Course Number and Title

EDRE 4850 –11 Teaching the Tools and Practices of Reading Across the Curriculum

Instructor Information

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Office hours:	Mondays 11:00 - 2:00 PM
	Thursdays 10:00-12:00 PM

Course Description, Structure, and Objectives

Our class will meet in person on Monday mornings from 8:00 to 10:50 at UNT Denton. We will meet in MTH room 306

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. If you have any questions, please ask me!

COURSE STRUCTURE

This course meets weekly, in person, for approximately three hours. We begin by comparing and contrasting historical and traditional views of reading and reading development with current theories of reading acquisition and reading processes. We then examine the five pillars of effective reading instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension) and analyze them through the lenses of development, difference, language, and disability. A heavy emphasis will be placed on developing skills and strategies for using tools to assess reading and on how these assessments can inform effective teaching. Assessment strategies will be presented and demonstrated in class, and you will apply these strategies in your thinking and work with students.

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 in 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 are 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.

See additional Texas Educator Standards at the end of this syllabus.

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

I 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: I realize this is an incredibly busy semester for you, and I will work hard to accommodate your needs so you can be successful in this course. If you need to get in touch with me for any reason, you can email me, reach out via Canvas, or stop by my office during office hours. **If, for any reason, you are unable to attend class, please email me to let me know**. If anything in your life is preventing you from succeeding in this course, please let me know. I will always try to respond within 24 hours, but if you don't hear back, please reach out again.

My office hours are on Mondays right after our class. I am available to meet on campus and via Zoom on other days/ times as well. Please let me know how I can help you!

ACADEMIC SUCCESS RESOURCES

UNT strives to offer you a high-quality education and a supportive environment, so you can 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 accommodations 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 the 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 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:
    - 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. Any changes made to topics, readings, or assignments will be communicated well in advance.

Week/Date	Topic	Readings	Assignments Due
Week 1 August 17	Course Introduction Who are you as a reader and writer? As a teacher of readers and writers?	In Class	Survey

Week 2 August 24	Principles of Classroom Literacy Instruction Teaching Reading in our current (SOR) context	Gunning Chapter 2 Compton-Lilly et al. (2023)	AOW 1
Week 3 August 31	Selecting and Utilizing Children's Literature Whole-group and small-group reading practices.	Gunning Chapter 12 Giroir, Grimaldo, Vaughn, & Roberts (2015). Interactive read-alouds for English language learners in the elementary grades.	Literacy Autobiography (August 31st) AOW 2
Week 4 September 7	***Labor Day– No Class***		
Week 5 September 14	Revisiting Emergent Literacy & Oral Language The Pillars of Reading Instruction: Phonemic & Phonological Awareness	Gunning Chapter 4 Reed & Miller (2025).	AOW 3 Book Clubs begin
Week 6 September 21	The Pillars of Reading Instruction: Phonics & Word Study	Gunning Chapter 5 Elson (2024)	AOW 4 Reading Inventory
Week 7 September 28	The Pillars of Reading Instruction: Fluency	Gunning Chapter 6 Worthy & Broaddus (2002)	AOW 5
Week 8 October 5	The Pillars of Reading Instruction: Comprehension	Gunning Chapter 8	Case Study Part 1 (October 7) AOW 6
Week 9 October 12	The Pillars of Reading Instruction: Comprehension		Reading Response #1
Week 9 October 19	Curriculum Analysis: Analyzing a reading and writing lesson		Curriculum analysis (October 19) AOW 7
Week 10 October 26	The Pillars of Reading: Vocabulary	Gunning Chapter 7	AOW 8
Week 12 November 2	Reading Assessment	Gunning Chapter 3	AOW 9
Week 13 November 9	Reading Assessment	Sulzby (1985) Afflerbach et al. (2008)	AOW 10
Week 14 November 16	Differentiating Instruction for all learners	Gunning Chapter 2	AOW 11

Week 15 November 23	Reading Literature and Close Reading	Jocius & Shealy (2017) TBD	Reading response #2
Week 16 November 30	Multimodality and cross-curricular connections Presentations, Final Reflections & Course Wrap-Up	TBD	Book Club Presentations (November 30th) Final Case Study Report (December 7th)

