

Department of Curriculum & Instruction

College of Education
PARTNERS for the
FUTURE



LIST 4373 LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING

Spring, 2015

WEEK 1 of this course begins Tuesday, 01/20/15

Instructor Information:

Instructor: Dr. Peggy Semingson, Associate Professor
Phone: (817) 272-7568 Cell: 817-526-0927
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E-Mail: peggys@uta.edu
Mailbox: Science Hall 322-N
Office Hours: By appointment.; I can also do virtual office hours by appointment.
Course website: <https://elearn.uta.edu> [Blackboard; login with NetID and Password]

Course Information:

Course Title: LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING
Course Number: LIST 4373
Semester: Spring, 2015
Course Location and Hours: ONLINE; Blackboard <http://elearn.uta.edu>
Office Hours: These are done by appointment
Course Description: (as stated in the catalogue)

LIST 4373 - 001 LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING 3 hours credit. Balanced literacy approach to teaching with an emphasis on reading and writing. Theoretical models, principles of teaching reading and writing using a variety of instructional strategies, the role of phonemic awareness, effective program organization, assessment, and classroom management.

INSTRUCTOR BIO: DR. PEGGY SEMINGSON



**LIST 4373: LITERACY LEARNING FOR EC-6 STUDENTS:
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Dr. Peggy Semingson is Associate Professor of Curriculum and Instruction in The College of Education at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Literacy Studies. Dr. Semingson taught bilingual students as a classroom teacher and a reading specialist for eight years in both Southern California and Texas. She received her M.Ed. in Reading Education from Texas State University, San Marcos in 2004 and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from the University of Texas at Austin in 2008. In higher education, she is the recipient of the UTA President's Award for Excellence in Distance Education Teaching (2010). Most recently she was awarded the prestigious [Platinum level – Best Practices Award for Excellence in Distance Learning Teaching](#) from the United States Distance Learning Association (2013).

Dr. Semingson presents at local, state, and national conferences on topics that include: literacy learning, bilingual best practices, and parent involvement in literacy learning. She has co-authored a book chapter on literacy assessment for Guilford Press and most recently was co-author of an article in *Teachers College Record*. She has also published in *State of Reading*, *English in Texas*, and has a forthcoming book chapter on her personal narrative of her experiences as a bilingual educator in California and Texas. Her research focuses on the ways that families and communities participate in children's literacy learning as well as ways to support students and adults with challenges in reading. She is also interested in digital pedagogies and the ways that online learning can be personalized and builds community. She was recently awarded the Jeanne S. Chall Research Grant from Harvard University to pursue research on ways to assist upper-grade readers. She believes all students bring unique strengths to school. It is our job, as educators, to know students' strengths and build on those as we make learning meaningful, purposeful, and connected to their lives and communities. She has an identical twin sister and a six-year-old niece. She has lived in Alaska (Kodiak Island, Anchorage, Fairbanks, and North Pole), Southern California (San Diego and Santa Barbara), and Texas (Austin and the DFW Metroplex). She currently lives in Bedford, TX in a townhome with her dog Dexter, a lively West Highland Terrier. Her favorite things to do include: swimming, cooking, reading (of course!), and technology. Her goal is to learn as much about technology as possible.

Course Outline of Topics

The following topics will be studied in this course. They are based on evidence-based practice and the "Big Five" of reading instruction (National Reading Panel Report, 2000, <http://www.nichd.nih.gov/research/supported/Pages/nrp.aspx/>) as well as evidence-based practices as described in our textbook (Reutzel and Cooter, 2013) , the Put Reading First guidebook (2006, 3rd edition, <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>) that students read, as well as supplemental readings and webinars.

Session	Topics
Session 1:	Beginning Reading, Phonological Awareness and Effective Reading Instruction and Developing Children's Oral Language
Session 2:	Beginning Reading,, Word Study, and Phonics (plus continuation of phonological awareness)
Session 3:	Reading Fluency, Guided Reading, and Dyslexia
Session 4:	Reading Comprehension Strategies
Session 5:	Vocabulary Instruction and continuation of Reading Comprehension; Content-area Reading
Session 6:	Writing Composition

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Session 7:	Writing Composition, Writing Workshop, and Assessment of Writing
Session 8:	Writing: research and inquiry skills; Writing and Assessment

Prerequisites: Not applicable

REQUIRED READINGS: LIST 4373

Two Textbooks (Reutzel and Cooter, 2013), Put Reading First Free E-Book, E-Reserve Readings, and Online Readings

1. Required textbooks: Reutzel, D.R., & Cooter, R.B. (2013). *Essentials of teaching children to read: The teacher makes the difference*, 3rd ed.. Boston: Pearson Education/Allyn & Bacon ***Two copies of this book are on 24-hour reserve at the UT Arlington Central Library Reserves desk.**
2. Boushey, G., & Moser, J. (2014). *The daily 5: Fostering literacy independence in the elementary grades (2nd. Ed.)*. Portland, ME: Stenhouse Publishers. ***Two copies of this book will be on 24-hour reserve at the UT Arlington Central Library Reserves desk.**
3. *Put Reading First (3rd edition)*. This is a free online booklet. Please read the entire booklet.: <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

TWO REQUIRED CHILDREN'S BOOKS:

1) *In My Family/En Mi Familia*

Authors: Carmen Lomas Garza, Harriet Rohmer
Children's Book Press/Libros Para Niños, 1996

2) *Brown Girl Dreaming* (2014) by Jacqueline Woodson [This book is recently published and is available in print and on Kindle].

Optional text:

Bringing Words to Life, Second Edition: Robust Vocabulary Instruction by Isabel L. Beck, Margaret G. McKeown, Linda Kucan (2013) [available in print and in Kindle version]

**I highly recommend getting this optional text and reading it in its entirety as it will help you with planning vocabulary instruction across subject areas (more than just language arts, for instance, social studies, science, math, etc.).

TIP: The required digital readings will be accessed through the UT Arlington Library. The links for the required digital readings will be posted on Blackboard and in the course calendar on the syllabus

***Further Tips for accessing and reading the digitized versions of the required readings:**

1. Use **Chrome** or **Firefox** as your browser for E-reserve readings.

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2. Cut and paste the link into your browser or click on the link directly. You may need to wait a few seconds or hit refresh if it doesn't load automatically. Email me immediately if you need assistance. I am also on Blackboard Instant Messenger.
3. You can use the **zoom button** to make it larger.
4. Some of the readings can be read using a mobile device such as a tablet.
5. **Please read all of the readings carefully. Do not skim!** You might even want to read them twice; skim during the first read to get big ideas and then read carefully and closely for details on the second read (recommended). These readings are foundational and crucial to your broader understanding of the course topics.

