

The College of Education and Behavioral Studies
School of Education
Houston Baptist University

Course Syllabus
EDRE 4350, Reading and Language Arts
Spring, 2014

COURSE DESCRIPTION

This course includes an analysis of the development of writing and spelling for grades 2-8 and the use of differentiated instruction. The use of assessment and data driven decision making for instruction are covered. The style of instruction will focus on effective teaching: (1) Explicit instruction with modeling, (2) Systematic instruction and scaffolding, (3) Multiple opportunities for independent practice and application, (4) Immediate affirmative & corrective feedback, and (5) On-going progress monitoring and a multi-tiered system of support. Both on-campus and field experiences are included. It must be completed before student teaching.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

Prior to taking this course, students must have been admitted to the teacher education program and completed a curriculum and instruction course (EDUC 4301 or 4311) with a “B” or better. This course must be completed prior to student teaching.. All 30 hours of fieldwork must be completed in order to pass this class regardless of other grades).

DATE AND TIME OF CLASS MEETINGS: Monday through Friday 8:00-10:45 (time combined with EDRE 4360)

ROOM NUMBER Hinton 211

INSTRUCTOR INFORMATION

Name/Title: Dr. Sharon A. Lewis

E-mail: slewis@hbu.edu

Office Phone: 281-649-3074

Office Location: Hinton 334

Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
2:00-4:00	11:00-12:00* 2:00-4:00	2:00-4:00	11:00-12:00* 2:00-4:00	By appointment

*During Field experiences, I will be in the field Monday through Friday from 8:00-11:00

LEARNING RESOURCES

Required Course Text:

Fletcher, R. (1993). *What a writer needs*. Portsmouth, NH: Heinemann. ISBN 0-435-08734-7

Recommended Text(s):

Fletcher, R. and Portalupi, J. (2007). *Craft Lessons*. Portland, ME: Stenhouse.

Terban, M. (2010). *Pocket guide to grammar*. New York, NY: Scholastic Inc. (ISBN 13: 978-0-545-25839-5)

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will help students this course will help students to develop an understanding of reading and writing, theoretical concepts, TEKS (Grades 2-8), and explore the profession of teaching within the context of a rigorous academic and field-based experience.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

This course is an important part of the theoretical and skills-training required for students to become effective, ethical, responsible professionals in the field of teaching. In relation to the stated goals and purpose of the College of Education and Behavioral Sciences, this course will help students to develop an understanding of the reciprocal nature of reading and writing and the role of phonological awareness in the development of spelling, reading and writing. This course will also provide a foundation for using the learning from children’s literature in vocabulary, reading and writing instruction.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Identify the language processing requirements of proficient reading and writing.
2. Explain the known causal relationships among phonological skill, phonic decoding spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing.
3. Orthography: Understand the broad outcome of historical influences on English spelling patterns, especially Anglo-Saxon, Latin, and Greek.
4. Explain common orthographic rules and patterns in English.
5. Identify, explain, and categorize six basic syllable types in English spelling.

6. Morphology: Identify and categorize common morphemes in English, including Anglo Saxon compounds, inflectional suffixes, and derivational suffixes; Latin-based prefixes, roots, and derivational suffixes; and Greek-based combining forms.
7. Syntax: Define and distinguish among phrases, dependent clauses and independent clauses in sentence structure.
8. Syntax: Identify the parts of speech and the grammatical role of a word in a sentence.
9. Syntax: Discuss expository paragraphs of varying logical structures (e.g., classification, reason, sequence).
10. Explain the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.
11. Describe how to order phonics concepts from easier to more difficult.
12. Describe the similarities and differences between written composition and text comprehension.
13. Identify students' levels of spelling development and orthographic knowledge.
14. Written Expression: Explain the major components and processes of written expression and how they interact (e.g., basic writing/transcription skills versus text generation).
15. Describe grade and developmental expectations for students' writing in the following areas: mechanics and conventions of writing, composition, revision, and editing processes.
16. Demonstrate an in-depth understanding of writing development for children ages 7-13.
17. Demonstrate how to construct and present a lesson with a specific learning goal tailored to the grade level TEKS.
18. Develop opportunities to use interpersonal communication, critical thinking, and technology skills.
19. Demonstrate an understanding of systematic spelling development and the use of spelling patterns.
20. Demonstrate an understanding of the six basic syllable types in English spelling.
21. Demonstrate the ability to distinguish among phrases, dependent clauses, and independent clauses in sentence structure.
22. Demonstrate the ability to identify parts of speech and the grammatical role in sentences.
23. Demonstrate the ability to discuss expository text with varying structures.
24. Prepare and present a paper demonstrating knowledge of the writing process.
25. Apply knowledge of process writing in field lessons.
26. Prepare and present a portfolio of activities, observations, and lessons.
27. Establish behaviors that will maintain and extend professional knowledge through attending professional conferences and reading professional articles.
28. Demonstrate knowledge of content in class activities and discussions.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.

- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed
- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies

The following TExES EC-6 Generalist Exam Competencies are addressed in part or in full in this course:

Domain I: English Language Arts and Reading

- Competency 001 (Oral Language):** The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.
- Competency 002 (Phonological and phonemic awareness):** The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.
- Competency 003 (Alphabetic Principle):** The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.
- Competency 004 (Literacy Development):** The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.
- Competency 005 (Word Analysis and Identification Skills):** The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.
- Competency 006 (Reading Fluency):** The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.
- Competency 007 (Reading Comprehension and applications):** The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.
- Competency 008 (Reading, Inquiry, and research):** The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.
- Competency 009 (Writing Conventions):** The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.
- Competency 010 (Written Communication):** The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.
- Competency 011 (Viewing and Representing):** The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.
- Competency 012 (Assessment of Developing literacy):** The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

A. Foundation Concepts about Oral and Written Language

1. Explain phases in typical developmental progressions.
2. Explain how the relationships among the major components of literacy development change with reading development.
3. Discuss reasonable goals and expectations for learners at various stages of reading and writing development.

B. Knowledge of the Structure of Language

1. Semantics: Discuss examples of meaningful word relationships or semantic organization.
2. Discuss cohesive devices in text and inferential gaps in the surface language of text.

C. Interpretation and Administration of Assessments

1. Explain the differences among screening, diagnostic, outcome, and progress-monitoring assessments.
2. Identify the most well-validated screening tests designed to identify students at-risk for reading difficulties.
3. Discuss how to interpret measures of reading comprehension and written expression in relation to an individual child's component profile.

D. Structured Language Teaching: Phonology

1. Extend the knowledge of the reciprocal relationships among phonological processing, reading, spelling, and vocabulary.

E. Structured Language Teaching: Phonics and Word Recognition

1. Identify the routines of a complete lesson format. From the introduction of a word recognition concept to fluent application in meaningful reading and writing.

F. Structured Language Teaching: Fluent, Automatic Reading of Text

1. Describe the role of fluency in word recognition, oral reading, silent reading, comprehension of written discourse, and motivation to read.
2. Explain reading fluency as a stage of normal reading development; as the primary symptom of some reading disorders; and as a consequence of practice and instruction.
3. Describe examples of text at a student's frustration, instructional, and independent reading level.
4. Locate sources of activities for building fluency in component reading skills.
5. Discuss which instructional activities and approaches are most likely to improve fluency outcomes.

G. Structured Language Teaching: Vocabulary

1. Describe the role of vocabulary development and vocabulary knowledge in comprehension.
2. Describe the role and characteristics of direct and indirect (contextual) methods of vocabulary instruction.
3. Explain varied techniques for vocabulary instruction before, during, and after reading.
4. Review that word knowledge is multifaceted.
5. Discuss the sources of wide differences in students' vocabularies.

H. Structured Language Teaching: Text Comprehension

1. Describe teaching strategies that are appropriate before, during, and after reading and that promote reflective reading.
2. Explain the usefulness of writing in building comprehension.
3. Explain the levels of comprehension including the surface code, text, base, and mental modes (situational model).
4. Describe factors that contribute to deep comprehension (including background knowledge, vocabulary, verbal reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading of text).

I. Structured Language Teaching: Handwriting, Spelling, and Written Expression

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Assessment to identify a student's reading level based on accuracy, fluency, and comprehension
2. Strategies for comprehension, problem-solving on words, vocabulary development, and fluency
3. Understanding and instruction for appropriate reading instruction based on assessment data
4. Classroom management to provide small group instruction
5. Concepts about oral language and implications for reading
6. The reciprocal relationship between reading and writing
7. Phonics instruction and word recognition strategies
8. Interactive read-alouds
9. Field experience in local schools to apply learning into actual situation

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lectures, and discussions
2. Reflection (both oral and written)
3. Active learning exercises
4. Videos for a shared experience that leads to discussion
5. Outside readings and readings from the text
6. Field experiences to apply learning and observe a master teacher at work

The ideal class meeting will be a combination of lecture, discussion, and student activity. Students should come to class each day having read assigned chapters and notes from previous class meetings in order to make meaningful discussion possible.

