

Course Syllabus

Course Information

<i>Course Number/Section</i>	ED 4363
<i>Course Title</i>	<i>Reading II</i> , Reading Methods Pre-K-8
<i>Term</i>	F24

Professor Contact Information

<i>Professor</i>	Patricia Leek. Ph.D.
<i>Office Phone</i>	972-883-2730 (TDC)
<i>Other Phone</i>	
<i>Email Address</i>	patricia.leek@utdallas.edu
<i>Office Location</i>	Teacher Development Center, HH 2.90
<i>Online Office Hours</i>	TBA
<i>Other Information</i>	email for in-person or TEAMS appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Check with the teacher development center

Course Description

This course focuses on the crucial abilities of reading, writing, listening, talking, viewing, visually representing, and thinking as tools for literacy and learning. Development of literacy and learning within and across the content areas are stressed. Instructional strategies, writing instruction, concept development, and effective uses for literature, text, media, and other resources to enhance student learning are explored. Using literacy for learning purposes, designing classroom models of literacy, integrating technology, optimizing multimedia learning, individualizing to meet the needs of all students, creating a positive classroom environment, and utilizing resources effectively for "best practice" in teaching are the guiding goals of the course.

Student Learning Objectives/Outcomes

The students will describe and discuss the synergistic role of the language arts and thinking in literacy and learning in creative endeavors, best practices teachings, classroom discourse, both written and oral, in individual, small team, and whole class formats.

The students will be able to create an effective, positive classroom learning environment that values the processes and the products of literacy as shown by successful completion of lesson plans that include objectives related to phonological awareness, vocabulary, fluency, and comprehension strategies.

The students will identify the role of literacy in their future classrooms as shown by achieving a passing score on embedded exams modeled on the Language Arts TExES Domain and Competencies and other course topics.

The student will develop teaching practices and methods to teach reading, writing, listening, language arts, speaking and thinking for Grades EC-8:

- The students will be able to teach language arts utilizing research-based best practices as evidenced by the creation of plans and activities that demonstrate understanding of the concepts of the lesson cycle and the Language Arts TExES Domain and Competencies.
- The student will effectively implement phonemic awareness techniques, phonics methods, and vocabulary strategies within a balanced literacy curriculum by actively participating in hands-on

learning of reading strategies and skills, planning effective lessons and creating effective teaching aids to supplement instruction.

- The student will develop a concept of the teaching of reading as it relates to literacy curricula by planning and reading lessons, utilizing the TEKS as they relate to appropriate grade levels and content, effectively reflecting on teaching experiences through critical thinking and always demonstrating a professional attitude.

Required Textbooks and Materials

Required Texts

Van Allsburg, Chris. (1986). *The Stranger*. Clarion Books. ISBN 9780395423318

Teaching Children to Read: The Teacher Makes the Difference 9th Edition

by [D. Reutzel](#) (Author), [Robert Cooter Jr.](#) (Author), 9TH Edition 2023

IF YOU HAVE THE EIGHTH EDITION FROM READING I, YOU MAY USE IT, BUT YOU WILL NEED TO FIND THE TOPICS SINCE SOME CONTENT HAS MOVED.

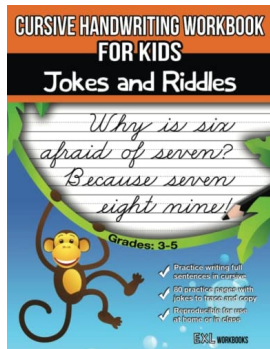
Required Book

Cursive Handwriting Workbook for Kids: Jokes and Riddles

by [Handwriting Cursive](#)

CreateSpace Independent Publishing Platform

2016



[9781539762010](#)

Buy New

\$6.95

Required Materials

Work must be in Microsoft Word or adobe pdf format. If I cannot open it, you will be considered late.