***Electronic readings need to be accessed through the links below to the UTA Library using your UTA NetID and Password.** These links are also in Blackboard and within the syllabus. Please contact your instructor if you are having any difficulty whatsoever in accessing any of the digital readings!

OTHER REQUIRED MATERIALS: TK20 & TEKS (ELAR)

1. **TK20 System** <http://www.uta.edu/coehp/academics/tk20/index.php>
2. **TEKS (English Language Arts Reading)** Access to the updated Language Arts TEKS (bookmark this link; you do not need to print it but you will be referring to them in multiple courses and in your future teaching):
<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>

TK20

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of \$100. You may purchase your subscription online from a link provided on the system's Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information .

On-line tutorials and training materials will orient you to the Tk20 system and its use. For additional information, go to <http://www.uta.edu/coehp/tk20>.

We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

TK20 NOTE: **The assignment you will be uploading to the TK20 site for this class is the *Guided Reading Lesson Plan*. Submission of this assignment to TK20 is required.

ONLINE LATE WORK POLICY--

Complete all assignments by the due date posted. Some assignments may be accepted up to a day after a deadline but a penalty of 25% will be assessed any assignment that is late. **After the late work submission deadline, you cannot receive credit for an assignment.** Check your schedule of assignment deadlines carefully; some assignments may not be accepted late based on the course schedule.

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The drop date for this course is **April 03, 2015**. April 3, 2015 is the last day to drop classes; submit requests to advisor prior to 4:00 pm.

For drops, see:

http://www.uta.edu/aao/recordsandregistration/content/student_services/academicpartnership.aspx

*The day prior to the Course Start date is the last day that a student can drop a course through MyMav Self Service. After this date you will need to contact your Academic Advisor within your major to drop a course. A grade of "W" will be assigned for all courses dropped after the Census Date of that session.

Policies

- Complete all assignments by the due date posted. Some assignments may be submitted after a deadline, but a penalty of 25% will be assessed any assignment that is late.
- Maintain copies of all work submitted.
- The instructor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any and all changes.

Tentative lecture/topic schedule

- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted unless otherwise specified.
- In general, course assignments are due the same day of the week, each week. However, there are some deviations from this pattern, especially in the summer sessions and at the end of the semester when grades must be completed to post.
- **A penalty of 25% will be assessed from any assignment that is late.**
- All discussion areas will be permanently closed after assignment deadlines or after the window for late posting. Once areas are closed, candidates will not be allowed to post in those areas and will lose the points for that assignment.

**ASSIGNMENTS AND POINT BREAKDOWN
WEEK 1 of this course begins Monday, 1/20/15**

ASSIGNMENT & DUE DATES	POINTS
<p>Post General Introduction Of Yourself To The Discussion Board On Blackboard</p> <p>WEEK 1 Due Week 1, by Monday, 1/26/15 (11:59 pm)</p> <p>1. Post an informal 1-2 paragraph introduction about yourself in <u>Discussions</u> on Blackboard by <u>Friday, 08/29/14 (11:59 PM)</u>, of Week 1.</p> <p>Do 3 or more follow-up comments (1 paragraph each) to peers by by Monday, 1/26/15 (11:59 pm).</p>	<p>5 POINTS</p>
<p>Three (3) Quizzes Over Assigned Readings—Blackboard</p> <p>WEEKS: 5, 9, & 13</p>	<p>3 QUIZZES (3 X 25 POINTS)</p>

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<p>See Assignment Description at end of syllabus. Study guides for each quiz will be posted on Blackboard.</p> <p>3 quizzes X 25 points each= 75 points total</p> <ol style="list-style-type: none"> <u>Quiz 1</u> test Window is on Blackboard during WEEK 5 (over sessions 1 & 2). Test window: Monday, 2/16/15 (12:01 am)- Sunday, 2/22/15 (11:59 pm). <u>Quiz 2</u> test window is on Blackboard during WEEK 9 (over sessions 3 & 4). Test window: Monday, 3/16/15 (12:01 am)- Sunday, 3/22/15 (11:59 pm). <u>Quiz 3</u> test window is on Blackboard during WEEK 13 (over sessions 5 & 6). Monday, 11/17/14 (12:01 am)- Sunday, 11/23/14 (11:59 pm). 	<p>75 POINTS</p>			
<p>Microlearning/Micropodcast summaries – Blackboard</p> <p>1 PER SESSION (EACH SESSION)</p> <p>Complete a written summary (using the required template) for each session over the micropodcast content (on Blackboard). One summary reflection on the podcasts is required per session. Listen to all of the podcasts for that session, explore some websites on your own related to the topic that are suggested in the session, and write a 1-page (single-spaced) written summary. The rubric will be posted on Blackboard.</p>	<p>8 REFLECTIONS X 5 POINTS</p> <p>40 POINTS</p>			
<p>Comprehension Questions Activity</p> <p>WEEK 7</p> <p>Using the book <i>Brown Girl Dreaming</i> by Jacqueline Woodson, come up with your own original comprehension questions (literal, inferential, and applied) using the required template. The rubric will be posted on Blackboard. Due Friday of Week 7, March 6, 11:59 pm, CST.</p>	<p>10 POINTS</p>			
<p>Discussion Board Postings (5 Discussion Board Posts) And Comments)</p> <p>WEEKS 4, 6, 10, & 12, & 15</p> <p>You will have a total of five journals to post to the discussion board. You will discuss these in small groups of about 8 students on the discussion board during the designated weeks. A journal (your initial post) is about 1-2 pages (single-spaced; 12 font).</p> <p>See detailed assignment description at end of syllabus. The rubric will be posted on Blackboard. Due dates are very <i>strict</i> for the discussion board; do not submit late!</p> <p>Discussion Board Dates:</p> <table border="1" data-bbox="203 1753 852 1856"> <tr> <td style="width: 20%;">Discussion Board</td> <td style="width: 20%;">Week</td> <td style="width: 60%;">Post your journal about readings from this Session</td> </tr> </table>	Discussion Board	Week	Post your journal about readings from this Session	<p>10 POINTS PER POST X 5 POSTS=</p> <p>50 POINTS</p>
Discussion Board	Week	Post your journal about readings from this Session		