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	P V
Exam I	1, 2, 3, 4, 5, 6, 10, 16	EC-6: 001, 002, 003, 004, 005, 006, 007, 012 IDA: A1-3, B1, C1-3, D1, E1,F1-4, H1&4,	10
Field Portfolio	2, 10, 12, 13, 15, 16, 17, 25, 26	EC-6: 001, 002, 003, 004, 005, 006, 007, 009, 010, 012 IDA: A1-3, B1, C1-3, D1, E1,F1-4, G 1-5, H1&4, I	30
Craft lesson	16, 17, 21	EC-6: 009, 010,012 IDA: B1, F1, G1-3, I	10

Presentation of narrative/expository paper	8, 12, 14, 16, 21, 22, 13, 24	EC-6: 009, 010 IDA: I	10
Unit of Study presentation	19, 20, 22, 25	EC-6: 009, 010, 012 IDA C3, H2, I	10
Video Reflection	11, 18, 19, 20, 21	EC6: 007, 008, 011, 012 IDA: C1-3, F1-4, H1-4	10
Class participation	28		10
Professional conference	27		10

- ¹ Descriptions and rubrics for assignments are included at the end of this document.
- ² These assignment/activities develop and/or assess state and national standards including TExES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).
- ³ to calculate your grade, take the total number of points you have earned and divide by the total number of points possible. This will give you a percentage that you can match to the scale below.

Grading Standards

School of Education Undergraduate Grading Scale:
92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course This means that if in more than 8 class sessions (not including field work days) absences occur, the course grade will be “F” no matter what test and paper scores might be. . *In this course, special attendance policies apply to fieldwork. If any fieldwork day is missed, it must be made up. Failure to complete the full 30 hours required will result in an F for the course.* All absences will impact your class participation grade. A tardy of 15 minutes or more will count as an absence.

Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

Late Work. All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (with a twenty-point grade penalty) unless there is proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in to the professor no more than one week after the student returns to class. No work will be accepted after the last day of class.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom, and a penalty in your class participation grade.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Sharon A. Lewis

November, 2013

Instructor's Electronic Signature

Date

EDRE 4360 Developing and Teaching Literacy & EDRE 4350

TENTATIVE SCHEDULE

GR= Guided Reading GRW=Guiding Readers and Writers OS=Observation Survey WWN=What a Writer Needs

Date	Class Activity	Reading & Assignments
1/21	Introduction Go over syllabus and class format Review and Sign up for Calkins' <i>Units of Study</i> book Assemble attendance folder – explain Show notebook for writer's notebook (decorate) Fill out background check and ATPE papers Begin training running records	GET YOUR BOOKS! Read GR chap. 7 & OS chapter 5 Bring in signed statements from both syllabi Bring a Meade notebook to class (or \$1) If you don't have your book, Read chapter posted on Blackboard (OS chapter 5) YOU MUST HAVE YOUR BOOKS BY 1/22/14 OR YOU WILL FALL BEHIND IN YOUR WORK!
1/22	Analyze Running Records Balanced Literacy - video Explain & Decorate writer's Notebook Reading/ writing connections (3) • <i>Memory String</i> – reader resp. Blueprint	Read – GRW chapters 11-12 & GR chapter 1 & 3 Go to the library and check out <i>Unit of Study</i> book and begin work on presentation 4350-Writer's Notebook – select two topics from your blueprint and do a 10 min. writing on each Begin working on your narrative – select a topic
1/23	<i>Guided Reading</i> video Part 1 Literacy Components – Primary & intermediate Reading/ writing connections (3) • <i>The Hating Book</i> – reader response • <i>Rosie and Michael</i> – reader resp.	Read – GRW chapters 13-14 fill in a countdown paper based on the two chapters together 4350-Select a topic and begin a discovery draft for your personal narrative Read GR chapters 10-11
1/27	Discuss Leveled books –chart characteristics Book Introductions Guided Reading video part 2– Writing: personal narrative, strong leads	Read – GRW chapters 2 & 4 and GR chapter 4-5 (mark 3 places that stand out to you) 4360-Video response – write 1½- 2 page typed paper about guided reading that synthesizes the video parts 1 & 2 4350-Add to your writer's notebook: an artifact and a short writing about it and an entry where you script a conversation (from TV or overheard)
1/28	<i>Classroom Management</i> – video part 1 Share chapter notes (marked places) from GR chapter 5 Routines	4350-Write 3 different styled leads for your narrative topic 4360- Read Clay article on introducing a book to young readers – fill in a countdown paper based on the article
1/29	<i>Classroom Management</i> – video part 2 Miscue Analysis Writer's Workshop	Read GRW chap 8-9 GR chap. & 11 4360-Video response for classroom management video parts 1 & 2
1/30	GR in intermediate grades – video Compare/contrast GR for primary/intermediate	<i>GRW chap. 6, GR chap. 12, WWN ch. 2</i> 4350-Add 3 entries to your writer's notebook: list of special people and why, your experiences learning to read, list of things you wonder about. Study for Exam
	Exam 1	Read <i>GRW - Erica's Day</i> & chap. 7 fill in a countdown paper based on this reading
2/3	Fieldwork Begins - orientation	
2/4	Fieldwork	
2/5	Fieldwork	Read <i>GRW</i> chap. 15
2/6	Fieldwork	Read GR chap.8 Read GRW chap 14
2/7	Fieldwork	Read WWN chapter 3

