EDRE 4450: READING & WRITING (BIRTH—GRADE 6)

UNT

UNIVERSITY OF NORTH TEXAS®
COLLEGE OF EDUCATION

FALL 2016 – Section .001 (7059)
MWF 12:00-12:50 – MH 112
Jeannette L. Ginther, M.Ed.
OFFICE HOURS: MWF by appointment; Matthews Hall, Room 207-L
jeannette.ginther@unt.edu

REQUIRED TEXTS AND ONLINE COURSE ACCESS
DeVries, B. (2015). Literacy: Assessment and intervention for classroom teachers (4th ed.).
    Scottsdale, AZ: Holcomb Hathaway. (e-book available here)
    ➢ Online Resources
Fountas, I. C., & Pinnell, G. S. (2006). Teaching for comprehending and fluency: Thinking,
    talking, and writing about reading, K-8. Portsmouth, NH: Heinemann.
        ➢ Online Resources
          Blackboard Learn

RECOMMENDED TEXT
Dow, R. S., & Baer, G. T. (2013). Self-paced phonics: A text for educators (5th ed.). Boston,
    MA: Pearson.

CATALOG COURSE DESCRIPTION
Examines theoretical and practical aspects of emergent literacy. The course focuses on
developmentally appropriate practices that foster motivated, strategic readers and writers.
Emphasizes development of early language and pre-literacy skills, common school literacy
practices, parental/societal influences, and affective elements related to early reading. Includes
an additional course hour of field experience per week.
Prerequisites: Admission to the Teacher Education program and DFST 3123 (Child
Development).

PURPOSE AND RATIONALE
This course is the first of three courses that prepares preservice teachers to be effective literacy
professionals serving children from infancy through grade 6. There is a particular emphasis in
this course on the reading and writing development of children from infancy through grade 2.
The current research on emergent literacy will serve as a foundation for investigating theoretical
and practical applications of developmentally appropriate literacy instruction. The course
emphasizes methods appropriate for preschool and early grade reading and writing instruction, as
well as exploring a variety of resources that support the reading and writing skills of young
children.

COURSE GOALS/OBJECTIVES

How can I set the conditions for the generative literacy development of my students?

> ➢ What processes and knowledge are involved in reading/writing? How do they develop over time?
> ➢ How can assessment inform my teaching?
> ➢ How can I support the literacy development of my K-2 students, including those of diverse backgrounds and experiences?

1. Demonstrate knowledge of the basic principles of assessment of early reading and writing competencies and the importance of early intervention strategies to support struggling readers, such as those with dyslexia or a reading disability.
2. Plan developmentally appropriate activities for enhancing the listening, speaking, reading, writing, and viewing skills of young children, based on knowledge of reading and writing processes and the ways in which these develop over time.
3. Demonstrate effective strategies for sharing books and other resources with children, including multicultural materials. This includes planning for read-aloud, think-aloud, shared reading, and guided reading.
4. Demonstrate familiarity with current award-winning children's literature.
5. Demonstrate knowledge of instruction that develops vocabulary and word recognition skills—including alphabetic principle, phonological and phonemic awareness, and phonics—through scaffolded instruction for learners across the ability spectrum.
6. Demonstrate knowledge of instruction to develop skills of automaticity (fluency), listening and reading comprehension for narrative text structures through the use of read-aloud, shared reading, and guided reading.
7. Demonstrate knowledge of effective writing instruction and the application of appropriate writing activities for students, especially through the use of language experience approach, shared, and interactive writing.
8. List possible warning signs for dyslexia and related reading disabilities in learners in grades K-6 (i.e., difficulty reading words in isolation, difficulty decoding nonsense words, difficulty in learning to spell, and lacking fluency when reading).

PROGRAM EXPECTATIONS FOR FUTURE TEACHERS

> ➢ Develop a reflective mindset about his/her learning and teaching
> ➢ Develop a sensitivity to the English Language Learner
> ➢ Endorse integration in the teaching of language arts
> ➢ Embrace a lifelong learner perspective
> ➢ Support student-centered instruction

ALIGNMENT TO TEKS, CORE SUBJECTS, PPR, & InTASC

TEK domains for grades K-2: Print Awareness, Phonological Awareness, Phonics, Beginning Reading Strategies, Fluency, Vocabulary Development, Literacy Development, Comprehension of Literary Text: Fiction, Oral and Written Conventions, Comprehension Skills
Core Subjects domains and competencies: 1 A-G, K; 2; 3; 4; 5; 6 AC; 7; 8 A-C; 9 A-E, G, I; 10
PPR domains: I, II, III
This course addresses the following InTASC Standards: 1, 4, 5, 6, 7, 8, 9

EDRE 4450 ESSENTIAL CONCEPTS
Major Reading Approaches
- Balanced literacy/ Comprehensive literacy
- Part-to-whole instruction
- Whole-to-part-to-whole instruction
- Language experience approach