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DB 1	4	Readings from session 2	
DB2	6	Readings from session 3	
DB3	10	Readings from session 5	
DB4	12	Readings from session 6	
DB5	15	Readings from session 7	
<p>Guided Reading Lesson Plan -- Submit To <u>Blackboard & TK20</u></p> <p>The guided reading lesson plan will be done in three Parts</p> <p>Part 1- Initial Draft [10 points] Due: Sunday of Week 9, 03/22/15 (11:59 pm)</p> <p>Part 2-[No points, but required] Share your plan with a colleague or group of colleagues. [Complete on your own during weeks 11-13]</p> <p>Part 3 [Final Lesson Plan] to Blackboard and to TK20 (both places) Due: Sunday of Week 14, 4/26/15 (11:55 pm)</p> <p><i>* Please complete the peer presentation before you submit your final lesson plan to Blackboard.</i></p> <p>See detailed assignment description on Blackboard; the detailed rubric is on Blackboard.</p> <p>You must use the required template for both the draft and the final version of this lesson plan. <i>Be sure your lesson includes all supplemental materials (e.g., as appendices at the end of the lesson plan).</i></p>			<p>TOTAL: 35 points</p> <p>Part 1 Well Developed Draft [10 points]</p> <p>Part 2: [0 Points]</p> <p>Part 3 Final Lesson Plan [25 points]</p>
TOTAL POINTS			215 POINTS

Posting and Replies Cycle for Reading Response

***Print the yellow box below and tape it to your desk! ☺**

NOTE: For the weeks we are doing journal discussion boards, The journal posting and replies/comments cycle is always:

--Do your initial journal post (Part A w/required template) by Thursday at 11:59 pm (CST)

--Do your formal replies (3 or more, Part B) by Saturday at 6:00 pm (CST)

--Do your informal follow-up replies (Part B) by Sunday at 11:59 pm (CST)

Extra credit opportunities will be available. Information will be posted on Blackboard and sent via UTA email.

Total: 215 points possible. A percentage grade is calculated based on points earned.

Course Evaluation/Grading Scale:

A = 93 – 100%

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B = 84 – 92%

C = 75 – 83%

D= 70 – 74%

F below 70%

A=200-215 points

B=180-199 points

C=161-179 points

D=150-160 points

F=Below 150 points

Policies

Literacy Studies Late Work and Attendance Policy

All assignments turned in late will lose at least (if not more) 25% of the possible points for each class day/period after the assignment is due. No exceptions. Late means... via email after class, the next day or the next class period. Late work will be only accepted up until prior to the beginning of the next class period. If it is not in hard copy form or uploaded to Blackboard on the day it is due, it is considered late and will lose points. If turned in by the next class period it will lose 50% off total grade.

Policies

Attendance Policy: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect you to participate in all required activities online, as stated in the syllabus. Your active participation in the course is expected.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

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Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Academic Honesty:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

The following statement should be part of the required heading on all major assignments posted in the course.

Academic Honesty Statement

***Please include the Academic Honesty Statement for all submitted assignments for LIST 4373 (except for the journal postings and comments on the discussion board).**

I have read and understand the UTA Academic Honesty clause as follows. "Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22)."

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Further, I declare that the work being submitted for this assignment is my original work (e.g., not copied from another student or copied from another source) and has not been submitted for another class.

“Signature” (Typed name):

Date:

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Using the Class Discussion Board:

Your instructor will post important information about this course on the Class Discussion Board. For this reason, you should check the Discussion Board frequently.

The Class Discussion Board is also the forum for posting questions and answers about course content. In most cases, questions about course content should be posted publicly to the Class Discussion Board for the benefit of all students. Your instructor will try to respond to your questions as quickly as possible. If you need to discuss an issue with your instructor privately, you should do so by e-mail.

Commitment to Diversity: In our commitment to the furthering of knowledge and fulfilling our educational mission, the School of Education at the University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

**LIST 4373: COURSE CALENDAR
SPRING 2015**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.-Peggy Semington

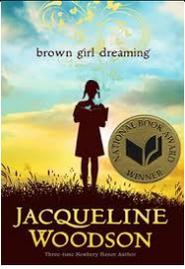
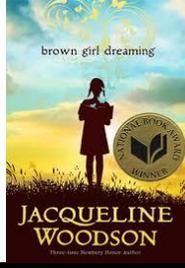
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Late work: Work submitted after the 11:59 PM pm deadline is subject to losing 25% of possible points. Late work will **not** be accepted after one week from the designated deadline. **I grade what you submit to Blackboard. If you upload a blank page to Blackboard, that is what I will grade. Please double-check everything you submit! Please check UTA Email and Blackboard (Assignments) daily.**

WEEK 1 of this course begins Tuesday, 01/20/15

Session	Topics and SBEC Standards (English Language Arts Reading)	Required Readings Also see Blackboard for links to digital course readings.	Assignments Due: Assignments are due by 11:59 PM, CST to Blackboard
<p>OPTIONAL Orientation Webinar, Thursday, January 28, 2015, 6:00-6:45 pm, CST. This brief optional orientation webinar will go over the course and how the webinars will run. I will also provide tips on online teaching. <i>Attendance at this particular webinar is optional!</i> Login info will be on Blackboard and will be sent via UTA Email. The webinar will be recorded and the link to the recording will be posted on Blackboard and sent via UTA Email. Log in 10 minutes early for the optional webinars.</p>			
<p>Session 1 (Weeks 1 & 2) 1/20-1/25 1/26-2/01</p>	<p>Overview of Balanced Literacy, Early Literacy, and Phonological Awareness</p> <ul style="list-style-type: none"> • Reading and writing overview: What is a comprehensive literacy program? • Literacy development • Review of balanced literacy • The reading process • Emergent Literacy and early literacy development • Phonological and phonemic awareness as foundational and pre-requisite skills for reading. <p>Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.</p> <p>Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship</p>	<p>REQUIRED READINGS:</p> <ol style="list-style-type: none"> 1. Professor Notes for Session 1 (located in Blackboard and sent via UTA email) 2. Reutzel & Cooter (2013) textbook: Chapters 1 & 2 (Effective Reading Instruction and Developing Children’s Oral Language) 3. Put Reading First (3rd edition). Please read the <i>entire booklet</i>.: http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf 4. Read the welcome letter that is posted on Blackboard and Browse Blackboard. 	<ol style="list-style-type: none"> 1. Post a 1-2 paragraph introduction of yourself to the general discussion board by Monday, 1/26/15 (11:59 pm) It is on Blackboard under “DISCUSSIONS”. Post 3 or more comments (1+ paragraphs) to peers. (5 points) 2. Complete the required readings for Session 1, including the Professor Authored Readings. 3. Complete the Written Reflection for the Micropodcasts for Session 1. Reflection due Sunday, 02/01/15 (11:59 pm) 4. <u>Start Reading <i>Brown Girl Dreaming</i> by Jacqueline Woodson. Read this text by the end of Session 2.</u>

