

Course Number and Title

EDRE 4850 – 024 Teaching the Tool and Practices of Reading Across the Curriculum

Instructor Information

Instructor:	Cora Reikofski-Ross, M.Ed. (she/her/hers)
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Office hours:	Mondays 9:30 AM - 12:00 PM Thursdays 9:00 AM - 11:30 AM

Course Description, Structure, and Objectives

Our class will meet in person on Monday afternoons from 2:30 - 5:20 in Matthews Hall, Room 102. Because this class meets once per week and is 3 hours long, there will be a break built in to the middle of the class time.

This course's purpose is to prepare preservice teachers to teach reading as a process for meaning-making and a tool for inquiry. It will cover various teaching models, ranging from skills-oriented to process-oriented to practice-oriented perspectives. Each reading, assignment and teaching demonstration will focus our minds and hearts on furthering our thinking about our roles as reading teachers.

READING MATERIALS

Gunning, T. (2020). *Creating Literacy Instruction for All Students*. Pearson.

- There are several editions of this book and several purchasing options. An eBook version costs about half the print version. You also have the option of renting your textbook. If you have any questions, please ask me!

COURSE STRUCTURE

This is a **field-based course**, and our fieldwork will be aligned with expectations from the university to meet teacher preparation needs. We will observe teachers teaching young readers, examine different approaches to teaching reading, and practice noticing and naming the strengths of readers while developing strategies for support. As future educators, I ask that you practice openness and flexibility as we continue to adjust and adapt assignments and experiences to honor our collective goals alongside our community partners.

TECHNICAL REQUIREMENTS & SUPPORT

In this class, students will need internet access to reference content and course assignments on Canvas. If circumstances change, you will be informed of other technical needs to access course content. For additional tech support, please reach out to the UNT Student Help Desk:

UNT Student Help Desk: helpdesk@unt.edu

Phone: 940-565-2324

COURSE OBJECTIVES

In this course, preservice teachers will:

- Develop an expanded understanding of literacy development that builds on the content of the Early Language Literacy course taken the previous semester;
- Practice teaching literacy using assessment and reflection to inform teaching;
- Consider the demands of literacy assessments associated with different audiences and how these forms of assessment can be used to better inform thoughtful instruction;
- Engage in asset-based, justice-oriented, and appreciative teaching to plan for instruction;
- Develop a critical understanding of the content of the "Science of Reading;"

- Engage in critical inquiry into classroom teaching

Students will further explore:

- Learning within a community of practice (or PLC) perspective;
- Expansive vs restricted views of what counts as reading;
- Cultural and linguistic variation with humanizing pedagogies;
- Models for assessment;
- Teaching as relational, appreciative, humanizing, and responsive (through assessment);
- Practice as a space for inquiry and growth in teaching;
- Assessment and Teaching as woven together;
- Practice spaces for reading and teaching (e.g., read-alouds, shared reading, small group instruction, independent reading, book clubs, inquiry/study groups, etc.) in both hybrid and classroom contexts.

F-1 VISA INFORMATION

Federal regulations state that students may apply only 3 fully online semester credit hours (SCH) to the hours required for full-time status for [F-1 Visa \(PDF\)](#) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

How to Succeed in this Course

We care about your success in this course and beyond. Please read the following section to learn more about how you can succeed in this course. If you have any questions or concerns, do not hesitate to contact us.

COMMUNICATION

Communication: Communication is really important! Connect with me through email, Canvas, or by phone. I may not be able to respond right away during busy times, but if you do not hear from me within 24 hours, please follow up. A gentle nudge is always appreciated! If the situation is urgent, please text me. **For example, if you are unable to attend class due to illness or injury, please email or text me. It is important for me to ensure that you are safe.** I promise you there is no situation we can't work through together as long as you let me know what is happening.

I will be available for office hours on Mondays from 9:30-12:00 or Thursdays from 9:00-11:30. You are welcome to meet me at my office or touch base via Zoom at your convenience. If this time does not work with your schedule (i.e., field placement hours or other UNT courses), please email me, and we will find a time that works for you. Office hours offer you an opportunity to ask for clarification or find support with class materials and assignments. Your success is my goal!

ACADEMIC SUCCESS RESOURCES

UNT strives to offer you a high-quality education and a supportive environment so you learn and grow. As faculty members, we are committed to helping you be successful as a student. To learn more about campus resources and how to succeed at UNT, visit unt.edu/success and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

ADA ACCOMMODATIONS

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must

obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Supporting Your Success and Creating an Inclusive Learning Environment

We share a commitment to the value of an inclusive learning environment.