Assignments & Academic Calendar

Week 1 – 8/20	Get to Know You	Reutzel/Cooter book,	Texas Teacher
	Early Literacy Review	Chapters 1-4 review Early	Standards (TTS)
Week 1 – 8/22		Literacy	EC-6, ELAR
			I, II, III, IV, X


	<p>Texas Code of Ethics Texas Administrative Code (state.tx.us) Oral Language Nurturing Oral Language Skills Reading Rockets View Oral Language and Concepts of Print - YouTube</p> <p>Glossary of Reading Terms (fcrr.org)</p>	<p>Begin Handwriting Practice Begin Reading Journal Reading Universe Is handwriting actually important for writing?</p> <p>See Journal Prompts in Weeks 1-3 folder on elearning</p>	<p>TTS 4-8 ELAR I, II, III, VIII</p>
<p>Week 2 – 8/27</p> <p>Week 2 – 8/29</p>	<p>Literacy Accomplishments: Three- and Four-Year-Olds Reading Rockets</p> <p>Pre-K Guidelines 2022-texas-pkg-comprehensive-guide.pdf</p>	<p>See Journal Prompts in Weeks 1-3 folder on elearning</p>	<p>Texas Teacher Standards (TTS) EC-6, ELAR I, II, III, IV, XTTS 4-8 ELAR I, II, III, VIII</p>
<p>Week 3 – 9/03</p> <p>Week 3 – 9/05</p>	<p>ONLINE TUESDAY</p> <p>IN CLASS QUIZ THURSDAY</p>	<p>Early Language Development Module – online (Tuesday)</p> <p>Early Language Development Quiz in class (Thursday)</p>	<p>Texas Teacher Standards (TTS) EC-6, ELAR I, II, III, IV, X TTS 4-8 ELAR I, II, III, VIII</p>
<p>Week 4 – 9/10</p> <p>Week 4 – 9/12</p>	<p>Big 5 in Under 5: Fluency with Text (youtube.com) Four Steps to Building Fluency with Text National Center on Improving Literacy Fluency with Text National Center on Improving Literacy</p>	<p>Reutzel/Cooter book, Chapter 5 Fluency</p> <p>See Journal Prompts in Weeks 4-6 folder on elearning</p>	<p>Texas Teacher Standards (TTS) EC-6, ELAR I, II, III, IV XTTS 4-8 ELAR I, II, III, VIII</p>

	53643-en.pdf (readingrockets.org)		
Week 5 – 9/17 Week 5 – 9/19	For Students Who Are Not Yet Fluent, Silent Reading Is Not the Best Use of Classroom Time Reading Rockets Reading Fluency Teaching Resources for Pre-K Teach Starter	See Journal Prompts in Weeks 4-6 folder on elearning	TTS EC-6, ELAR, V. VI, VII TTS 4-8 III, IV
Week 6 – 9/24 Week 6 – 9/26	Fluency Activities Spelling	See Journal Prompts in Weeks 4-6 folder on elearning ch01.indd (pearsonhighered.com) Spelling – Teaching Literacy in Grades Pre-K to 2 – 2nd Edition (pressbooks.pub) Fluency Assignment due	TTS EC-6, ELAR, V. VI, VII TTS 4-8 III, IV
Week 7 – 10/01 Week 7 – 10/03	Vocabulary-Spelling	Reutzel/Cooter book, Chapter 6 Vocabulary ch01.indd (pearsonhighered.com) First Journal Check (Tuesday) See Journal Prompts in Weeks 7-9 folder on elearning	TTS EC-6, ELAR, V. VI, VII TTS 4-8 III, IV

	Vocabulary	Create a 2-4 minute video	TTS EC-6,
--	------------	---------------------------	-----------

