I. Course Description
READ 3320 – Principles and Practices of Reading Instruction (EC-6)
This course focuses on recent issues, materials, methods, and strategies considered essential for effective reading instruction in the elementary school, specifically early childhood through fourth grade. Components of the course will include but not be limited to the five pillars of reading instruction identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Emphasis is placed on the various stages of and approaches to literacy development.

II. Rationale
Educational sectors are increasingly placing emphasis reading education. It serves as a foundation to all subject areas. Course content serves to aid in the development of a preservice teacher’s knowledge of the reading and writing process. Development of particular strategies and techniques is needed to teach children how to read and write.

III. State Adopted Proficiencies and Competencies
1. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. The teacher responds appropriately to diverse groups of learners.
4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. The teacher, as a reflective practitioner dedicated to all students' success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TExES Competencies

English Language Arts
Competency 001 Oral Language
The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students 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 children 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 children understand the relationship between printed words and spoken language.

**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 children's literacy.

**Competency 005 Word Analysis and Decoding**
The teacher understands the importance of word analysis and decoding for reading and provides many opportunities for children to improve their word-analysis and decoding abilities.

**Competency 006 Reading Fluency**
The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

**Competency 007 Reading Comprehension**
The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving their comprehension.

**State Board for Educator Certification (SBEC) Standards**

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

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

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

**Standard IV. Literacy Development and Practice:** Teachers of young children 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 children's literacy.

**Standard V. Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their word analysis and decoding abilities.
Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.

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

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

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

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

V. Course Objectives/Learning Outcomes
This course is designed to enable students to:

1. Demonstrate an understanding of the EC-6 Standards for English Language Arts and Reading created by Texas State Board for Educator Certification.

2. Demonstrate an understanding of the relationship between language development and the reading process.

3. Demonstrate an understanding of the methods, materials, and beliefs used in a well-rounded literacy program for the EC-6 learner.

4. Demonstrate an understanding of word recognition, word identification, vocabulary, and comprehension strategies used in the reading process.

5. Demonstrate an understanding of informal assessment processes for reading and language arts.

6. Demonstrate an understanding of the issues affecting the developmental process of learning to read and write including those from the disciplines of sociology, psychology, economics, political science, and history.

7. Demonstrate an understanding of the role of both children's literature and packaged reading programs in developing a strong and dynamic literacy program for the EC-6 learner.

VI. Course Topics
Phonological awareness, phonemic awareness, phonics, guided reading, fluency, vocabulary, comprehension, writing, balanced literacy, centers, flexible grouping, assessment, effective teaching, TEKS activity/discussion, TEXES competencies activity/discussion

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; on-line deliveries; video)
B. Clinical Experiences (cooperative groups; student demonstrations or presentations; guided discovery; role play)

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

| Discussions/In-class Activities/Outside Projects | 50 points |
| Lesson Plans | 50 points |
| Phonics Test | 50 points |
| Quizzes | 50 points |
| Final Exam | 100 points |
| **Total** | **300 points** |

1. Students will complete all assigned readings.
2. Students will complete numerous quizzes; some announced, some unannounced.
3. Students will create 2 lesson plans identifying relevant TEKS: a word study and a guided reading lesson
4. Students will participate in discussions (in-person and/or online) pertaining to course content.
5. Students will complete classroom-based activities and outside projects related to reading education.
6. Students will pass a phonics test with a score of 80% or higher.
7. Students will complete pretest and post test examinations on course content.

B. Grading Scale

Letter grades will be determined by the following scale:
A 90-100% of total points possible for course
B 80-89%
C 70-79%
D 60-69%
F 59% or below
*No coursework will be accepted late. In-class points are not available to those who do not attend.

Grades will be assigned according to the professional level of the final submissions.

A = Excellent-All work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance.

B = Good-All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish.

C = Average-The work is complete. The work contains all required parts. The work lacks evidence of time and effort.

D = Passing-The work is not adequate in details, efforts, professionalism, or completeness.

F = Failing-The work is inadequate or incomplete.

IX. Course Schedule and Policies (see attached) [develop each semester as outlined and attach to syllabus]
   A. Tentative course schedule (includes professors name, office, phone, office hours, and class calendar which includes class meeting dates, topics by dates, reading by topic/dates, assignment due dates, and test dates)
   B. Class Policies (includes policies related to attendance, late assignments, make-up tests)

X. Textbook(s)
The textbook(s) adopted for this course is:


Various articles as directed by instructor


Website: Some aspects of the course will be completed in Blackboard 8: [https://iol.tamucc.edu/](https://iol.tamucc.edu/)
   Annenberg Media – [www.learner.org](http://www.learner.org)

XI. Bibliography

The knowledge bases that support course content and procedures include:


Cunningham, P. (2006). What if they can say the words but don't Know what they mean?. *The Reading Teacher, 59*(7), 708–711.


XI. Course Policies

**Class attendance and participation:** In order to socially construct knowledge, I need all class participants to be present in class and actively involved in the course discussions. There are no such things as **excused absences.** Absences and lateness will affect your grade. There is a high positive correlation between consistent, punctual attendance and higher course grades. Punctuality and attendance count toward your grade. Incompletes will only be given in the event of debilitating illness or catastrophic occurrence. On time and present are the requirements. Class attendance is **mandatory** and absences will impact your course grade. After the second absence, your grade will be lowered one letter grade for each additional absence. **It is your responsibility to collect any missed handouts. I do not make repeat performances.** If you are absent, ask a classmate for the notes. However, if you have a question about course material, please feel free to ask me to clarify during office hours. I will be happy to meet with you during office hours.