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	<p>Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.</p>		
<p>Session 2 (Weeks 3 & 4) 2/02-2/08 2/09-2/15</p>	<p>Beginning Reading, Word Study, and Phonics</p> <ul style="list-style-type: none"> Continuation of phonological/phonemic awareness word study and recognition sight words phonics generalizations <p>Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.</p> <p>Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.</p> <p>Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.</p>	<p>REQUIRED READINGS:</p> <ol style="list-style-type: none"> Professor Notes for Session 2 Reutzel & Cooter (2013) textbook: Chapter 3 (Phonics and Word Recognition) Clark, K. F. (2004, February). What Can I Say Besides "Sound it Out?" Coaching word recognition in beginning reading. <i>The Reading Teacher</i>, 57(5), 440-449. http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=12147738&site=ehost-live [You will be prompted to login with your UTA NetId and password if you are off-campus]. *You might need to cut and paste the link, if needed. <p>*Locate the quiz study guides on Blackboard for the forthcoming Blackboard quizzes.</p> <p>*Locate the template for the Initial Draft for the Guided Reading Lesson Plan.</p> <p>*Locate the template for the Comprehension Questions Activity.</p>	<ol style="list-style-type: none"> Do the required readings for Session 2, including the Professor Authored Readings. Discussion Board Postings: (Week 4): Post your Journal #1 to your Group Discussion area. Post by Thursday, 2/12/15 (11:59 pm). Do 3+ formal comments by 6 pm Saturday, 2/14/15. Do informal follow-up replies by Sunday, 2/15/15 at 11:59 pm. [over readings from session 2] Complete the Written Reflection for the Micropodcasts for Session 2. Reflection due Sunday, 02/15/15 (11:59 pm) Finish reading <i>Brown Girl Dreaming</i> by Jacqueline Woodson. Read this text by the end of Session 2. 

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<p>Session 3 (Weeks 5 & 6)</p> <p>2/16-2/22 2/23-3/01</p>	<ul style="list-style-type: none"> • Fluency • Intro to Guided Reading • Dyslexia <p>Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.</p> <p>Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</p>	<p>REQUIRED READINGS:</p> <ol style="list-style-type: none"> 1. Professor Notes for Session 3 2. Reutzel & Cooter (2013) textbook: Chapter 4 (Reading Fluency) 3. Fountas, I.C. & Pinnell, G.S. (1996). "What Is Guided Reading?" In Irene C. Fountas & Gay Su Pinnell's <i>Guided Reading: Good First Teaching for All Children</i> (pp.1-19). Portsmouth, NH: Heinemann. http://ereserves.uta.edu/2015/Spring/LIST4373SEM014.pdf 4. Hudson, R. F., High, L., & Al Otaiba, S. (2007). Dyslexia and the brain: What does current research tell us? <i>Reading Teacher</i>, 60(6), 506-515. doi:10.1598/RT.60.6.1 http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=24286603&site=ehost-live 5. Selected pages from <i>The Dyslexia Handbook (2014)</i>. Read pages: http://www4.esc13.net/uploads/dyslexia/docs/TEA_Dyslexia_Handbook_08_04_14_Final_1.pdf Read pages: p. 8-10, 26-40, 41-42, 60-79, and 85-90 [selected key terms from 85-90; see Blackboard and study guide] <p>*Optional extra credit webinar 2 (will be recorded): Thursday of Week 5 (6:00-6:45 pm).</p>	<ol style="list-style-type: none"> 4. Do the required readings for Session 3, including the Professor Authored Readings. 5. <i>Quiz 1 test Window is on Blackboard during WEEK 5 (over sessions 1 & 2). Test window: Monday, 2/16/15 (12:01 am)- Sunday, 2/22/15 (11:59 pm).</i> 6. Discussion Board Postings (Week 6): Post your Journal #2 to your Group Discussion Board area. Post by Thursday , 2/26/15,(11:59 pm). Do 3+ formal comments by 6 pm Saturday, 2/28/15. Do informal follow-up replies by Sunday, 03/01/15 at 11:59 pm. [over readings from session 3] 6. Complete the Written Reflection for the Micropodcasts for Session 3. Reflection due Sunday, 03/01/15 (11:59 pm)
<p>Session 4 (Week 7)</p> <p>3/02-3/08</p>	<ul style="list-style-type: none"> • Guided reading as part of a comprehensive literacy program • Reading Comprehension <p>Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</p>	<p>REQUIRED READINGS:</p> <ol style="list-style-type: none"> 1. Professor Notes for Session 4 2. Reutzel and Cooter (2013) Textbook: chapter 6 (Teaching Reading Comprehension) 3. Chapter 15: Engaging Readers in Thinking and Talking about Texts through Interactive Read-Aloud, In I.C. Fountas & G.S. Pinnell <i>Teaching for Comprehension and Fluency</i> (215-236), Portsmouth, NH: Heinemann. http://ereserves.uta.edu/2015/Spring/LIST4373SEM009.pdf 	<ol style="list-style-type: none"> 1. Do the required readings for Session 4, including the Professor Authored Readings. 2. Complete the Written Reflection for the Micropodcasts for Session 4. Reflection due Sunday, 03/08/15 (11:59 pm) 3. Comprehension Questions Activity,

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Due Friday of Week 7 (03/06/15, 11:59 pm) using Jacqueline Woodson's *Brown Girl Dreaming*.