Week 1

2/10	Fieldwork	Week 2	Post field journal response #1- 4360 & 4350
2/11	Fieldwork		Read GRW chap. 20
2/12	Fieldwork		Read WWN 4 (4350) fill in a countdown paper based on this chapter
2/13	Fieldwork		
2/14	Fieldwork		Post journal response- #2-- 4360 & 4350
2/17	Fieldwork	Week 3	
2/18	Fieldwork		Read WWN chapter 5
2/19	Fieldwork		Read
2/20	Fieldwork		Read WWN chapter 6
2/21	Fieldwork		
2/24	Fieldwork	Week 4	Post journal response - #3- 4360 & 4350
2/25	Fieldwork		Read WWN chapter 7
2/26	Fieldwork		Read
2/27	Fieldwork		Read WWN chapter 8
2/28	Fieldwork		Read Calkins book
3/3	Fieldwork	Week 5	Post journal response - #4- 4360 & 4350
3/4	Fieldwork		Read Calkins book
3/5	Fieldwork		Read Calkins book
3/6	Fieldwork		Prepare Calkins presentation
3/7	Fieldwork- last day		Post journal response - #5 - 4360 & 4350
3/10-14	Spring Break		
3/18	Vocabulary development in writing Revision techniques		4350-Bring narrative to next class Field portfolio
3/20	Peer conferencing- content		Read – WWN chapter 9
3/25	Reading/ writing connections (3) • Harris Burdick – reader response		4350-Bring narrative to next class
3/27	Video – Talking to Writers		4350 - Video response write 1½- 2 page <u>typed</u> paper about guided reading that synthesizes the
4/1	Peer conferencing- editing		
4/3	Review TEKS		Take the grade 4 writing test-questions from this test will be included on your final - 4360 & 4350
4/8	Discuss what you learned from Test		Take the grade 5 reading test-questions from this test will be included on your final - 4360 & 4350
4/10	Discuss what you learned from Test		
4/15	Unit of Study Presentation (2-3)		EDRE 4350
4/17	Unit of Study Presentation (2-3)		EDRE 4350
4/22	Unit of Study Presentation (2-3)		EDRE 4350
4/24	Phonics Lesson (4-5) EDRE 4360	During this time you will be completing your narrative and studying for exams	
4/29	Phonics Lesson (4-5) EDRE 4360		
5/1	Phonics lesson/Present Craft lesson (2/2)		
5/6	Present Craft lesson (4) EDRE 4350		
5/8	Present Craft lesson (4) EDRE 4350		
	Final 4360- written exam		
	Final 4350 – present narratives		Turn in your final copy, the 6 Traits rubric you scored, and all the drafts showing revisions

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus . These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