We value the many perspectives students bring to our campus. Please work with us to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together ([Code of Student Conduct](#)) (<https://policy.unt.edu/policy/07-012>).

Required/Recommended Materials

In this section, you will learn where to find the materials required for this course.

- Gunning, T. (2020). *Creating Literacy Instruction for All Students*. Pearson. This book has several editions and several purchasing options. An eBook version costs about half the print version. If you have any questions, please ask me!
- Additional readings in Canvas drawn from professional literature on teaching reading
- Technology requirements:
 - o This course has digital components. Students need internet access to reference content on the Canvas Learning Management System to participate fully in this class. You will be informed of other technical needs to access course content if circumstances change. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](#) (<https://online.unt.edu/learn>).

Course Requirements/Schedule

This course syllabus/schedule is intended to be a guide and may be modified at any time at the instructor's discretion in response to the local context (e.g., inclement weather, COVID-19) or to enhance students' learning experiences.

Week/Date	Topic	Readings	Assignments Due
Week 1 August 19	Course Introduction/ A Dynamic View of Literacy Who are you as a reader? As a teacher of readers?	To be read in class: Kelly & Djonko-Moore (2022)	
Week 2 August 26	Designing Classroom Literacy Instruction; Culturally Sustaining Pedagogy in Literacy	Gunning Chapter 2 Miller, G. E., & Khatib, S. M. (2023).	Send Ms. R a picture for name study!

Week 3 September 6	No Class - Labor Day		
Week 4 September 9	Revisiting Emergent Literacy; Oral Language; Teaching Phonemic & Phonological Awareness through Name Study	Gunning Chapter 4	Reading Identity
Week 5 September 16	Selecting and Utilizing Diverse Children's Literature	Nyachae (2021) Giroir, Grimaldo, Vaughn, & Roberts (2015). Interactive read-alouds for English language learners in the elementary grades.	
Week 6 September 23	Whole group practices: Interactive Read Aloud & Shared Reading	Trelease Chapter 1 (posted to Canvas) Calkins et al. (posted to Canvas)	Reading Inventory
Week 7 September 30	Models of Reading Instruction & The 5 Pillars of Reading	Gunning Chapter 12	
Week 8 October 7 - Asynchronous	The Pillars of Reading: Phonics & Word Study The Pillars of Reading: Fluency	Gunning Chapter 5 Gunning Chapter 6 Worthy & Broadus (2002)	Eagle Readers LP & Reflection #1
Week 9 October 14	The Pillars of Reading: Comprehension	Gunning Chapter 8 Roser & Hoffman (1992)	Eagle Readers LP & Reflection #2
Week 10 October 21	Working with diverse learners	Gunning Chapter 2	Eagle Readers LP & Reflection #3
Week 11 October 28	Small group instruction: book clubs, literature circles, and guided reading	Jocius & Shealy (2017)	Eagle Readers LP & Reflection #4 Literature Unit Part 1
Week 12 November 4	Reading Assessment	Gunning Chapter 3	Eagle Readers LP & Reflection #5
Week 13 November 11	Reading Assessment	Sulzby (1985) Afflerbach et al. (2008)	Eagle Readers LP & Reflection #6

Week 14 November 18	Presentations, STR exam review & preparing for the constructed response		Eagle Readers LP & Reflection #7
Week 15 November 25 NO CLASSES (Fall Break)			
Week 16 December 2	Presentations, Final Reflections & Course Wrap-Up		Book Club Presentations Eagle Readers LP & Reflection #8
Week 17 December 9			Mentoring Presentations Literature Unit Part 2 (due December 9)

***Details about assignments will be posted on Canvas.**

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. The calendar is subject to change per the [Emergency Notifications and Procedures Policy \(https://policy.unt.edu/policy/06-049\)](https://policy.unt.edu/policy/06-049).

Assessing Your Work

Brief descriptions of major assignments are provided below. **Please refer back to this throughout the semester.** A more detailed assignment sheet and evaluation rubric may be provided a few weeks before each assignment is due. Please note that I prefer double-spaced, one-inch margins, and 12-point font for all assignments. *It makes it easier to read and provide feedback.*

COURSE EVALUATION

Attendance and Participation	15%
Literature Unit	20%
Reading Identity (multimodal)	5%
Reading Inventory	10%
Book Clubs	20%
Mentoring Experiences	30%
Total Evaluation Points	100%

Attendance and Participation (15%); Ongoing

This course is designed and organized to be highly collaborative and interactive. Our sessions will involve small and whole group activities and discussions. Therefore, your attendance and participation are essential to everyone's learning in our course.

