

## **Course Syllabus**

### **Course Information**

Course Number	ED 4363.501
Course Title	Reading II
Course Days and Times	7:00p-8:15p MW

### **Professor Contact Information**

Professor	Ms. Alyssa Ross, M. Ed.
Email Address	alyssa.ross@utdallas.edu

### **About the Instructor**

I have taught public school for fourteen years; the first ten years were in Houston ISD with the last four in Frisco ISD. Most of those years were in a fourth grade departmentalized classroom where I taught Reading, Writing and Social Studies. This past year I transferred to 8th grade Integrated Language Arts. I am also the Instructional Coach for the Integrated Language Arts Department which means I coach other teachers in their teaching practices. I earned my Bachelor of Science in Early Childhood Education from Ouachita Baptist University in Arkansas. My Masters of Curriculum and Instruction with a Reading Specialization is from the University of Houston. I grew up in Plano attending Plano ISD schools for kinder-12th grade.

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

Check with your advisor or The Teacher Development Center for information on Pre-requisites, Co-requisites and/or Other Restrictions.

### **Course Description**

This course will continue the exploration of teaching reading in grades EC-8. We will look more in depth at how phonics, phonemic awareness, vocabulary, fluency and comprehension play a role in both learning how to read and also reading to learn. We will focus on skills related to the art of teaching reading, specifically methodology across grade levels and ability levels. We will also learn how to choose which teaching styles, learning activities and classroom settings work best for a variety of objectives.

## **Student Learning Objectives/Outcomes**

- 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 a balanced literacy curriculum by planning and teaching reading lessons, utilizing the TEKS as it relates to appropriate grade levels and content, effectively reflecting on teaching experiences through critical thinking and demonstrating a professional attitude at all times.

## **Required Textbooks and Materials**

*Literacy for the 21<sup>st</sup> Century: A Balanced Approach* 6<sup>th</sup> edition by Gail Tompkins  
*The Book Whisperer* by Donalyn Miller

Children's books as designated in the assignments.

These books must be categorized as one of the following:

Newberry Award Winner

Caldecott Award Winner

Reviewed by School Library Journal

These may be available at libraries.

## **Suggested Course Materials**

A loose-leaf binder (approximately 2")

TEKS: English Language Arts and Reading; either elementary or middle

<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

## **Course Policies**

### ***Assignment Policies***

1. All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Appropriate grammar, spelling, and vocabulary is expected. Errors will affect your overall grade on the assignment. Letters and materials written by you as a professional and sent to parents and/or administrators must be virtually perfect. Begin that practice now.
2. All assignments are to be turned in to the instructor on the due date. Since most assignments will require you to submit via eLearning, you will have until 11:59p of the same day to submit. Ten points will be deducted for each day an assignment is turned in late and not accepted after two days. Technology problems are **not** acceptable reasons for an assignment to be late. Prepare your assignments enough in advance to

- accommodate untimely problems with your computer, internet provider, printer, eLearning, etc. No assignments or parts of assignments will be accepted via email. All assignments should be submitted via eLearning, unless the instructor has indicated the assignment should be brought to class. Not following these explicit instructions will affect the student's overall semester grade.
3. Please make a copy of everything you turn in. In the highly unlikely event an assignment is lost or misplaced, the burden of proof rests with you.
  4. All assignments must be typed. No handwritten assignments will be accepted.

#### *Classroom Citizenship and Professionalism*

- Respectful, positive interaction is expected in class.
- Please have your cell phone turned off and put away during class.
- Professionalism is shown by coming to class prepared with books and materials and participating in class learning opportunities. Bring both textbooks to each class meeting. Bring other materials designated in calendar or requested by the instructor.
- As a student in this course, you are expected to comply with the *Code of Ethics and Standard Practice for Texas Educators and the Fitness to Teach Policy*.