Fill in this form

PPR Standard	Curriculum Topic TAC §228.30	Essential Components: Additional Information	Learning Experiences, Products &/or Assessments
I, III	1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction.	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	Exam 1
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMvC	
I, II, III	3. Child Development	A variety of theories for child development.	Exam 1
I, II, III,	4. Motivation	A variety of theories & methods appropriate for teaching motivation.	Exam 1
I, II, III	5. Learning Theories	A variety of learning theories	Exam 1
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	
I, III	7. Content TEKS		Exam 2
I, II, IV	8. State Assessment of Students & STAAR: Testing,	Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/	
I, II, III	9. Curriculum Development & Lesson Planning	A variety of theories & methods appropriate for teaching curriculum development & lesson planning.	Portfolio & CRAFT lesson
I, III	10. Classroom Assessment and Diagnosing Learning Needs	A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Portfolio
II, IV	11. Classroom Management	A variety of theories & methods appropriate for teaching classroom management.	Exam 1
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing	Exam 1
		B. GT: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT	Exam 2
		C. Special Education: Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services.	
III, IV	13. Parent Conferencing and Communication Skills	A variety of theories and methods appropriate for teaching communication skills & parent conferencing.	
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	
I, III, IV	15. Pedagogy/ Instructional Strategies	A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html	Exam 1 & 2
I, II, III, IV	16. Differentiated Instruction	A variety of instructional strategies suitable for differentiating instruction.	Countdown paper
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org	
TAC §228.35 & H.B. 2012 Requirements			
I,	Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)]	1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source)	
IV	Legal & Employment Issues	Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio)	
	Status of HBU program	Pass rates & accreditation status	
IV	Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/	PDAS, the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal.; the PDAS Teacher Manual which is required to be given to all teachers.	
I,II,III,IV	Skills & Expectations of Educators	The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas	

Assignment Descriptions and Rubrics.

GENERAL EVALUATION *RUBRIC* FOR ALL COLLEGE WRITING AND PAPERS

This rubric will be applied to all written submissions for this course.. The explanation of grading here derives from standards for *Advanced Placement* exams, and is called a "grading rubric". Note that this is the standard expected of good pre-college students. It outlines basic elements of a good paper, and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Source Adapted from a Internet post by Patrick Rael <prael@polar.Bowdoin.EDU>, " Re: what to say to students", [H-Teach@msu.net], 2 April 1996.

Field Work – see “Essential of Field” document for assignments and rubrics

Personal Narrative: you will write a paper on a self-selected topic to apply what you have learned about composition, revision and publishing. You will present the paper to the class at the end of this course. The paper will be scored using the 6 Traits rubric at the end of this document.

Professional Conference Attendance: As an educator you will need to keep your knowledge current and growing. You do that through attending professional conferences and professional reading. You will be provided with local conference information in class. You may also select other conferences that you know but will need professor approval for it to count. You will need to submit documentation of attendance at the conference and a short reflection on what you learned. Membership and attendance of 6 ASE (Assoc. of Student Educators) meetings will count as the assignment. Sign in sheets are supplied to us by the organization, so no further documentation is required. *In the event you are unable to find a conference or attend the 6 ASE meetings, you may read two journal articles on topics pertaining to this course and summarize each and add a personal reflection in a paper to be turned in to the professor.*

Portfolio – See the *Essentials of Field* document for assignments. ****Note: failure to complete the required number of hours and assignments for field work will result in a failing grade for the course.**

Graduate students will not only fulfill the portfolio requirements but will also conduct and present a case study.(see *Essentials of Field* for requirements of case study)

Writing Craft (Mini-lesson) Presentation – you will present **1** mini-lesson. You are to *teach* the class your lesson [**NOT** describe it to the class]. It may seem awkward to talk to your peers as if they were the children in your class, but that is what you will need to do. You will also do a teacher explanation for things a teacher would need to consider and know in order to replicate this lesson.

You will provide a *handout* for the class (**see grading rubric**) that includes the TEKS covered, how to implement the lesson, any lesson sheets used & materials needed. You will share artifacts by children from your field class as a result of the lesson if possible.

Rubric for Craft Lesson

Lesson		Points possible	Points Earned
TEKS covered	• Clearly stated	20	

	• Well connected to student need	10	
Lesson presentation	• Explanation was clear	40	
	• Expectations were set	20	
Application	• Practice provided	20	
	• Share time	10	
	Total	100	

Presentation of *Units of Study* by Calkins

At the beginning of the semester, you will select a book for the *Units of Study* set [K-2 or 3-5] and check it out from the library. Through the semester you will read the book and become familiar with the lessons and key points in your selected book. During your field work you will collect **samples of student writing** that can be used in your presentation. Undergraduates will work with a partner and graduates will work independently to prepare and present the **key points** in the book. Presenters will cover the structure of the book, the types of lessons included, and make **connections to field** [lessons you conducted or observed]. You will prepare a **handout** for the class that includes the key points, the mini lessons you shared, and resources that are helpful (i.e., books that can be used as part of a mini-lesson, etc.)