Reading Identity (5%)

To understand the experiences of our young readers, we must begin with an examination and reflection of our own journeys as readers. This assignment asks you to examine your reading life in the past and the present. Examining our personal histories as readers pushes us to see how what we believe and have experienced may impact the decisions we make as teachers. Part of this work is to critically examine how our identities and the broader sociocultural context in which we were raised have influenced our experiences with language and literacy learning, our beliefs regarding what it means to be “literate” or a “good reader” and the views we may hold about ourselves or others. In unpacking our literate lives, both past and present, we begin to see the ways in which we can understand our students as readers and writers and create learning environments that engage students in reading and writing.

For this assignment, you will share your reading life with us in a way that represents you. Choose 4-5 key events in your reading life to highlight. You can be as creative and honest as you want! Some examples include:

- A brief video discussing your reading life
- 1-page, double-spaced essay
- A slideshow with 5 slides
- Artwork, poetry, or song

Due: September 9

Literature Unit (20%)

This literature unit aims to develop your understanding of and strategies for using literature study as a curricular tool. You will create 3-4 lesson plans, tied together by an overarching theme, that incorporates children’s literature and the ELA TEKS. You may design your literature unit for your field placement students or another elementary aged student. If you design your unit for your field placement students, you will coordinate the teaching of this unit with your cooperating teacher. You will need to negotiate with your teacher on the theme, the books (number and selection), any activities that may flow out of your teaching, and finally, a teaching timeline for your unit.

Due:

- Part 1 (proposal): October 28
- Part 2 (unit): December 9

Reading Inventory (10%)

Students will assess the text environment in their classroom practicum placement using a modified TEX-IN3 inventory.

Due: September 23

Book Clubs (20%)

Building on our work around small group instruction, you will join one of four book clubs. Each book club will be assigned one middle-grade text to read independently and discuss/make meaning together (during class). This project aims to introduce you to a key instructional practice that you may use with your future literacy students.

Book clubs will begin in class on September 23.

Mentoring Experience, Lesson Plans, and Final Report (30%)

This is a field-based course and therefore includes components in which we will confer with and instruct elementary students as part of our class time. You will work with one student or a small group of students across the semester, supporting them as reader(s) from week to week based on the focus of their class reading objectives, individual interests and needs informed by assessment, and our own class foci.

The following assignments are connected to the Eagle Readers' experience:

- For each week of Eagle Readers, you will write a lesson plan (framework provided on Canvas). You will also compose a short reflection on the prior week's experience. You will be provided feedback on the lesson plan prior to meeting with your Eagle Reader to further inform your work with the student. Feedback cannot be guaranteed for lesson plans submitted late.
- You will most likely be given class in time to write your weekly reflections and plan for the next week.

Due: Lesson Plans and Reflections are due weekly by Sundays at 11:59 pm (once Eagle Readers start)

COURSE GRADING SCALE

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and below

ACADEMIC INTEGRITY

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. *Students who use other people's work (including AI) without citations will violate UNT's Academic Integrity Policy.* Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>). If you have questions about this or any UNT policy, please email me or come discuss this with me during my office hours.

UNT Student Honor Code: *"I commit myself to honor, integrity, and responsibility as a student representing the University of North Texas community. I understand and pledge to uphold academic integrity as set forth by [UNT Student Academic Integrity Policy, 06.003](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>). I affirm that the work I submit will always be my own, and the support I provide and receive will always be honorable."*

LATE WORK

All assignments and postings are due on the day designated in the course agenda by 11:59 p.m. (for example, if an assignment is due on 9/8, it is due by 11:59 p.m. on 9/8). In the case of an emergency, if you need extra time before a due date, please discuss it with me, and together, we will decide on a timeline for completion. Please remember to honor this commitment.

ASSIGNMENT EXPECTATIONS

Please submit only Word or Google documents to Canvas (no PDFs). *Please do not email assignments unless an instructor asks for them via email.*

Attendance and Participation

To be successful in this course, you must attend class regularly and come prepared. If you find this challenging, please reach out to Ms. Reikofski-Ross to develop a plan for moving forward.

YOU are an important member of our class community. Your attendance and participation are important to our work as future educators and our collective work in this class. I understand that certain absences are unforeseen, but your regular attendance and participation are essential to feeling successful in this course. It is very difficult to be enriched by discussions and collaborations if you are not physically present or prepared for class. [University policy 06.039](#) will be followed for excessive attendance issues. If necessary, students may miss one class with a valid excuse (see [university policy for excused absences](#)) and not face penalties related to their grade (yet students are encouraged to save this absence for illness or emergencies that may arise). **Students must inform the instructor as soon as possible if they miss class.** All assignments are due on dates indicated on the syllabus regardless of student absences unless discussed otherwise. A second absence will result in a loss of points from the total grade. In the event that a student misses **four (4) or more classes**, they will receive a failing grade. Chronic tardiness or early departure will result in lowering a final grade at the instructor's discretion (arriving more than 15 minutes late or leaving more than 15 minutes early).