<p>Week 8 – 10/08</p> <p>Week 8 – 10/10</p>	<p>Online Tuesday – View webinar below and use your journal to make notes. What did you learn about language using morphology.</p> <p><u>Van Cleave - Morphology Matters: Using Bases & Affixes to Develop Vocabulary in Students of All Ages Reading Rockets</u></p>	<p>summary on youtube or Microsoft Windows and submit to elearning Or you can submit a 300-500-word written summary due.</p> <p>See Journal Prompts in Weeks 7-9 folder on elearning</p> <p><u>A Teaching Routine for Academic Vocabulary in Grades PreK-1 (REL West) (youtube.com)</u></p> <p>Academic Toolkit</p>	<p>ELAR, V. VI, VII</p> <p>TTS 4-8 III, IV</p>
<p>Week 9 – 10/15</p> <p>Week 9 – 10/17</p>	<p>Vocabulary</p>	<p>See Journal Prompts in Weeks 7-9 folder on elearning</p> <p>Vocabulary game or center gallery walk in class (Thursday)</p>	
<p>Week 10 – 10/22</p> <p>Week 10 – 10/24</p>	<p>Comprehension</p> <p>View:</p> <p>Bloom’s Taxonomy and question generation</p> <p><u>Question Generation: A Key Comprehension Strategy Reading Rockets</u></p> <p><u>Grounded in Evidence: Constructed Responses Reading Rockets</u></p>	<p>Reutzel/Cooter book, Chapter 7 Comprehension</p> <p>See Journal Prompts in Weeks 10-12 folder on elearning</p> <p><u>How Children Learn to Read, with Margaret Goldberg (youtube.com)</u></p> <p><u>The Simple View of Reading Reading Rockets</u></p>	<p>TTS EC-6, ELAR, VIII. IX, X, XI, XII</p> <p>TTS 4-8 IV, V, VI, VII, VIII</p>

<p>Week 11 – 10/29</p> <p>Week 11 – 10/31</p>	<p>Comprehension</p> <p>Online Tuesday</p> <p>Read:</p> <p><i>The Stranger</i></p>	<p>See Journal Prompts in Weeks 10-12 folder on elearning</p> <p>How could you use <i>The Stranger</i> to teach inference? Submit a youtube video or Microsoft windows video link 2-4 minutes long or a 300-500-word essay due.</p> <p>Directions posted on elearning</p> <p>NARRATIVE TEXT STRUCTURE Presentations (Thursday)</p>	<p>TTS EC-6, ELAR, VIII. IX, X, XI, XII</p> <p>TTS 4-8 IV, V, VI, VII, VIII</p>
<p>Week 12 – 11/05</p> <p>Week 12 – 11/07</p>	<p>Comprehension</p> <p>View:</p> <p>Guiding Students Through Expository Text with Text Feature Walks Reading Rockets</p>	<p>NARRATIVE TEXT STRUCTURE Presentations (Tuesday)</p> <p>See Journal Prompts in Weeks 10-12 folder on elearning</p> <p>Fluency, Vocabulary, Comprehension Quiz online (Thursday)</p>	<p>TTS EC-6, ELAR, VIII. IX, X, XI, XII</p> <p>TTS 4-8 IV, V, VI, VII, VIII</p>
<p>Week 13 – 11/12</p> <p>Week 13 – 11/14</p>	<p>Writing, reading programs and tools, Grades 4-8</p>	<p>See Journal Prompts in Weeks 13-16 folder on elearning</p> <p>Reutzel/Cooter book, Chapter 8 Writing</p> <p>Chapter 9 Evidence-based Reading programs and Tools</p> <p>Reutzel/Cooter book Chapter 11 Effective Reading Instruction Grades 4-8</p>	<p>TTS EC-6, ELAR, VIII. IX, X, XI, XII</p> <p>TTS 4-8 IV, V, VI, VII, VIII</p>
<p>Week 14 – 11/19</p> <p>Week 14 – 11/21</p>	<p>Writing, reading programs and tools, Grades 4-8</p> <p>Free Online Reading Passages and Literacy Resources</p>	<p>See Journal Prompts in Weeks 13-16 folder on elearning</p> <p>Looking at Writing Reading Rockets</p>	<p>TTS EC-6, ELAR, VIII. IX, X, XI, XII</p> <p>TTS 4-8 IV, V,</p>

	commonlit.org Types and Purposes of Writing Reading Rockets	Types and Purposes of Writing Reading Rockets Persuasive Writing Reading Rockets Descriptive Writing Reading Rockets Thursday (11-21) Second Journal Check Final Journal Reflection	VI, VII, VIII
Week 15 – 11/26-28	Fall Break		
Week 16 –12/03 Week 16 –12/05 Reading Day – 12/08	Writing, reading programs and tools, Grades 4-8 Under Construction	Handwriting book complete +performance Tuesday Writing/Grade 4-8 Assignment Thursday Putting it all together quiz online	TTS EC-6, ELAR, VIII. IX, X, XI, XII TTS 4-8 IV, V, VI, VII, VIII

All Assignments are due 11:30AM on the due date listed in the syllabus unless instructed by the professor to do it differently.