### Assignments & Academic Calendar

WEEK	DATE	TOPICS	ASSIGNMENTS
Week 1	8/22	Orientation and Course Requirements, Syllabus and Textbooks Explain Observation hours and requirements	Read p 1-17
	8/24	Discuss first three principles of effective teachers  Creation of Google Classroom is due - must share user code with instructor  Syllabus Quiz	Read p 17-34
Week 2	8/29	Discuss principles 4-8  Google Classroom Announcement #1 due	Read p 36-47
	8/31	Discuss the Reading Process TExES group 1 due	Read p 48-66
Week 3	9/5	<b>LABOR DAY/ NO CLASS</b>	
	9/7	Discuss the Writing Process TExES group #2 due	Read p 68-90
Week 4	9/12	Discuss Classroom Assessment  Teacher Talk 1 due	Read p 90-99
	9/14	Discuss High Stakes Testing  TExES group #3 due	Read p 101-136
Week 5	9/19	Discuss the Youngest Readers and Writers	Read 138-163
	9/21	Discuss Phonemic Awareness and Phonics  Teacher Talk 2 due	Read 164-177
Week 6	9/26	Discuss Teaching Spelling	Read 180-194
	9/28	Discuss Reading Fluency TExES group #4 due	Read 194-211
Week 7	10/3	Discuss Writing Fluency and Dysfluent Writers Google Classroom Announcement #2 due	Read 214-233
	10/5	Discuss Building Academic Vocabulary TExES group 5 due	Read 234-246
Week 8	10/10	Discuss Unlocking Word Meanings Teacher Talk 3 due (if applicable)	Read 248-285
	10/12	Whole Group Lesson due (no class)	
Week 9	10/17	Discuss Promoting Comprehension: Reader Factors Literacy assignment #1 due	Read 288-305

	10/19	Discuss Text Factors of Stories	Read 305-317
Week 10	10/24	Discuss Text Factors of Nonfiction and Poetry Teacher Talk 4 due (if applicable) Teacher Talks written assignment due	Read 321-339
	10/26	Discuss Teaching with Basal Readers and with Literature Focus Units	Read 339-358
Week 11	10/31	Discuss Literature Circles, Reading and Writing Workshop Literacy assignment #2 due	Read 360-373
	11/2	Discuss Differentiating Google Classroom Announcement #3 due	Read 374-390
Week 12	11/7	Discuss Interventions with Struggling Readers and Writers	Read 392-410
	11/9	Discuss Connecting Reading and Writing	Read 411-428
Week 13	11/14	Discuss Making Content Area Texts More Comprehensible  Literacy assignment #3 due	Read BW Introduction and Chapter 1-2 and Whisper Student Surveys
	11/16	Discuss Types of Readers and Reading Workshop Observation Summary and Reflection due	Read BW Chapter 3-4 and Whisper Reader's Notebooks
Week 14	11/21 11/23	<b>FALL BREAK/THANKSGIVING BREAK NO CLASS</b>	
Week 15	11/28	Small Group Lesson due (no class)	
	11/30	Discuss Reading Moments and Reading Freedom Literacy assignment #4 and rubric due	Read Chapter 5-6 and Whisper End-of-Year Evaluations
Week 16	12/5	Discuss: What Does Reading Mean to You? and Cutting the Teacher Strings	Read Chapter 7, Afterword, Appendix A-C
	12/7	<b>LAST CLASS</b>	

### **Grading Information**

Observation Summary and Reflection	50 points	9%
Observation Recap in Class	20 points	4%
Teacher Talks-written	50 points	9%
Teacher Talks-oral	25 points	5%

Literacy Activities (Google Classroom)	200 points	(36%)
Four Assignments	100 points	18%
Culminating Rubric	50 points	9%
Announcements	30 points	5%
Grading and Feedback	20 points	4%
Whole Group Lesson	75 points	14%
Small Group Lesson	75 points	14%
TExES questions	25 points	5%
Syllabus Quiz	10 points	2%
Professionalism	20 points	4%
<b>*points are exact, percentages are rounded</b> Total	550 points	

### **Assignments:**

#### Observation Hours

You will be required to observe at least 5 hours of reading lessons over at least three classroom visits in the same classroom. The classroom environment must be within your certification parameters. **These hours will NOT count towards your Early Field Experience Hours. However, you may use those observation experience hours if they are occurring this semester and the classroom teacher is modeling a reading lesson while you are there.** You will need to observe during a reading lesson. This may be direct instruction, small group instruction, LLI (Levelled Literacy Instruction), a reading workshop, before or after school reading tutoring, guided reading, a reteach or any combination of these. It must be at a school with a certified classroom teacher.