**[Week 8] Spring Break
3/09/15-3/13/15**

<p>Session 5 Weeks 9 & 10 3/16-3/22 3/23-3/29</p>	<ul style="list-style-type: none"> • Dimensions of effective vocabulary instruction • The demands of text (fiction and nonfiction) • Content area reading <p>Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.</p>	<p>REQUIRED READINGS:</p> <ol style="list-style-type: none"> 1. Professor Notes for Session 5 2. Reutzel & Cooter (2013) Textbook: Chapter 5 (Increasing Reading Vocabulary) 3. Connor, C., Kaya, S., Luck, M., Toste, J. R., Canto, A., Rice, D., & Underwood, P. S. (2010). Content Area Literacy: Individualizing Student Instruction in Second-Grade Science. <i>Reading Teacher</i>, 63(6), 474-485. http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=48376526&site=ehost-live 4. Dalton, B., & Grisham, D. L. (2011). eVoc Strategies: 10 Ways to Use Technology to Build Vocabulary. <i>Reading Teacher</i>, 64(5), 306-317. doi:10.1598/RT.64.5.1 http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=58771203&site=ehost-live <p>*Optional extra credit webinar 3 (will be recorded): Thursday of Week 9 (6:00-6:45 pm).</p>	<ol style="list-style-type: none"> 1. Do the required readings for Session 5, including the Professor Authored Readings. 2. Quiz 2 test window is on Blackboard during WEEK 9 (over sessions 3 & 4). Test window: Monday, 3/16/15 (12:01 am)- Sunday, 3/22/15 (11:59 pm). 3. Week 10. Post your Journal #3 to your Group Discussion area "Learning Groups". Post by Thursday, 03/26/15. Do 3+ formal comments by 6 pm Saturday, 03/28/15. Do informal follow-up replies by Sunday, 03/29/15 at 11:59 pm. [over readings from session 5] 4. Initial Draft due by Sunday of Week 9 for Guided Reading Lesson Plan. Due Sunday, 03/22/15 (11:59 pm).] 5. Complete the Written Reflection for the Micropodcasts for Session 5. Reflection due Sunday, 03/29/15 (11:59 pm)
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<p>Session 6 (Weeks 11 & 12) 3/30-4/05 4/06-4/12</p>	<ul style="list-style-type: none"> • Writing composition • Writing Workshop <p>Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.</p>	<p>REQUIRED READINGS:</p> <ol style="list-style-type: none"> 1. Professor Notes for Session 6. 2. Davis, J. & Hill, S. (2003). "Providing Structure and Organization." In Judy Davis and Sharon Hill's <i>The No-Nonsense Guide to Teaching Writing</i>. (pp. 19-48). Portsmouth, NH: Heinemann. http://ereserves.uta.edu/2015/Spring/LIST4373SEM010.pdf 3. The Daily Five. Chapters 1-4. <p>*Optional extra credit webinar 4 (will be recorded): Thursday of Week 11 (6:00-6:45 pm).</p>	<ol style="list-style-type: none"> 1. Do the required readings for Session 6, including the Professor Authored Readings. 2. Week 12. Post your Journal #4 to your Group Discussion area "Learning Groups". Post by Thursday, 04/09/15. Do 3+ formal comments by 6 pm Saturday, 04/11/15. Do informal follow-up replies by Sunday, 04/12/15 at 11:59 pm. [over readings from session 6] 4. Complete the Written Reflection for the Micropodcasts for Session 6. Reflection due Sunday, 04/12/15 (11:59 pm)
<p>Session 7 (Weeks 13 & 14) 4/13-4/19 4/20-4/26</p>	<ul style="list-style-type: none"> • Writing composition instruction • Managing the writing workshop • Assessing writing; Six Traits; Rubrics; Standardized Testing of Writing in Texas (STAAR) <p>Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.</p> <p>Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.</p>	<p>Required Readings</p> <ol style="list-style-type: none"> 1. Professor Notes for Session 7. 2. Wood Ray, K. (1999). "Selecting Books for Craft Study." In Katie Wood Ray's <i>Wondrous Words: Writers and Writing in the Elementary Classroom</i> (pp. 187-205). Urbana, IL: National Council of Teachers of English. https://ereserves.uta.edu/2015/Spring/LIST4373SEM012.pdf 3. Sylvester, R., & Greenidge, W. (2009). Digital Storytelling: Extending the Potential for Struggling Writers. <i>Reading Teacher</i>, 63(4), 384-395. http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=46729974&site=ehost-live 4. Dorfman, L.R. & Cappelli, R. (2007). "When Writers Use a Magnifying Lens." In Lynne R. Dorfman & Rose 	<ol style="list-style-type: none"> 1. Do the required readings for Session 7, including the Professor Authored Readings. 2. Quiz 3 test window is on Blackboard during WEEK 13 (over sessions 5 & 6). Monday, 4/13/15 (12:01 am)- Sunday, 4/19/15 (11:59 pm). 3. Post the Final written guided reading lesson plan due to Blackboard <u>and</u> to TK20. Due date: Sunday, 4/26/15 (11:55 pm) 4. Complete the Written Reflection for the Micropodcasts for Session 7. Reflection due Sunday, 04/26/15 (11:59 pm)

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		<p>Cappelli's Mentor Texts (69-98). Portland, Maine: Stenhouse Publishers. http://ereserves.uta.edu/2015/Spring/LIST4373SEM017.pdf</p> <p>5. The Daily Five. Chapters 5-6</p> <p>*Optional extra credit webinar 5 (will be recorded): Thursday of Week 13 (6:00-6:45 pm).</p>	
<p>Session 8 (Week 15) 4/27-5/03</p>	<p>Writing: research and inquiry skills Writing and Assessment</p> <p>Conclusion of writing instruction (composition and mentor text)</p> <p>Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.</p> <p>Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.</p> <p>Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.</p>	<p>REQUIRED READINGS:</p> <ol style="list-style-type: none"> 1. Kelley, M. J., & Clausen-Grace, N. (2010). Guiding Students Through Expository Text With Text Feature Walks. <i>Reading Teacher</i>, 64(3), 191-195. doi:10.1598/RT.64.3.4 http://search.ebscohost.com.ezproxy.uta.edu/login.aspx?direct=true&db=a9h&AN=55206398&site=ehost-live 2. Dorfman, L.R. & Cappelli, R. (2009). "Writing to Persuade." In Lynne R. Dorfman & Rose Cappelli's <i>Nonfiction Mentor Texts</i> (97-133). Portland, Maine: Stenhouse Publishers http://ereserves.uta.edu/2015/Spring/LIST4373SEM018.pdf 3. The Daily Five. Chapters 7-9 and all Appendices 	<ol style="list-style-type: none"> 1. Do the required readings for Session 8, including the Professor Authored Readings. 2. Complete the Written Reflection for the Micropodcasts for Session 8. Reflection due Sunday, 05/03/15 (11:59 pm) 3. Week 15. Post your Journal #5 to your Group Discussion area "Learning Groups". Post by Thursday, 04/30/15. Do 3+ formal comments by 6 pm Saturday, 05/01/15. Do informal follow-up replies by Sunday, 05/02/15 at 11:59 pm. [over readings from session 8]
<p align="center">THERE IS NO FINAL EXAM! The last day of classes for Spring, 2015 is May 08, 2015. All work for this course must be submitted by May 08, 2015.</p>			