Instructional Strategies and Materials
- Read-aloud (Interactive read-aloud)
- Think-aloud
- Shared reading
- Echo reading
- Shared writing
- Interactive writing
- Guided reading
- Independent Reading
- Leveled books
- Children's literature
- Independent, instructional, frustration reading levels

Instructional Components for Developing Vocabulary and Word Recognition Skills
- Alphabetic principle
- Phonological awareness
- Alliteration
- Rhyme
- Syllable
- Phonemic awareness
- Phonics
- Morpheme
- Grapheme

Affixes: prefix, suffix (discussed further in EDRE 4850)
- CVC, CV, CVCe, Vowel pairs
- Onset/ Rime
- Word recognition

Language systems: semantic, syntax, phonological, pragmatic
- Structural analysis (discussed further in EDRE 4850)
- Context clues (discussed further in EDRE 4850)

Other Instructional Components
- Concepts of print
- Automaticity (component of fluency focused on in this course)

Comprehension: literal, inferential, and evaluative
- Listening Comprehension
- Narrative text structure (expository text structure discussed in EDRE 4850)
- Beginning comprehension strategies
- Stages of spelling development
- Stages of reading development

COURSE REQUIRED ASSIGNMENTS

*In-class assignments cannot be made up – no exceptions.

ASSIGNMENTS	Percentage

(VIRTUAL) FIELD EXPERIENCE
Traditionally, this course required a field experience component of one hour/week. To meet the current availability of field placements, this requirement has been adapted and is now completed on Blackboard. Please note – you **cannot** pass this course if you do not successfully complete this requirement.
    o Part One: Watch five hours of professional videos about literacy education. You will complete a written assignment for each video.
    o Part Two: Read and respond to 25 children's books from the Children's Book Choice Awards
    o Part Three: Dyslexia Module
	20%

LESSON PLANS
You will prepare four (4) lesson plans for the four major strategies for sharing books with students. Book selection should be appropriate for emergent or early readers (K-2). Extensive background will be provided through reading, videos, modeling, and rubrics.
    1. Read-Aloud
    2. Think-Aloud
    3. Shared Reading
    4. Guided Reading
	20%

ANALYSIS OF WRITING SAMPLES You will analyze several writing samples from young children. The analysis will include noticing and naming the predominant spelling stage (according to Bear, et al.), noticing and naming high-frequency words that are spelled correctly, and recommending word study activities that are appropriate for the spelling stage.	10%
RUNNING RECORD AND MISCUE ANALYSIS Complete and analyze several running records according to the protocol developed by Marie Clay.	10%
IN-CLASS LEARNING TASKS Several in-class assignments require application of the concepts discussed in class, as well as outside readings. There is no make-up if you are absent – **no exceptions.**	10%
QUIZZES Four quizzes. The lowest score will be dropped.	20%
FINAL Synthesize and apply what you have learned in this course.	10%

EVALUATION AND GRADING
A// 90-100% B// 80-89% C// 70-79% D// 60-69% F below 60%

COURSE SCHEDULE

The following schedule is offered as a guide. *Changes may occur as the course progresses and adjustments may need to be made regarding topics, readings, and/or assignment due dates.* All readings must be completed before the class session on the day for which they are assigned. *Assignments are due Monday of each week and submitted to Blackboard, unless otherwise specified. Quizzes will be on Friday.*

Date	Topic	Assignments Due
1: 8/29, 8/31, 9/2	Course Overview **Module 1:** -Reading, text, and context -Considering your own reading processes *Objective(s): 2*	
2: 9/7, 9/9 ***(No class on Monday, 9/5)***	**Module 2:** -Understanding literacy processes -Linguistic aspects of reading -Considering visible and invisible information available to the reader *Objective(s): 2*	Reading Response • F&P, ch. 1 • F&P, ch. 2 Literacy processes handout
3: 9/12, 9/14, 9/16	**Module 3:** -Teaching/Learning/Assessment Cycle and Development: Phonological and phonemic awareness *Objective(s): 1, 5*	Reading Response • DeVries, ch. 4 • Formative Assessment That Truly Informs Instruction (NCTE, 2013). Quiz 1 (Friday)
4: 9/19, 9/21, 9/23	**Module 3, Continued:** **-**Teaching/Learning/Assessment Cycle and Development: Alphabetic principle *Objective(s): 1, 5, 7*	Reading Response • DeVries, ch. 5, 6, 12 **Field Experience: First 10 of your children's books**
5: 9/26, 9/28, 9/30	**Module 3, Continued:** -Teaching/Learning/Assessment Cycle: Comprehension Strategies for Beginning Readers *Objective(s): 1*	Reading Response • F&P ch. 4, 5, 6 Quiz 2 (Friday)
6: 10/3, 10/5, 10/7	**Module 3, Continued:** -Teaching/Learning/Assessment Cycle: Comprehension of Narrative Texts *Objective(s): 1*	Reading Response • DeVries, ch. 8 • F&P ch. 25
7: 10/10, 10/12, 10/14	**Module 4:** -Phonics/Spelling	Analysis of writing sample **Field Experience: Videos 1-3**