Rubric for presentation of *Units of Study* book

	1-26	27-29	30-33	34-36	37-40
Key points	Covered minimally	Minimal coverage	Partially covered but give gist	Covered well but with some gaps	Covered thoroughly
Points earned					
Mini-lesson ideas	None included or not explained well	1 example presented with limited explanation	1-2 examples presented and explained somewhat	2 examples clearly presented and explained	More than 2 clearly presented and explained
Points earned					
Points	1	2	3	4	5
Writing samples that connect	Covered minimally or no samples used	Showed a few samples but connections were unclear	Partially covered but give gist of what is taking place	Showed several pieces and made connections	Many connections to examples -clear and helpful
Points earned					
Connection to field work	No connections or don't add to understanding	Few connections but didn't add to understanding	some connections that aid the understanding	Several connections that added to understanding	Many clear connections that enhanced the understanding
Points earned					
Points	1-6	7	8	9	10
Handout	Fails to include key points OR sample mini-lessons	Limited key points OR Limited sample mini-lessons	Has some key points & some sample mini-lessons	Included most key points & had clear sample mini-lessons	Thorough – all key points & clear sample mini-lessons
Points earned					
Total					

Portfolio Rubric

Portfolio Item	Points Possible	Points Earned
Tab 1:	30	
Philosophy of Teaching (Reading and Writing)	10	
Teacher interview:	10	
Classroom Sketch	10	
Tab 2:	50	
- Observations: the written observations notes (day by day) – to be used for the weekly journal entries	50	
Tab 3 - Lessons:	65	
• Read aloud	20	
○ Title of book and why chosen & how lesson went	10	
○ Reflection – what you learned	10	
• Interactive Read Aloud	33	
○ Title of book and why chosen & how lesson went	10	
○ Teaching points & why chosen	5	
○ Reflection – what you learned	10	
• Administering or observing administration of the at least one DRA	5	5
Tab 4 – Writing Workshop and Guided Reading	110	
Workshop Day:	40	
• Plans	20	
• evaluation	5	
• Writing conferences & mini-lesson	5	
• Reflections –		
○ Personal reflection – what you learned & how lesson went	10	
○ Lessons from share time & how you select students	5	
○ What worked/ what didn't	5	
• Artifacts from lesson	5	
Guided Reading Day or Book Club Discussion Day	65	
• Plans	10	
• Evaluations	5	
• Teaching points for group & rationale	5	
• Reflections -		
○ Personal reflection – what you learned & how lesson went	10	
○ Book selected & rationale, level # in group, description of location for reading group	5	
○ Teaching points	10	
○ What worked/ what didn't	5	
○ Word Work (primary) and/or Strategy instruction (all levels)	10	
○ Artifacts from lesson – story extension activity	5	
Tab 4 - Attendance Log Of 60 hrs. minimum	20	20
Tab 5 - Reflections about overall learning from field	10	10
Tab 6 – Running records (5)	10	10
Tab 7: Overall	10	
• Overall evaluation	5	
• Made copies for permanent folder	5	
Total	300	

Countdown Papers – Using the following form, Respond to the assigned reading by sharing the main idea, 4 passages that stood out to you and why (note page number), 3 vocabulary terms that were meaningful and the definition of those terms based on your reading, 2 personal connections that come from your reading, and, lastly, a question that you have from the reading or one that you would like to pose to the group.

Countdown Paper Instructions

Each time you have a countdown paper assignment to a reading, you should complete this paper and bring it to class. This will help you gain a deeper understanding of your reading and with participating in class discussions. There will be times when I collect these for a grade and others when I do not.

5 sentences on the big picture: In no more than 5 sentences you should be able to answer the following:

- What do you think the author wants you to remember from this selection?
- What stood out to you?
- What issues/ideas do you agree/disagree with as revealed in the text? **1-20 points**

4 key passages: As you read, you should underline or highlight key passages that you think are most important.

- Select 4 of the passages that you think are critical to understanding the reading
- Write the direct quotation (give the page number as well) and tell why these passages stood out to you. What made them important to you? **1-12 points**

3 key terms: Select three key terms from the reading that you think are central to understanding the author's point.