*Late work and Make-up Exams*

No coursework will be accepted late. In-class points are not available to those who do not attend.

**Cell Phone/Electronic Device Usage**

Cell phones, text messaging, and checking your cell phone, email, and text messages during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set on vibrate.

**Academic Integrity/Plagiarism.**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 1, 2011 is the last day to drop a class with an automatic grade of “W” this term.

**Required methods of scholarly citations**

6th ed. APA format

**Classroom/professional behavior**

*Professional decorum is expected in this pre-service teacher course.*
XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

Slightly revised again by Jack Cassidy, co-chair Curriculum Coordinating Committee, 11/10/10.

Tentative Schedule
(course outline)

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<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
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| Day #1 7/9 | Course Overview  
Syllabus  
Introduction  
Child-centered philosophy vs. Subject-centered philosophy  
Reading surveys  
Establish rapport: 5 items in a bag/acrostic poem | • Purchase Textbook  
• Read syllabus  
• Pretest |
| Day #2 7/10 | Review Pretest  
Characteristics of Highly Effective Reading Teachers  
The Five Pillars of Effective Reading Instruction | • 5 items in a bag/acrostic poem  
• Read Chapter 1  
• In-class group demo activity- jigsaw characteristics of highly effective reading teachers  
• Quiz |
| Day #3 7/11 | Oral Language Development  
Oral Language Instructional Strategies  
6 Principles for Effective Instruction for ELLs | • Chapter 2  
• In-class group activity on theories of oral language development |
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<th>Days</th>
<th>Learning Area</th>
<th>Activities</th>
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| #4, 5     | Learner.org video “Supporting the ELL”                                        | • In class- note taking during video  
• Guess “What’s in the briefcase?”  
• Chapter 3  
• In-class- group activity- miscue analysis  
• Online discussion: how did I learn how to read?  
• Review fcrr.org & tpri.org  
• Quiz |
| 7/12, 7/16| Skills-based/balanced/whole language  
Phonemic Awareness  
MSV Cueing Systems  
Running Records  
Emergent Literacy  
Letter Name Knowledge |  
• Chapter 3  
• In-class- group activity- miscue analysis  
• Online discussion: how did I learn how to read?  
• Review fcrr.org & tpri.org  
• Quiz |
| #6        | Guided Reading Video  
Steps in a GR lesson plan  
Sample |  
• Outside Article  
• In class: note taking on sample lesson plan  
• Quiz |
| 7/17      | Phonics/Word Identification Rules Strategies for teaching phonics               |  
• Chapter 4  
• GR Lesson Plan  
• In-class activity- group phonics pretest |
| #7        | Developing Reading Fluency Strategies for Fluency Assessment/  
Instruction Grade level targets for reading rate  
Readers Theatre  
NIM demo |  
• Phonics Test  
• Chapter 5  
• Readers’ theatre scripts (as time permits) |
| 7/18      | Vocabulary and Word Knowledge  
Implicit vs. explicit instruction  
3-Tier System Strategies/Activities for Vocabulary Acquisition |  
• Review phonics test  
• Independent introductory activity: Which word should I teach “pyramid” or “sphere?”  
• Discussion: To what extent does reading rate factor into educational success?  
• Chapter 6  
• Quiz |
| #8        | Reading Comprehension Schema Theory  
K-3 Reading Comprehension Benchmarks  
6 Research Proven Strategies |  
• Word Study Lesson Plan  
• In-class group activity: Sell my district a comprehension strategy  
• Chapter 7 |
| 7/23      | Reading Comprehension Extending Activities Questions vs. Retellings  
Handout Directions for Poetry Slam |  
• Chapter 7  
• Discussion: Describe a comprehension activity that would assist students in the comprehension of text  
• Quiz |
| #9        | Writing Development Interactive Writing |  
• Chapter 8  
• Poetry Slam |
| 7/24      | Assessing Reading Development TPRI/TAKS Vertical alignment informal vs. formal  
Reliability/Validity Rubrics |  
• Chapter 9  
• Discussion: In general, what type of assessment is most unfair?  
• Quiz |
| #10       | Materials and Programs for Literacy Instruction Organization of Basal Readers  
Decodable Texts Progressing monitoring/record keeping Reading Level Guide |  
• Chapter 10  
• Bring basal reader from library/school  
• In-class activity: basal reader scavenge; scope and sequence exploration |
| #13       | Effective Reading Instruction K-3 Classroom Organization Learning Centers  
Flexible grouping |  
• Chapter 11  
• Discussion: how would you organize your classroom to maximize environmental print, availability to literature, and space for reading?  
• Quiz  
• Study |
| #14       | Final Exam Review                                                            |  
• Chapter 11  
• Discussion: how would you organize your classroom to maximize environmental print, availability to literature, and space for reading?  
• Quiz  
• Study |
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<tr>
<td>Day #19</td>
<td>FINAL EXAM</td>
<td>• Study</td>
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The following points are part of the syllabus. The bulleted list below forms key points that the student must understand about READ 3320.

- **Participation** is based on blackboard discussion, punctuality, class activities, and class discussion. A participation grade is part of the grading for this class.

- **A Phonics Exam** will be opened for students beginning March 2011. Students will have two (2) opportunities to take the test. **This test must be passed with a grade of 80% in order for the student to receive credit for the course.**

- **Cell phone / Electronics**: Cell phones, text messaging, and checking your cell phone, email, and text messages or any other form of social networking which do not support course instruction during class are all **strictly prohibited**. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and / or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me **before** the start of class and phone set on vibrate.

I affirm that I have read this syllabus and understand all class policies and assignments.

______________________________________________________         ____________________
Name            Date