***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).

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%
Reading Autobiography	10%
Curriculum Analysis	15%
Reading Responses	10%
Reading Inventory	10%
Book Clubs	20%
Case Study	20%
Total Evaluation Points	**100%**

Attendance and Participation (15%); Ongoing

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

Multimodal Literacy Autobiography (10%)

For this assignment, you will craft an autobiography that reflects on your experiences with reading and writing both in and outside of school throughout your life. Consider how these experiences have shaped your attitudes, strengths, and challenges as a reader and writer. Your autobiography should provide a critical analysis of how your voice was positioned in your literacy education, examining the influence of your experiences on your development as a reader and writer.

Article of the Week (10%)

One of the most important elements of reading comprehension is building background knowledge (Duke and Cartwright, 2021). Borrowing from Kelly Gallagher's (2009) concept "Article of the Week," each week, you will be given an article to read at the beginning of each class. Your assignment is to read the article, take notes, annotate the text, and then construct a 1-page reflection on the reading. In this reflection, you should draw connections between the article, the course readings, and your experiences as both students and educators in the classroom. These reflections are not expected to be polished essays; rather, they should demonstrate your engagement with course materials and thoughtful reflection on your understanding of literacy theory and your practice as an educator.

Reading Responses (10%)

Two times this semester, you will compose a formal written response to our course's readings. You can choose how you want to shape this response, but it should demonstrate thoughtful engagement with the course materials. For example, you might decide to track a theme throughout our course readings and draw connections between your classroom experiences and the concepts in the texts. Ideally, you will take the ideas you have already written in your article-of-the-week assignments and synthesize them to create a more cohesive writing piece. These reading responses are not summaries; rather, they demonstrate a deep understanding of course themes and draw connections between the course readings and real-world experiences you are seeing in your placements. Responses will be assessed based on the depth of your engagement with the readings, the thoughtfulness and thoroughness of your meaning-making, and your attention to key themes and ideas from the course. **Each response should be approximately 400–500 words.**
Due October 12th and November 23rd

Curriculum Analysis (15%)

Students will analyze one reading and one writing lesson for their district-approved curriculum. Additional details will be posted to the Assignment Description on Canvas.
Due: October 19th

Reading Inventory (10%)

Students will assess the text environment in their classroom library (field placement) using a modified TEX-IN3 inventory. Additional details will be posted to the Assignment Description on Canvas.
Due: September 21st

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 14th, 2026. You do not need to purchase the books, as we have TE&A department book sets.

Due: Final book club presentation and (ongoing) participation notes on November 30th.

Case Study of an Elementary Student (20%)

This assignment aims to apply what you've learned in class about assessment and instruction with a young reader. You will need to plan to meet with the same elementary-aged student ***three times*** this semester. During

your sessions with the student, you will select a variety of assessments to administer and then analyze the data. We will provide the assessments for you to choose from (e.g., Running Records, Spelling Inventories). Based on this analysis, you will write a report describing the student's current strengths and areas of need. Additional details will be posted to the Assignment Description on Canvas.

Part 1: October 7
Part 2: December 7

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). 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). I affirm that the work I submit will always be my own, and the support I provide and receive will always be honorable."*

ARTIFICIAL INTELLIGENCE (AI): Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Therefore, any acts of plagiarism, use of AI technology to complete coursework, or the use of any other materials/ methods/means not one's own, is prohibited. In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools such as Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete assignments, tests/quizzes, or coursework will be considered a violation of academic integrity, as it prevents the development of your own critical thinking, and will be addressed according to the Student Academic Integrity policy.

VIDEO/AUDIO RECORDING: You are not permitted to record any part of a class lecture or discussion unless you have explicit accommodations through the Office of Disability Access (ODA). Creating and distributing a video or voice recording of a lecture/discussion could result in disciplinary action.

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 me 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 on excused absences) and not incur grade-related penalties (though they are encouraged to save this absence for illness or emergencies). 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). Please see the chart below for more information.

# of Absences	Total participation credit for the class
0 –1	100%
2	70%
3	30%
4 or more	You will automatically receive an F for your final grade.

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.

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.thecb.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]