- You should highlight the definition and then write it down in your own words (the definition may be directly stated or may be described in several sentences). Note the page number for discussion **1-9 points**

2 connections: Think of two connections that you made to the reading and write three to five sentences about each.

- Did the reading remind you of something else you have read in this class or another class?
- Have you had a personal experience that relates to something the author addresses? **1-6 points**

1 question: Write one question about the reading that you would like to discuss in class or with the professor. **1-3 points**

Idea Development

5 The writing is clear, well-supported or developed, and enhanced by the kind of detail that keeps the readers reading.

- ❑ The writer selectively chooses *just* the right information to make the paper understandable, enlightening and interesting – without bogging down in trivia
- ❑ Details work together to expand the main topic or develop a story, giving the whole piece a strong sense of focus
- ❑ The writer’s knowledge, experience, insight, or unique perspective lends the writing a satisfying ring of authenticity.
- ❑ The amount of detail is just right – not skimpy, not overwhelming

The writer has made a solid beginning in defining a topic or mapping out a story line. It is easy to see where the paper is headed, though more expansion is needed to complete the picture.

3

- ❑ General, global information provides the big picture – and makes the reader long for specifics
- ❑ Well focused information blends with repetitive points, trivia, or meanderings.
- ❑ The writer draws on *some* personal experience – but too often settles for generalities or clichéd thinking.
- ❑ Unneeded information may eat up space that should have gone to important details. Where’s the balance?

1

Sketchy, loosely focused information forces the reader to make inferences. Readers will likely notice *more than one* of these problems –

- ❑ The main topic is still unclear, out of focus – or not yet known, even to the writer
- ❑ Missing, limited or unrelated details require the reader to fill in many blanks
- ❑ Lists of “factlets” may be substituted for true development or expansion
- ❑ Everything seems as important as everything else. What *is* the main point?

Organization

5 The order, presentation, or internal structure of the piece is compelling and guides the reader purposefully through the text.

- ❑ The entire piece has a strong sense of direction and balance. Main ideas or key points stand out clearly.
- ❑ An inviting lead draws the reader in; a satisfying conclusion ties up loose ends.
- ❑ Details seem to fit right where they are placed, making the text easy to follow and understand.
- ❑ Transitions are strong but natural.
- ❑ Pacing feels natural and effective; the writer knows just when to linger over details and when to get moving.
- ❑ Organization flows so smoothly the reader does not need to think about it.

3

The organizational structure allows the reader to move through the text without undue confusion.

- ❑ Sequencing of main ideas seems reasonably appropriate; the reader rarely, if ever, feels lost.
- ❑ The introduction and conclusion are recognizable and functional.
- ❑ Transitions are usually present, but sometimes a little too obvious or too structured.
- ❑ Structure may be *so* dominant or predictable that it literally smothers the ideas and voice.
- ❑ Information is *mostly* presented in an orderly, if not quite compelling fashion.

1

Ideas, details, or events seem loosely strung together. Readers will likely notice *more than one* of these problems-

- ❑ As yet, there is no clear sense of direction to carry the reader from point to point
- ❑ No real lead sets up what follows.
- ❑ No real conclusion wraps things up.
- ❑ Missing or unclear transitions force the reader to make giant leaps.
- ❑ Sequencing feels more random than purposeful, often leaving the reader with a sense of being adrift.
- ❑ The writing does not more purposefully toward any main message or turning pint.

Voice

5 The writer’s energy and passion for the subject drive the writing, making the text lively, expressive and engaging.

- ❑ The tone and flavor of the piece fit the topic, purpose, and audience well.
- ❑ The writing bears the clear imprint of this writer.
- ❑ The writer seems to know his/her audience, and shows a strong concern for their informational needs and interests.
- ❑ Narrative text is open and honest.
- ❑ Expository or persuasive text is provocative, lively, and designed to hold the reader’s attention

3

The writer seems sincere and willing to communicate with the reader on a functional, if distant, level.

- ❑ The tone and flavor of the piece could be altered slightly to better fit the topic, purpose, or audience.
- ❑ The writer has not quite found his or her voice but is experimenting – and the result is pleasant or intriguing, if not unique.
- ❑ Though clear aware of an audience, the writer only occasionally speaks right to the audience.
- ❑ Te writer seems reluctant to “let go” and thus holds individuality, passion and spontaneity in check. Nevertheless, voice pops out on occasion.
- ❑ The writer is “there” – then gone.