EXPECTATIONS FOR SUBMITTED WORK

Always submit your best work. Work submitted is expected to be excellent and your best work! Read all readings carefully and thoroughly. Do not skim!!! As educators you expect your future students to do all work assigned and I expect the same of you. Use the rubrics to guide your work. Be prepared for online discussions AND the webinars by doing a close and careful reading and analysis of the required readings. **Tip: Enter all due dates into your calendar/phone calendar, etc.**

DESCRIPTION OF ASSIGNMENTS: PLEASE READ CAREFULLY

ONLINE BLACKBOARD QUIZZES (3 QUIZZES X 25 POINTS= 75 POINTS)

The quizzes will be in the form of multiple-choice and true/false and will be taken on Blackboard (location: Assignments). There will be a one-week window for these 25-question quizzes. The quizzes consist of 25 questions (multiple choice and true/false). *The quizzes will cover the required course readings according to the course calendar and assigned readings.* Study guides for the quizzes will be on Blackboard and will be sent via UTA email. *Please make use of the study guides as you read the required readings.* **Quizzes cannot be made up unless you have a documented emergency.** *The quizzes will not cover the "Professor Notes".

Preparing for the quizzes:

- Study guides for each of the quizzes will be posted on Blackboard. Use the study guides as you read to highlight key terms.
- Read your course readings closely and carefully (do not skim).
- Spread the readings out across the week instead of reading them all at once.
- Try to get ahead on the readings when possible.
- Make digital flashcards of key concepts and terms for your mobile device, if possible, with a free flashcard app.

- Quiz 1 test Window is on Blackboard during WEEK 5 (over sessions 1 & 2). Test window: Monday, 2/16/15 (12:01 am)- Sunday, 2/22/15 (11:59 pm).
- Quiz 2 test window is on Blackboard during WEEK 9 (over sessions 3 & 4). Test window: Monday, 3/16/15 (12:01 am)- Sunday, 3/22/15 (11:59 pm).
- Quiz 3 test window is on Blackboard during WEEK 13 (over sessions 5 & 6). Monday, 11/17/14 (12:01 am)- Sunday, 11/23/14 (11:59 pm).

**DISCUSSION BOARD JOURNALS (5 JOURNALS POSTED + COMMENTS TO DISCUSSION BOARD GROUPS X 10 POINTS EACH DB)
WEEKS 4, 6, 10, & 12, & 15**

Each week we do the discussion board, please post by Thursday night (11:59 pm). Reply with three+ comments by Saturday night (6:00 pm). Post informal follow-up replies by Sunday night (11:59 pm)

Post your journal directly into the discussion board area and also upload it as a word document (do both).

You will have **FIVE journals** total. You are to post your journal to the discussion board about **every other week**, starting in WEEK 4. There is a required format for the journal to be posted. You will be in groups of 8-10 people. Groups will change each week. Sample journals are on Blackboard! This is what you would post on the initial post (by or before Thursday night).

What to include in the journals:

- Your journals are your written responses to **the required assigned readings as well as the videos.** *You do not have to include all of the readings, but pick quotes from the readings that stood out for you. Be sure to comment on at least one of the videos!*
- Each journal is about **1-2 pages (single-spaced; 12 font).** Select five or more quotes from across the readings (they don't have to be from all of the readings) for that session.

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Then, type each quote and page number and write a paragraph for each quote, summarizing what it is saying, how it connects to other knowledge (connecting mostly to knowledge from this course, other courses, and any classroom observations or teaching experiences). Also, include any links to websites, resources, children’s books, or other resources that would benefit your colleagues who are also future teachers.

- Discussion board journals are composed on Blackboard and are due **Thursday night** of the week we do discussion boards.
1. **INITIAL POST:** Post your initial post (journal) to Blackboard **by Thursday night (11:59 pm)**.
 2. **FORMAL COMMENTS/REPLIES:** Then, read your peers’ posts and **post three or more (3+) substantial comments by Saturday night (6:00 pm)**. Use the rubric below to see the expectations for comments. Each comment should be at least 1-2 paragraphs. Please try and connect your comments to the textbook readings. Also, I encourage you to provide links (URL’s) to resources that will help us learn about the course topics.
 3. **INFORMAL FOLLOW-UP REPLIES.** *Post informal follow-up replies by Sunday night (11:59 pm)*

Post your journal **earlier than the Thursday night deadline** to avoid last-minute work. We value **early posting** as it allows others more *flexibility* in being able to post comments over the weekend. Be sure to do informal follow-up replies to others’ replies to your post.

Examples of the journal postings are on Blackboard.