8: 10/17, 10/19, 10/21	**Module 5:** -Interactive Read-Alouds: Purpose, Materials, Procedure *Objective(s): 2, 3, 6*	Reading Response • F&P ch. 15,16 Articles on BB • Fisher (2004) • Kindle (2009) **Field Experience:** **11-25 of your children's books**
9: 10/24, 10/26, 10/28	**Module 6:** -Interactive Think-Alouds: Purpose, Materials, Procedure -Language Experience Approach: Purpose, Materials, Procedure *Objective(s): 2, 3, 7*	Articles on BB • Ness (2015) • Block (2004) Interactive Read-Aloud Lesson Plan Quiz 3 (Friday)
10: 10/31, 11/2, 11/4	**Module 7:** -Shared Reading/Writing -Interactive Writing *Objective(s): 2, 3, 6, 7*	Reading Response • DeVries ch. 10 • F&P ch. 27
11: 11/7, 11/9, 11/11	**Module 7, Continued:** -Shared Reading/Writing -Interactive Writing *Objective(s): 2, 3, 6, 7*	Articles on BB • Beauchat (2008) • Kesler (2010) • Stahl (2012) Quiz 4 (Friday) Think-Aloud Lesson Plan
12: 11/14, 11/16, 11/18	**Module 8:** -Running Records *Objective(s): 1, 8*	Reading Response • F&P ch. 8 • Clay (1991) • Clay (1993) Shared Reading Lesson Plan **Field Experience: Videos 4,5**
13: 11/21, 11/23 (**No class on 11/25**)	**Module 9:** -Guided reading: Purpose, Materials, Procedure *Objective(s): 2, 3, 6*	Reading Response • F&P ch. 24 Running record analysis • [Examples](#)

14: 11/28, 11/30, 12/2	**Module 9, Continued:** -Guided reading: Shifts over time; leveled texts	Reading Response • F&P ch. 25, 26 • DeVries ch. 2, pp. 29-34 Guided Reading Lesson Plan **Field Experience:** **Dyslexia Module**
15: 12/5, 12/7, 12/9	**Course Review**	
Wednesday, 12/14 10:30am-12:30pm	**FINAL EXAM**	

PROCEDURES AND POLICIES

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.

2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced

programs, to provide leadership for development of programs that promote engagement of learners.

3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.

4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

ACADEMIC INTEGRITY
Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Student collaboration of learning is encouraged, except for instances when an assignment/assessment description states otherwise. Other's ideas can be built-upon but student work must be unique and reflective of each individual student. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be formally reported with an Initial Sanction form to the Dean of Students, who may impose further penalty. A second offense will result in the student being automatically referred to formal review by the University's Academic Integrity Officer. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR
All concerns should be privately discussed in the faculty member's office. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

ACCESS TO INFORMATION – EAGLE CONNECT
Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect email account. For more information, please visit the website that explains Eagle Connect and how to forward your email, if you desire.

ADA STATEMENT
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. You may also contact them by phone at (940) 565-4323.

ATTENDANCE
You are expected to be in-class and attendance will be taken daily. Students are required to notify the instructor of any absence for any reason prior to the class meeting. In-class assignments cannot be made up – no exceptions.

CAMPUS RESOURCES
UNT offers a variety of resources available to students. The Office of Student Academic Success provides mentoring and tutoring services free of charge. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments (940-565-2563).
If you are unsure of how to take care your stress, anxiety, depression, or even feelings you don't understand, we have a great team of faculty from all over campus to make sure you get the help you need. Call the CARE Team for any reason at all and they will provide or seek assistance (940-565-4373) or email them at careteam@unt.edu. Counseling and Testing workshops are also available to students, 940-565-2741 or counselingandtestingservices@unt.edu.

COMPREHENSIVE ARTS PROGRAM POLICY

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

GRADING AND GRADE REPORTING

Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

OBSERVANCE OF RELIGIOUS HOLIDAYS

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

PROFESSIONAL ORGANIZATIONS

International Literacy Association
National Council of Teachers of English
ReadWriteThink
Literacy in Learning Exchange
Literacy Research Association

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted

during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates HERE.

STUDENT EVALUATION OF INSTRUCTION
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

COLLECTION OF STUDENT WORK SAMPLES
In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

SUBMITTING WORK
All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

SIX STUDENT SUCCESS MESSAGES
The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

TK20
Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one-time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go HERE for directions on how to purchase. Announcements regarding TK20 will also be posted on the TK20 website.

TECHNOLOGY INTEGRATION POLICY
The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES TEST PREPARATION
To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education

TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. TExES practice exam information and registration. If you need special testing accommodations, please contact the TAO at 940-369-8601or e-mail the TAO at coe-tao@unt.edu. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

"Ready to Test" Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).