Quiz in class over Early Language development	(25)	In class 09/05
Quiz online over Fluency, Vocabulary & Comprehension	(25)	Online 11/07
Quiz online over all Competencies	(25)	Online 12/07
Composition Book Reading Journal Check 1	(25)	10/01
Composition Book Reading Journal Check 2	(25)	11/21
Final Journal Reflection	(25)	11/21
Early Language Development Module	(25)	Online 09/03
Fluency Assignment	(25)	09/26
Morphology video or essay summary	(15)	Online 10/08
Vocabulary center or game	(25)	10/17
<i>The Stranger</i> Inference video or essay	(15)	Online 10/29
Comprehension strategy presentations	(25)	10/31 + 11/05

Handwriting Workbook & Performance	(25)	12/03
Writing/Grades 4-8 Assessment	(25)	12/03 +12/05
Total	(330)	

Grading Policy

Grade		Quality Points	Children's Literature
A	Superior	4.0	94-100%
A-		3.7	90-93%
B+		3.3	88-89%
B	Good	3.0	84-87%
B-		2.7	80-83%
C+		2.3	78-79%
C	Adequate	2.0	74-77%
C-		1.7	70-73%
D+		1.3	68-69%
D	Passing	1.0	64-67%
D-		0.7	60-63%
F	Not passing	0.0	<60%

Course Policies

Make-up Exams

Make-up exams will only be allowed under extreme circumstances. Students must contact the instructor prior to the exam to qualify.

Extra Credit

Not currently planned but may be added.

Late Work

Late work may be accepted with a 25% deduction in the grade, depending on the circumstances. Other than exceptional situations, late work will not be accepted after one week from due date.

Class Materials

Weeks 1, 2, 3

Review Early Literacy Development (You may review Chapters 1-4 in your Reutzel/Cooter book)

Texas Code of Ethics [Texas Administrative Code \(state.tx.us\)](http://www.state.tx.us)

Pre-K Guidelines [2022-texas-pkg-comprehensive-guide.pdf](#)

Oral Language [Nurturing Oral Language Skills | Reading Rockets](#)

View [Oral Language and Concepts of Print - YouTube](#)

[Glossary of Reading Terms \(fcrr.org\)](#)

[Early Language Development Module](#)

[Early Language Development Quiz](#)

Weeks 4, 5, 6

Chapter 5 Fluency

[Big 5 in Under 5: Fluency with Text \(youtube.com\)](#)

[Four Steps to Building Fluency with Text | National Center on Improving Literacy](#)

[Fluency with Text | National Center on Improving Literacy](#)

[53643-en.pdf \(readingrockets.org\)](#)

[For Students Who Are Not Yet Fluent, Silent Reading Is Not the Best Use of Classroom Time | Reading Rockets](#)

[Reading Fluency Teaching Resources for Pre-K | Teach Starter](#)

Weeks 7, 8, 9

Chapter 6 Vocabulary (Reutzel/Cooter)

[Five Key Principles for Effective Vocabulary Instruction | Reading Rockets](#)

[Appendix B: LETRS Scope and Sequence for Word Study, Reading, and Spelling \(mass.edu\)](#)

Resources to Support Selection of Vocabulary for Instruction

- [A Word Selection Grid: Choosing Vocabulary to Teach](#), article from Margie Gillis, and Nancy Chapel Eberhardt in Perspectives on Language and Literacy, 41 (3): 49. Pages 8-12, Pages 17-22
- [Choosing Words to Teach](#), from Reading Rockets
- [Which Words Do I Teach and How?](#) from Student Achievement Partners
- [Vocabulary Development During Read Alouds: Primary Practices](#), from Reading Rockets
- [Selecting Vocabulary Words to Teach English Language Learners](#), article from Colorin Colorado
- [How to Select Words for In-Depth Instruction with ELLs](#), from Achieve the Core