- *The required readings, professor-authored readings, as well as any of the videos assigned for that week. Most of the videos will be videos Dr. Semingson designed for the course.*
 - *Each journal should be 1-2 pages, single-spaced. Organize your journal with your name, date, journal #, and a listing of how you*
 - *You can select quotes that stand out to you and elaborate on your summary of the quote and it applies to your future teaching. Avoid statements like “I agree with this.” Dig deep and analyze the information, evaluate it for yourself, and make connections to knowledge from this course and other knowledge gleaned from other courses and readings/experiences. Avoid shallow, superficial, and skeletal responses. Spend time on this. The discussion board is a crucial part of an online class. Spend time doing the readings, selecting key quotes, thinking on them, and crafting your initial post. Make sure your comments are thoughtful and also provide a follow-up resource such as a related web-site, video, or other type of knowledge sharing beyond “I agree”. 😊 Feel free to use emoticons liberally! 😊*
 - *You should also refer to the “Professor Notes” in your discussion board journal.*
 - **Five Key Points I Learned/I Found Interesting:** Candidates will cite at least 5 specific pieces of research, findings, and suggestions from the required readings noting the chapter/page/author and what was learned that was new/interesting. Write at least a solid paragraph explaining and analyzing the point made. What does this information mean for your future teaching? Candidates cite how these points relate to their future teaching situation with personal reactions/responses/analysis.
- *Discussion boards earn a total of ten points (five points for initial post and five points for replies/comments).*

Rubric for initial journal post (Thursday night, 11:59 PM)

	Levels of Achievement		
Criteria	Proficient	Competent	Novice

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Levels of Achievement			
Criteria	Proficient	Competent	Novice
Depth of response	5 to 5 points Response has depth to answers and reflects thought and rigor.	3 to 4 points Response is mostly in-depth and mostly reflects thought and rigor but some points are superficial.	0 to 2 points Response is skeletal and surface-oriented and doesn't reflect thought.
Structure and Grammar	Overall paper is 4-5 substantial paragraphs with error-free writing in terms of writing conventions.	Answer is at least 3-4 substantial paragraphs with few errors in writing conventions.	Paper doesn't meet the length requirement and is less than 3 substantial paragraphs. More than a few errors in writing conventions.
Connection to required readings	The responses make some reference to required readings, selected videos, and Professor Notes.	The responses make few references to required readings, selected videos, and Professor Notes	The responses make almost no references to required readings, selected videos, and Professor Notes

Rubric for Comments/Replies (five points)

<u>Discussion Board Comments/Replies</u>	Expert 5 points	Acceptable 3 points	Unacceptable 0-3 points
Format	Posts the three or more required replies according to the required format (2)	Posts two required replies according to the required format (1)	Does not follow format for replies or make required number of replies (0)
Responses Replies to Peers	Responds to all replies (informal follow up replies) (1)	Responds to all follow-up replies (1)	Does not respond to replies (0)
Extension of Dialogue	All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to future classroom settings. Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (2)	Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to future classroom settings. Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue. (1)	Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (2) Engages in limited discussion with peers or limited extension of the the dialogue (1)

*****Late comments will receive zero points.**

GUIDED READING LESSON PLAN (25 POINTS): THREE PARTS
WEEK 9 (draft)
WEEK 14 (final version)

The guided reading lesson plan will be done in three Parts

Part 1- Initial Draft [10 points]

Due: Sunday of Week 9, 03/22/15 (11:59 pm)

Part 2-[No points, but required] Share your plan with a colleague or group of colleagues. [Complete on your own during weeks 11-13]

Part 3 [Final Lesson Plan] to Blackboard and to TK20 (both places] Due: Sunday of Week 14, 4/26/15 (11:55 pm)

*** Please complete the peer presentation before you submit your final lesson plan to Blackboard.**

Guided reading lesson plans are geared for small groups of readers (3-8 students in a group) where the students are reading at approximately the same reading level. The focus of the guided reading lesson in this class should have a vocabulary and comprehension focus, e.g., a plan appropriate for students who are already reading and working on building fluency while gaining skills in comprehension (that are aligned with the TEKS) as well as vocabulary. The plan should keep in mind you usually only have about 20-25 minutes (at most, typically) to do a guided reading lesson. Often, teachers are expected to also conduct some kind of mini-assessment with students once a week or at least on a regular basis. Time is crucial during guided reading, in particular, so *make every moment count!* ☺

Guided Reading: Fluent Reader Lesson Plan. Select a guided reading text (fiction or non-fiction) appropriate for 1st-6th grade. A template will be provided for this plan and will be made available on Blackboard. The text should be one a student could read in 1-2 guided reading sessions of about 20-30 minutes in length. This guided reading plan assumes students are in the fluency stage of reading and can already decode. See Blackboard for the required template and the reflection questions for the guided reading lesson plan. **Do not pick a book that is more geared for an emergent or beginning reader.** This lesson should have a vocabulary and comprehension focus. You may use Jacqueline Woodson's *Brown Girl Dreaming* for your guided reading lesson plan (a selected excerpt from the text).

NOTE: *Include all assessment tools at the end. These are the assessments you would actually give a student. Create your own assessment; do not cut and paste one from the Internet. Include any pictures of materials you created.

Reflection: Your answer should be thorough; about 2-4 sentences per question is a minimum expected length. Skeletal responses to the reflection questions will lose points.

***The rubric and reflection template will be posted on Blackboard and will be sent via UTA email.**

COMPREHENSION QUESTIONS ACTIVITY

WEEK 7

Using the children's book *Brown Girl Dreaming* by Jacqueline Woodson, come up with your own original comprehension questions (literal, inferential, and applied) **using the required template**. The template and rubric will be posted on Blackboard. **Due Friday of Week 7, March 6, 11:59 pm, CST.**

***The rubric and reflection template will be posted on Blackboard and will be sent via UTA email.**

**MICROLEARNING/MICROPODCAST SUMMARIES – BLACKBOARD
1 PER SESSION (EACH SESSION)-8 TOTAL SUMMARIES**

Complete a written summary (using the required template) for *each session* over the micropodcast content (on Blackboard). One summary reflection on the podcasts is required per session. Listen to all of the podcasts for that session, explore some websites on your own related to the topic that are suggested in the session, and write a 1-page (single-spaced) written summary. The rubric will be posted on Blackboard.

***The rubric and reflection template will be posted on Blackboard and will be sent via UTA email.**

**EXTRA CREDIT FIVE (5) THURSDAY WEBINARS (5 TOTAL X 1 POINTS EACH)
& POST-WEBINAR WRITTEN REFLECTION**

***IMPORTANT: You may only earn up to six extra credit points total throughout the entire course.**

**OPTIONAL EXTRA CREDIT WEBINARS: WEEKS 1, 5, 9, 11, 13 (Thursday,
6:00-6:45 pm of those weeks)**

The optional extra credit webinars (conducted through Blackboard) will help you to see and hear your professor. I will explain assignments, demonstrate teaching techniques, and lead a discussion about the course readings and topics. Log in to the webinar early and plan on spending about 80-90 minutes in the webinars. ☺ The advantage is you can do it from the convenience of home. If you don't have a computer you will need to go to the UTA library or elsewhere where you can access the webinar. The webinar can also be viewed through watching the recording of the webinar. No names of students will be in the recording.

