Social Studies/Writing Genre Presentations (TW ch. 12) Review & Discuss STAAR Writing Rubrics Multigenre		Complete Multigenre work
Week 15 May 4-May 8	Multigenre Presentations DUE Gallery Walk		
Week 16 May 11-15 Online	Final Reflection-Online		

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- <http://www.coe.unt.edu/teachertools> (UNT designed website)
- <http://www.aaronshep.com/> (Multicultural readers theater scripts)
- <http://www.acs.ucalgary.ca/~dkbrown/> (The Bantam Doubleday Dell Teacher Resource Centre. You can link to the Doucette Index to K-12 Teaching Ideas for Children's Literature.).
- <http://www.yahooligans.com> (A site for kids)
- <http://www.readwritethink.org/> (search for Multigenre OR other lesson resource)
- <http://www.tc.columbia.edu/centers/mssc/Tom%20Romano.htm> (Multigenre)
- <http://www.angelfire.com/wi/writingprocess/specificgos.html> (Writing Process)
- <http://www.csuohio.edu/academic/writingcenter/writeproc.html> (Writing Process)
- <http://owl.english.purdue.edu/owl/resource/701/01> (Writing Process)
- http://www.coe.unt.edu/northstar/teachg_demos.htm (Teaching Power Points)
- <http://teacher.scholastic.com/products/scholasticprofessional/authors/talkabouts.htm#rief> (Linda Rief-Quickwrites)
- <http://www.writingfix.com> (Write Traits)
- <http://www.wnp.org> (National Writing Project)
- <http://www.reading.org> (International Reading Association)
- <http://www.ncte.org> (National Council of Teachers of English)
- <http://janeyolen.com> (Jane Yolen)
- <http://www.rebeccakaidotlich.com> (Rebecca Kai Dotlich—poet)
- <http://www.jerryspinelli.com> (Jerry Spinelli)
- <http://www.pbkerr.com> (P.B. Kerr)
- <http://www.judyblume.com> (Judy Blume)
- <http://www.ralphfletcher.com> (Ralph Fletcher)
- <http://www.englishcompanion.com> (Jim Burke)