1

The writer seems definitely distanced from topic, audience, or both; as a result, the text may lack life, spirit, or energy. Readers are likely to notice *more than one* of these problems-

- ❑ The tone and flavor of the piece are inappropriate for the topic, purpose, and/or audience.
- ❑ The writer does not seem to reach out to the audience or to anticipate their interests and needs.
- ❑ Though it may communicate on a functional level, the writing takes no risks and does not engage, energize, or move the reader
- ❑ The writer does not project enough personal enthusiasm for the topic to make it come alive for the reader.

Word Choice

5 Precise, vivid, natural language paints a strong, clear, and complete picture in the reader's mind.

- The writer's message is remarkably clear and easy to interpret.
- Phrasing is original — even memorable — yet the language is never over done.
- Vivid verbs lend the writing power.
- Striking words or phrases linger in the reader's memory often prompting connections, memories, reflective thoughts or insights.

3 The language communicates in a routine, workable manner; it gets the job done

- Most words are correct and adequate, even if not striking.
- A memorable phrase here and there strikes a spark, leaving the reader hungry for more.
- Familiar words and phrases give the text an "old couch" kind of feel.
- Attempts at colorful language are full of promise, even when they lack restraint or control. Jargon may be mildly annoying, but it does not impede readability.

1 The writer struggles with a limited vocabulary-or uses language that simply does not speak to the intended audience. Readers will likely notice *more than one* of these problems —

- Vague words and phrases (She was *nice*...It was *wonderful*...The new budget *had impact*...) convey only the most general sorts of messages.
- Clichés or redundant phrases encourage the reader to skim, not linger.
- Words are used incorrectly ("The bus *impelled* into the hotel.")
- Inflated or jargonistic language makes the text ponderous and hard to read.
- The reader has trouble grasping the writer's intended message.

Sentence Fluency

5 An easy flow and rhythm combined with sentence sense makes this text a delight to read.

- Sentences are well crafted, with a strong and varied structure that invites expressive oral reading.
- Purposeful sentence beginnings show how each sentence relates to and builds on the one before.
- The writing has cadence, as if the writer hears the beat in his or her head.
- Sentences vary in both structure and length, making the reading pleasant and natural, never monotonous.
- Fragments, if used, add style.

The text hums along with a steady beat.

- 3**
- Sentences are mostly grammatical and fairly easy to read aloud, given a little rehearsal.
 - Graceful, natural phrasing intermingles with more mechanical structure.
 - Some variation in length and structure enhances fluency.
 - Some purposeful sentence beginnings aid the reader's interpretation of the text.
 - Fragments may be present; some are stylistically effective.

A fair interpretive oral reading of this text takes practice. Readers will likely notice *more than one* of these problems-

- Irregular or unusual word patterns make it hard to tell where sentences begin and end.
- Ideas are hooked together by numerous connectives (*and*..., *but*..., *so then*...) to create one gangly, endless "sentence".
- Short, choppy sentences bump the reader through the text.
- Repetitive sentence patterns put the reader to sleep.
- Transitions are either missing or so overdone they become distracting.
- The reader must often pause and reread for meaning.
- Fragments, if used, seem accidental; they do not work.

Conventions

5 The writer shows excellent control over a wide range of standard writing conventions and uses them with accuracy and (when appropriate) creatively and shows style to enhance meaning.

- Errors are so few and so minor that a reader can easily overlook them unless searching for them specifically.
- The text appears clean, edited, and published.
- The text is easy to mentally process; there is nothing to distract or confuse a reader
- Only light touch-ups would be required to polish the text for publication.

The writer shows reasonable control over the most widely used writing conventions and applies them with fair consistency to create text that is adequately readable.

- There are enough errors to distract an attentive reader somewhat; however, errors do not seriously impair readability or obscure meaning.
- It is easy enough for an experienced reader to get through the text, but the writing clearly needs polishing.
- The paper reads much like a second rough draft — readable, but lacking close attention to conventions.

The writer demonstrates limited control even over widely used writing conventions. Readers are likely to notice *more than one* of these problems-

- Errors are sufficiently frequent and/or serious enough to be distracting; it is hard for the reader to focus on ideas, organization, or voice.
- The reader may need to read once to decod, the again to interpret and respond to the text.
- The paper reads like a first rough draft, scribbled hastily without thought for conventions
- Extensive editing would be required to prepare the text doe publication.