In addition to your regular attendance, our class participation grade is based on active participation, including sharing your thoughts and questions as well as listening to the thoughts and questions of others. This is the expectation in every class. As we meet only once weekly, your class participation grade is based on these specific questions:

- Did my presence in class make the class better today?
- Did I actively engage with my peers in our community?
- Did I conduct myself in a way to ensure I learned?
- Did I help my colleagues learn?
- Did I take advantage of what was offered?

I greatly respect students balancing the demands of their coursework with their work, family responsibilities, etc. If you run into challenges that require you to fall behind in attending our class or completing the assignments, please contact me. There may be some flexibility we can offer to support your academic success.

Educator Standards

To recommend a candidate to the Texas Education Agency, the UNT Educator Preparation Program curriculum aligns with standards identified by the State Board of Educator Certification (SBEC). These standards are assessed throughout your preparation and through the TExES Certification exams required for your teaching certificate. The Texas State Board for Educator Certification creates standards for beginning educators. These standards focus on the Texas Essential Knowledge and Skills, the required statewide school curriculum. Additionally, the Commissioner of TEA has adopted rules pertaining to Texas teaching standards:

TEXAS TEACHING STANDARDS

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

1. Standard 1--Instructional Planning and Delivery.
 - a. Standard 1Ai,ii,iv
 - b. Standard 1Bi,ii (Lesson design)
2. Standard 2--Knowledge of Students and Student Learning
3. Standard 3--Content Knowledge and Expertise
4. Standard 4--Learning Environment
5. Standard 5--Data-Driven Practice

6. Standard 6--Professional Practices and Responsibilities

A full description of the standards and competencies can be accessed using this link: [Texas Teaching Standards Adopted in Chapter 149](#)

EDUCATOR STANDARDS FOR EC-6 CORE SUBJECTS:

A full description of the standards and competencies can be accessed using this link:

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>

English Language Arts and Reading Generalist EC–6 Standards

- Standard I. Oral Language
- Standard II. Phonological and Phonemic Awareness
- Standard III. Alphabetic Principle
- Standard IV. Literacy Development and Practice
- Standard V. Word Analysis and Decoding
- Standard VI. Reading Fluency
- Standard VII. Reading Comprehension
- Standard X. Assessment and Instruction of Developing Literacy
- Standard XI. Research and Inquiry Skills
- Standard XII. Viewing and Representing

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

The following TEKS are addressed in this course. The Texas Essential Knowledge and Skills can be accessed on the Texas Education Agency website using the A-Z index at the following URL: <https://tea.texas.gov/academics/curriculum-standards>

- PreK Guidelines Domain III. Chapter 110 TEKS for English, Language Arts and Reading Subchapter A. Elementary Grades K-5 110.10-110.16 • Chapter 110 TEKS for English, Language Arts and Reading Subchapter B. Middle Grade 6 110.18]

ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)

This course incorporates the ELPS in lesson planning and instructional delivery to improve English learners' language acquisition and content area knowledge. Teacher candidates will implement the ELPs during instruction of the subject area for English learners. The ELPs can be accessed via the Texas Education Agency using the following link:

[http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.](http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4)

TEXAS COLLEGE AND CAREER READINESS STANDARDS

The Texas College and Career Readiness Standards can be accessed at the Texas Higher Education Coordinating Board website using the following link:

<http://www.theccb.state.tx.us/index.cfm?objectid=EADF962E-0E3E-DA80-BAAD2496062F3CD8>

TECHNOLOGY APPLICATIONS

[Technology Applications \(All Beginning Teachers. PDF\)](#) The first seven standards of the Technology Applications EC-12 Standards are expected of **all** beginning teachers. They are incorporated into the Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) test.

- Standard I 1.1k-1.3k, 1.10k-1.18k, 1.1s-1.6s, 1.10s-1.18s
- Standard II 2.1k-2.3k, 2.1s, 2.3s-2.8s
- Standard III 3.2k, 3.3k, 3.1s, 3.4s-3.8s, 3.10s, 3.13s, 3.15s
- Standard IV 4.1k-4.3k, 4.1s, 4.2s, 4.4s-4.7s, 4.11s, 4.12s]