After each observation, be prepared to discuss at the next immediate class meeting. This will be a casual presentation of questions you thought of while observing, thoughts you had, nuances you noticed, things you liked and want to implement or things you were not sure of and may want to stay away from in your own classroom. This brief, casual presentation will be less than five minutes. Student will do this after each observation. Please let instructor know at the beginning of class that you need to present today.

First observation: Describe the classroom library. (Approximate number of books, organization strategy, routines for student usage), What book or story is the teacher using for this reading lesson? (Genre, reading level, type of characters, what type of reader would like this book?)

Second observation: What guiding questions does the teacher ask? What TEKS is being taught? What story/book is being used (if different from previous)?

Third observation: What is the level of student engagement? Which of the reading foundational principles are being addressed? Why?

Student will write a two page summary of observation hours. Summary should be double spaced, Ariel, font 12 with an appropriate heading and title.

The following points must be included:

- grade level and TEKS observed
- demographic of school (This will require some online research on your part. Please properly cite your sources using MLA.)
- length of each observation (total must be five hours)
- type of lesson observed (mini-lesson, whole group, guided reading, tutoring, pull-out, small group re-teach, etc)
- What were students doing? What was the teacher doing?
- Routines established
- Particular routines you liked and want to incorporate or did not like and will choose to not use.
- What did the teacher do when:
  - a student did not understand
  - a student already knew the content
- What are some key take-aways, either in reading content activities or rapport building or routines that you appreciated?

### Teacher Talks

Think about which grade level you think you would like to teach. Student will choose 10 books (pk-5) or 8 chapter books (6-8) and write a teacher talk about each book.

A "teacher talk" includes

- what type of reader would like to read this book
- length, author, title
- other works by the author
- short summary of the story without giving away the ending

All of the written teacher talks will be turned in at the same time on one document. They need to be organized in an easy to read way. Text must be typed on a 12 font, though creativity is encouraged. If students chose 6th-8th grade books, then they will give **two** teacher talks to our class. If you chose pk-5 grade books, then **four** teacher talks will be given.

#### Small Group Reading Lesson

Student will choose a TEKS for a particular grade level and create a small group reading lesson. This might be a re-teach, a guided reading lesson, small group work (like a Literature Circle) or a reading tutoring group.

In the lesson, you must include the number of students, the TEKS, the grade level, the reading level of the students, the materials all parties will need (teacher and individual students), the guiding questions, the type of assessment and how that assessment will be used for future lessons. The type of lesson must be stated. Lesson must be in one of the lesson plan formats provided.

#### Whole Group Reading Lesson

Student will choose a TEKS and grade level differing from the TEKS and grade level chosen for the Small Group lesson. Student will then create a Whole Group mini-lesson. A mini-lesson is 15-20 minutes. You must include where you've been and where you're going.

For example, if you're introducing climax, then you need to provide the background information students learned about rising action and what you're going to do with falling action and resolution. If you're teaching the diphthong /ea/, then you need to explain the background knowledge students have of the individual sounds /e/ and /a/ and then where you're going with the diphthongs used in words like heat, beat and underneath and how students will use those words in their reading (include story titles) and writing (provide topics you might use as sentence stems).

#### Literacy Activities

Create a Google Classroom as a TEACHER. You must use your UTD email address. Send me the code to join as a student. You will then create five reading activities that go along with your Whole Group mini-lesson. This might be reading workshop activities or a response to a read aloud in that topic or independent or small group practice to continue with the mini-lesson. The five assignments must use the five foundations of reading we have discussed.