Participation in the five (5) webinars (or viewing of the recording) is optional. If you are not able to attend the webinars, you do have the option of watching the recording of one of the sessions on Blackboard. A link will be provided on Blackboard for participation in the recorded webinars. **After each webinar, you will write a written reflection to submit to Blackboard to receive credit for participating in . IMPORTANT: You need to attend or view the recordings for all five webinars. Attendance at at least one LIVE one is required! ☺**

The due date for the written reflection will be the Friday of the week following the webinar.

An additional extra credit opportunity will be posted on Blackboard.

***The rubric and reflection template for the post-webinar reflection will be posted on Blackboard and will be sent via UTA email!**

APPENDICES:

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The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

Textbook(s) and Materials: TK20 Requirement

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of \$100. You may purchase your subscription online from a link provided on the system's Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

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- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning. Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

PROFESSIONAL DISPOSITIONS STATEMENT *(Approved by Teacher Education Council, 2-7-2012)*

The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.

Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

Course Learning Goals/Objectives:

The purpose of this course is to learn about children's development in literacy and what teachers can do to foster children's success, providing sound, research-based learning experiences that meet the interests and needs of all children.

Objectives

The learners will:

1. Increase their knowledge of research and theory pertaining to language development as well as the relationships between oral and written language development;
2. Know how to assess children's interests and needs to inform their teaching;
3. Understand instructional issues and approaches surrounding phonological/phonemic awareness and the alphabetic principle;
4. Know how to help all children identify/recognize print using multiple strategies---phonics, structural analysis, sight words, and context clues;
5. Be able to help all children read fluently and comprehend text at various levels of understanding;
6. Be able to evaluate and select appropriate materials for literacy instruction to meet the needs of their students;
7. Be able to select and locate literature that meets the interests and needs of all children;
8. Know how to share literature with children in ways that are authentic and that meet children's interests;
9. Know how to develop/enhance children's vocabulary;
10. Understand the writing process and be able to implement a writing program and help children grow as writers;
11. Be able to develop literacy lesson plans, including how to make modifications for students who face challenges in literacy learning, including students with dyslexia or other reading difficulties.
12. Know how to help children use reading and writing across the curriculum;
13. Develop their understanding of ways to organize and implement a comprehensive literacy program; and

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14. Know how to continue their professional development in learning about children's literacy development including the ways that digital literacies are transforming the definition of "literacy" as well as the nature of literacy instruction.

These objectives are consistent with Standards for the English Language Arts that are sponsored by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA), major professional organizations. As well, the theoretical underpinnings and recommended practices of this course are consistent with the statement of the **Association for Childhood Education International (ACEI) standards.**

<http://www.acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

LIST 4373 is one of the courses that lead to Early Childhood Certification (Early Childhood-Grades EC-6 Generalist and EC-6 Bilingual Generalist) in Texas. In attaining teaching certification, candidates must take the state mandated Texas Examination of Educator Standards (TExES). The standards for this exam identify what teachers should know/understand and be able to do in the classroom. The following are teacher standards for reading for the EC-6 Generalist Teaching Certificate which will be addressed in this course.

National Standards:

NCATE has approved national guidelines for program areas. These guidelines were developed by professional associations that are constituent members of NCATE. You may find detailed information regarding these program standards at the following website: <http://www.ncate.org>.

**National Teacher Preparation Standards-Early Childhood (EC-6)
Association for Childhood Education International (ACEI)
Elementary Education Standards and Supporting Explanation**

CONTENT OF THE STANDARDS

What should elementary teacher candidates know and be able to do to have positive effects on student learning? This is the text of the standards for elementary teacher candidates.

Development, Learning, and Motivation

concepts, Principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Curriculum

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

Instruction

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

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3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

State Standards (EC-6 Generalist) from SBEC
English Language Arts and Reading

The competencies are the knowledge and skills that an entry-level educator certified in EC-6 in Texas public schools must possess:

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Learning Outcomes: This section must be complete as per UTA policy.

In regard to measurable learning outcomes, students/candidates will be able to:

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- 1) describe strands of a comprehensive literacy program and how each strand contributes to students' literacy development; (National and State Standards: ACEI Standard 2.1; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 4)
 - 2) designate which phonics generalization is being focused upon when shown words that reflect a generalization; (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 5)
 - 3) designate which area of structural analysis is being focused upon when shown words that reflect that area; (National and State Standards: ACEI Standard 2.1TX- TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 5)
 - 4) be able to describe what sight words are and appropriate instruction to foster sight word knowledge; (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 5 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 6)
 - 5) be able to describe major ways readers identify/recognize words and what teachers can do to foster students' abilities; (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 5 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 6)
 - 6) be able to describe terms pertaining to phonological and phonemic awareness , concept awareness, metalanguage and instructional practices related to each; (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 2 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 4)
 - 7) be able to describe the concept of emergent literacy and how it differs from the traditional concept of readiness; (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 1 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 4)
 - 8) be able to describe dimensions of effective vocabulary instruction or students' comprehension of words; (National and State Standards: ACEI Standard 2.1. TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 7)
 - 9) be able to describe dimensions of effective comprehension instruction; (National and State Standards: (ACEI Standard 2.1, 2.2;. TX-TEXES-COMP.GEN.EC-6.11.6 TX-TEXES-COMP.GEN.EC-6.11.7 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 7)
 - 10) be able to describe how to establish a writing program in kindergarten and other grades. (National and State Standards: (ACEI Standard 2.1., 2.2; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 8 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 9)
 - 11) be able to create a detailed description of instruction in guided reading, using a given reading selection as the basis. (National and State Standards: (ACEI Standard 2.1., 2.2; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 5 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 6 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 7)
 - 12) be able to design literacy instruction to meet the needs of diverse learners, including differentiating instruction to meet the needs of students who face challenges in reading, have dyslexia, or other reading challenge. (ACEI Standard 2.1; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 4 TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 10)
 - 13) be able to understand and identify the key instructional components in teaching viewing and representing as literacy practice within a balanced literacy framework (ACEI Standard 2.1; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 12)
 - 14) be able to identify major instructional practices in incorporating research and inquiry into both content area literacy instruction and language arts instruction (ACEI Standard 2.1; TX-TEXES-STANDARD.GEN.EC-6 (ELAR) 11)
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