Examples of Evidence-Based Vocabulary Strategies

- [Selecting and Using Academic Vocabulary in Instruction](#), from Achieve the Core (Resource)
- Six-step process for teaching vocabulary (Marzano & Simms, 2013)
- [Morphological Awareness](#), from University of Michigan (Resource)
- [Morphology](#), from Institute of Education Sciences (Video)
- [Base Word, Prefix, Suffix](#), from the Institute for Education Sciences (Video)
- [Word Analysis Strategy](#), from the Institute for Education Sciences (Video)
- Recommendation 2 from the IES Practice Guide "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade": [Teach students to decode words, analyze word parts, and write and recognize words](#), (Resource) (see section 3, pp. 26–27)
- [Language and Vocabulary](#), from Florida Center for Reading Research (Activities for PreK) – instructional ideas
- [Word Knowledge, Morphemic Elements, Word Meaning, and Word Analysis](#), from Florida Center for Reading Research (Activities for Grades K–1) – more instructional ideas
- [Word Knowledge, Morphemic Elements, Word Meaning, and Word Analysis](#), from Florida Center for Reading Research (Activities for Grades 2–3)

Weeks 10, 11, 12

Chapter 7 Comprehension

[How Children Learn to Read, with Margaret Goldberg \(youtube.com\)](#)

[The Simple View of Reading | Reading Rockets](#)

UNDER CONSTRUCTION – MORE LATER

Weeks 13, 14, 15, 16

Chapter 8 Writing introduction

Chapter 9 Evidence-based Reading programs and Tools

Chapter 11 Models of Instruction

UNDER CONSTRUCTION – MORE LATER

Class Attendance

If you must miss any of our classes, we will miss your presence. Please email me to let me know you'll be absent so that I can support you and help you catch up afterwards.

Scheduled or emergency online classes will have an assignment that must be completed to be counted present. Other than university approved absences (requested ahead of time), there is not a designation of "excused" absences. Of course, Covid, flu, accidents, family emergencies, natural disasters, etc. would be considered on an individual basis. No more than four absences are allowed, or your grade will be seriously, negatively impacted.
You will lose 10 points for each absence after four.

Class Participation

Regular class participation is expected. Students who fail to participate in class are inviting scholastic difficulty. The grade for this course is directly tied to your participation in this class. The instructor may choose to deduct or add points based on participation. A person who has been an outstanding participant will receive consideration if the earned grade is close to a higher level. A person who has absences and who has not participated actively in class could have the grade earned lowered. Participation includes engaging in group or other activities, including homework assignments, readings, or other learning activities covered in the lectures. Class participation and attendance is documented by faculty. Successful participation is defined as consistently adhering to university requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the AccessAbility Resource Center has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

Plagiarism and the use of AI

Always cite the sources of information that are included in your work. For example, when you use images from Google, say so! As far as AI is concerned, you absolutely are not allowed to represent AI generated responses as your own. AI can be a useful resource, but you are plagiarizing if you submit AI responses that you copy. An acceptable use of AI might be to ask AI to list sources of essential elements of evidence-based vocabulary instruction to use for research and understanding. What if AI led you to a site that had materials to create a game or center? It would be acceptable to reproduce the materials AI suggests in projects as long as you create the plan and instruction for the project and SITE the source. When in doubt, DON'T! Don't ask AI and then just use the response. Also, FYI, AI makes mistakes! I asked it to give me examples of phoneme deletion activities, and it said to have the students delete the /c/ (phoneme) from *chair* and the word left would be *hair*. *YIKES!* You cannot separate a digraph like /ch/!!! So please do not think AI can always be trusted.

Classroom Citizenship

Instructor expectations: I will grade your work in a timely manner. I will respond to emails within 3 working days. I will be available to answer questions in person, on TEAMS, or by text or email. I r

Student expectations: You should arrive on time prepared to participate in all class activities. You should treat everyone in the class respectfully and make them feel valued and accepted. You should complete your assignments in a timely manner to best of your ability.

Comet Creed

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Accommodations for Students with Disabilities

Academic Support Resources

Please visit the [Academic Support Resources](#) page to view the University’s academic support resources for all students.

UT Dallas Syllabus Policies and Procedures

Please visit the [Syllabus Policies](#) page to view the University’s policies and procedures segment of the course syllabus.

Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.