Many school districts are using Google Classroom, and I want you to be familiar with it.

- You must create at least three announcements.

- When you add the assignments, you need to assign a due date.

- Once I, as the student in your classroom, have submitted the assignments to you, as the teacher, you need to "grade" them and return them to me as the student in a timely manner (within three school days).



-One of the assignments must be a culminating activity providing student choice of at least three activities all accomplishing the same goal but utilizing different learning styles. For this assignment, you must create and include an age-appropriate rubric.

-All the assignments must be around a similar TEKS which coordinates with the Whole Group mini lesson you are submitting.

-Main idea and details are similar. Introducing the letter a and main idea of a story are not similar.

-The assignments must be age and grade appropriate.

-Kindergarten does not need 20 questions after a long passage.

5th grade needs open ended questions with the expectation of answering with complete sentences.

-Think of Bloom's Taxonomy for all grade levels. Which level are you hitting with each assignment you create?

-One of the assignments must include an accommodation for English Language Learners.

TEExES questions (interdependent work)

With a small group created by the instructor, answer twenty-five TEExES questions in five installments of five questions. The group will need to answer the questions individually, then come together to discuss and come to a consensus and then share that answer with the class. The group needs to be prepared to defend their chosen answer as well as prove WHY the other answers are not correct.

### **Grading Policy**

512-550 = A

495-511 = A-

484-494 = B+

457-483 = B

440-456 = B-

429-439 = C+

402-428 = C

385-401 = C-

### **Course & Instructor Policies**

#### **Attendance:**

You are **expected** to be on time for each class. No more than **2** absences will be acceptable. On the **3<sup>rd</sup>** absence, your grade **will be dropped** a letter grade. If you must be absent, advance notice will be expected to the above e-mail address. Roll will be taken each class period. Assignments due on a day you are absent will still be **expected** on that day. Late assignments will be penalized 10 points for each day it is late. Class work that is done in class will not be made up. Handouts will not be kept from week to week so you will need to get copies from a classmate. Your absence is not an excuse for being unaware of information presented in class, including changes in due dates and class requirements. Absences are defined as missing a class meeting for any reason. Tardies are defined as arriving to class fifteen minutes or more after class begins or leaving early fifteen minutes or more. Three tardies equal an absence.

### **Professionalism:**

There will be a total of 20 points for professional behavior that will include the following: attendance/absences, tardies, articles, late work, professional participation and having required materials (textbooks, books, and handouts)

### **Participation:**

The class will be much more enjoyable and beneficial with active participation from all students. Everyone has valuable experiences and insights to contribute.

\*Cell phones will be on vibrate or off. No texting.

\*Laptops may be used for note taking only and you must sit in the first 2 rows.

### **Extra Credit:**

none

### **Course Access and Navigation**

This course uses a web course tool called eLearning. Reading II is to be delivered in class (onsite) with online submissions, activities, support and interaction. Students will use their UTD NetID account to login at <http://elearning.utdallas.edu>

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance. (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center.

<http://www.utdallas.edu/elearninghelp>

### **Communications**

This eLearning course has built-in communication tools which will be used for interaction and communication. Some external communication tools such as regular email may also be used during the semester.

#### Interaction with Instructor

- The instructor will communicate with students mainly using the Email, Announcements, and Discussions tools. Students may send personal concerns or questions to the instructor using the course email tool. The instructor will reply to student emails within one business day under normal circumstances.
- In person meetings are best scheduled for directly after class, so plan accordingly
- NO emailing assignments will be accepted.
- When emailed the instructor, use appropriate letter writing etiquette. Please address the recipient respectfully, use correct spelling and grammar and sign each email with your full name. Email correspondence should be appropriate and should not contain requests for handouts, notes, grades, etc to be sent to you. Emails asking for special treatment or not following the above guidelines will not be answered.

#### Comet Creed

*This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:*

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

#### UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

#### Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:  
The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation

for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Off-Campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. ([http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm))

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