

Texas A&M University-San Antonio
College of Education & Human Development, Department of Curriculum & Instruction

EDRG 4349: Disciplinary Literacy

A. MAJOR COURSE REQUIREMENTS

TExES™ Core Subjects EC-6: English Language Arts and Reading (901) Practice Test and Study Plan	Standard IV, VII, VIII, X, XII
Read & Respond-Sketchnoting Assignment	Standard IV, VII, VIII, X, XII
Chapter Readings and Literacy Reactions	Standard IV, IX, VII, VIII, X, XII
Ideas and Organization Mini-Lesson Plan and Presentation	Standard IV, VII, VIII, X, XII
Word Choice or Voice Mini-Lesson Plan and Presentation	Standard IV, VII, VIII, X, XII
Six Traits Anchor Chart	Standard IV, VII, VIII, X, XII
Analysis of Student Writing and Mini-Lesson	Standard IV, IX, VII, VIII, X, XII
Writing Drafts	Standard IV, IX, VII, VIII, X, XII
Polished Piece of Writing	Standard IV, IX, VII, VIII, X, XII

B. LEARNING OBJECTIVES:

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

1.4k skills for speaking to different audiences for various purposes;
1.6k the use of critical listening to analyze and evaluate a speaker's message;
1.8k the use of technology in promoting oral communication skills;
1.11k how to use instruction that interrelates oral and written languages to promote student reading and learning (e.g., preview-review, discussions, and questioning) when speech or language delays or differences warrant in-depth evaluations and additional help or interventions.
1.5s Help students learn how to adapt students' spoken language to various audiences, purposes, and occasions;
1.6s Help students learn how to evaluate the content of their own spoken messages and the content and effectiveness of the messages of others;

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

- 4.3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;
- 4.4k a wide range of student literature and other texts written for students;
- 4.5k the importance of modeling and encouraging reading for pleasure and lifelong learning;
- 4.8k the use of technology in promoting literacy
- 4.8s Teach students about authors and their purposes for writing;

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

- 7.21k literary response and analysis and ways to promote students' development of literary response and analysis
- 7.11s Provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;
- 7.12s Teach elements of literary analysis, such as story elements and features of different literary genres

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

- 8.1k predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;
- 8.2k writing processes, including the use of self-assessment in writing;
- 8.3k writing for a variety of audiences, purposes, and settings
- 8.4k the differences between first draft writing and writing for publication;
- 8.5k appropriate instructional strategies and sequences for developing students' writing skills;
- 8.6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;
- 8.7k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;
- 8.8k the benefits of technology for teaching writing and writing for publication; and
- 8.9k informal and formal procedures for ongoing monitoring and assessment of writing development and writing conventions, and know how to use assessment results to help plan instruction for individuals and groups.
- 8.1s Create an environment in which students are motivated to express ideas in writing;
- 8.2s Teach purposeful, meaningful writing in connection with listening, speaking, and reading;
- 8.3s Formally and informally monitor students' writing development and provide focused instruction to address students' individual strengths, needs, and interests;
- 8.4s Provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;
- 8.5s Provide instruction in the use of available technology that facilitates written communication;
- 8.6s Provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;
- 8.7s Provide opportunities for students to self-assess both personal writings (e.g., for clarity, comprehensiveness, and interest to audience) and development as a writer and to elicit critiques from others;
- 8.8s Communicate with families about students' development of written communication and ways to encourage students' written communication;
- 8.9s Communicate with other professionals and continually seek implications for practice from current research about students' development of written communication;
- 9.1k that young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual students vary in development of these conventions;
- 9.4k the similarities and differences between language (e.g., syntax and vocabulary) used in spoken and written English and how to help students recognize these similarities and differences to promote effective use of written English conventions;
- 9.5k formal and informal ways to assess young students' development of writing conventions;
- 9.7k the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing.

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

- 9.1s Formally and informally assess young students' development of writing conventions and provide focused instruction based on individual students' strengths, needs, and interests;
- 9.2s Provide hands-on activities to help young students develop the fine motor skills necessary for writing;
- 9.3s Teach pencil grip, paper position, and beginning stroke
- 9.4s Provide direct instruction and guided practice in English writing conventions (e.g., grammar, spelling, capitalization, and punctuation);
- 9.6s Work with students to select pieces of their work to teach writing conventions, recognizing that first drafts are not always edited and revised, but help students realize that accuracy in conventions is necessary when preparing a piece for publication;
- 9.7s Communicate students' performance in the use of writing conventions to families and discuss ways to encourage students' use of writing conventions; and
- 9.8s Communicate with other professionals and seek implications for practice from ongoing research about student's development of writing conventions.

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

- 10.3k how to use multiple assessments and the results of these assessments to inform reading and writing instruction;
- 10.2s Analyze students' errors in reading and writing and use them as a basis for future instruction;

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

- 11.4k how to use accepted formats for writing research, which includes documenting resources.
- 11.6s Provide students with opportunities to use accepted formats for writing research, including the documentation of resources.

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

- 12.1k characteristics and functions of different types of media (e.g., film, and print);
- 12.2k how different types of media influence and inform;
- 12.3k procedures and criteria for analyzing and evaluating visual images, messages, and meanings;
- 12.4k procedures for producing visual images, messages, and meanings to communicate with others;
- 12.5k instructional practices that promote students' ability to interpret, analyze, evaluate, and produce visual images, messages, and meanings;
- 12.6k grade-level expectations and procedures for assessing students' skills in interpreting, analyzing, evaluating, and producing visual images, messages, and meanings;
- 12.7k how to distinguish between denotative and connotative meanings
- 12.1s Use ongoing assessment and knowledge of grade-level expectations to plan instruction and to identify students' needs regarding the interpretation, analysis, evaluation, and production of visual images, messages, and meanings;
- 12.2s Compare and contrast print, visual, and electronic media (e.g., films and written stories);
- 12.3s Evaluate how visual image makers (e.g., illustrators, documentary filmmakers, political cartoonists, and news photographers) represent meanings and provide students with varied opportunities to analyze and interpret visual images;
- 12.4s Teach students to analyze visual image makers' choices (e.g., related to style, elements, and medium) and evaluate how these choices help to represent or extend meaning;
- 12.5s Use various instructional techniques to help students understand and distinguish between denotative and connotative meanings;
- 12.6s Provide students with opportunities to interpret events and ideas based on information from maps, charts, graphics, video segments, and technology presentations, and to use media to compare ideas and points of view;
- 12.7s Teach students how to select, organize, and produce visuals to complement and extend meanings;
- 12.8s Provide students with opportunities to use technology to produce various types of communications (e.g., class newspapers, multimedia reports, and video reports) and help student assess how language, medium, and presentation contribute to the message;
- 12.9s Communicate with families/caregivers about students' progress in developing skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings and collaborate with them to promote development in these areas; and
- 12.10s Collaborate with other professionals and continually seek implications for practice from convergent research about students' development of skills for interpreting, analyzing, evaluating, and producing visual images, messages, and meanings.

C. LECTURE OR DISCUSSION TOPICS

- Stages of Writing

- 6 Traits and Writing Process
- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions
- Assessment
 - Rubrics
- Narrative Writing & TEKS
- Informational Writing & TEKS
- Feedback/Writing Conferences
- Reading & Writing Connections
 - Reader's response
 - Mentor Text

D. REQUIRED READINGS

1. Spandel, V. (2012). *Creating Writers: 6 Traits, Process, Workshop, and Literature* (Pearson Professional Development) (6th ed.). Pearson.
2. Serravallo, J. (2017). *The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Heinemann.