Texas A&M University-Corpus Christi  
College of Education  
READ 5345/6345  
Stages and Standards for Reading Development  
Summer I 2012

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ECDC 219H

I. Course Description

Stages and Standards for Reading Development
This course emphasizes effective reading practices that reflect state content and performance standards. Particular emphasis is placed on the interrelated components of reading and how these components apply during reading instruction. Additionally, equal emphasis is placed on primary, middle school, and high school students. This course is required for the Master Reading Teacher Certificate. Doctoral students will complete a major research paper on a topic to be approved by the professor.

II. Rationale

This course applies knowledge of the interrelated components of reading across all developmental stages including oral language, phonological and phonemic awareness, the alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, concepts of print, and spelling.

III. State Adopted Proficiencies:

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

1.1k the basic linguistic patterns and structures of oral language, such as continuant and stop sounds and coarticulation of sounds
1.2k relationships between oral language development and the development of reading skills, such as the expected stages and milestones in acquiring oral language, implications of individual variations in oral language development for reading; and ways to use the cultural, linguistic, and home backgrounds of student to develop and enhance students' oral language:
1.4k expected stages and patterns in the development of phonological and phonemic awareness, implications of individual variations in the development of phonological and phonemic
awareness, and instructional sequences that develop and accelerate students' phonological
and phonemic awareness and are based on a convergence of research evidence
1.6k the development of concepts of print (e.g., left-right progression, spaces between words,
use of glossaries and indexes;
1.7k the relationship between concepts of print and other reading-related skills
1.8k the elements of the alphabetic principle, including letter names, graphophonemic
knowledge, and the relationship of the letters in printed words to spoken language
1.9k expected stages and patterns in students' developing understanding of the alphabetic
principle and implications of individual variations in the development of this understanding
1.10k instructional strategies that develop and accelerate students' application of the alphabetic
principle to beginning decoding and that are based on a convergence of research evidence
1.12k word identification strategies (e.g., application of the alphabetic principle, structural
analysis, syllabication, identification of high-frequency sight words, use of context clues and
resource materials)
1.14k expected patterns of development in the use of word identification strategies, implications
of individual variations in development in this area, and instructional strategies that develop
and accelerate students' skills in word identification and are based on a convergence of
research evidence
1.16k the relationship between reading fluency and comprehension
1.17k expected patterns of development in reading fluency (including development
benchmarks), implications of individual variations in the development of fluency, and
instructional strategies that develop students' fluency and are based on a convergence of
research evidence
1.20k student factors that affect reading comprehension (e.g., schema, past reading instruction,
oral language, interests, attitudes, word recognition skills, vocabulary, fluency, ability to
monitor understanding
1.21k textual factors that affect reading comprehension (e.g., readability, vocabulary,
illustrations, format, author's schema, genre, syntactical and conceptual density
1.22k contextual factors that affect reading comprehension (e.g., curriculum materials, time
allotted for reading, grouping practices, environment, modes of text presentation)
1.23k literal, inferential, critical, and evaluative comprehension skills
1.24k characteristics of specific texts (e.g., children's literature, young adult literature,
magazines, reference materials, electronic media) and strategies for reading a variety of texts
(e.g., expository and narrative texts
1.26k the definition and application of a wide range of general, technical, and specialized
vocabulary and associated concepts
1.27k effective instructional strategies for developing and expanding vocabulary
1.29k predictable stages in the development of written language and writing conventions,
including the physical and/or cognitive processes involved in letter formation, word writing,
sentence construction, spelling, punctuation, and grammatical expression, while recognizing
that individual variations occur
1.30k writing processes, including the use of self-assessment in writing
1.31k the appropriate use of writing conventions and appropriate grammar and usage for
communicating clearly and effectively in writing
1.32k the importance of spelling and graphophonemic knowledge for success in reading and
writing
1.33k that spelling development and is based on students' knowledge of the phonological system
and of the letter names, their judgments of phonetic similarities and differences, and their
ability to abstract phonetic information from letter names
1.34k the stages of spelling development (i.e., prephonetic, phonetic, transitional, and
conventional) and how and when to support students' development from one stage to the next
1.35k the development of writing in relation to listening, speaking, and reading
1.37k writing for a variety of audiences, purposes, and settings
2.12k strategies to integrate listening and speaking, reading and writing, and viewing and representing across all levels and content areas
2.13k state and national content and performance standards that relate to reading
2.14k the components of effective instructional design (e.g., eliciting and using prior knowledge; integrating prior and new knowledge; integrating knowledge, skills, and strategies; providing scaffolded instruction; planning reviews)
2.16k characteristics of various learning preferences and modalities (e.g., global, analytic, auditory, visual) and their implications for instruction
2.18k the strengths and limitations of current educational theories that underlie instructional practices and programs
4.4k the role of societal trends and technological innovations in shaping literacy needs (e.g., Internet, reading electronic texts
4.6k sources for locating information about convergent research on reading
1.4s use a variety of instructional methods to teach and reinforce oral language development
1.5s build on and support students' oral language skills and increase their oral language proficiency through reinforcing activities that are based on a convergence of research evidence (e.g., reading aloud, dramatic play, classroom conversations, songs, rhymes, stories, games, language play, discussions, questioning, sharing information)
4.6s participate in ongoing curriculum development and evaluation
4.11s model ethical professional behavior
4.18s recognize the value of participating in local, state, national, and international professional organizations whose mission is the improvement of literacy

V. Course Objectives and Outcomes

From Standard I of the Master Reading Teacher Standards. The MRT will apply knowledge of the interrelated components of reading all developmental stages, including:

Oral Language
• know the basic linguistic patterns and structures of oral language
• know relationships between oral language development and the development of reading skills, expecting stages and milestones in acquiring oral language, implications of individual variations in oral language development for reading, and ways to use the cultural, linguistic, and home background of students and others to enhance students' oral language.

Phonological and Phonemic Awareness
• know expected stages and patterns in the development of phonological and phonemic awareness, implications of individual variations in the development of phonological and phonemic awareness, and instructional sequences that develop and accelerate students' phonological and phonemic awareness and are based on a convergence of research evidence.

Alphabetic Principle
• know the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language.
• know expected stages and patterns in students' developing understanding of the alphabetic principle and implications of individual variations in the development of this understanding.
• know instructional sequences that develop and accelerate students' application of the alphabetic principle to beginning decoding and are based on a convergence of research evidence.

Word Analysis
• know word analysis strategies and how to apply word analysis strategies when reading words in context.
• know strategies for confirming word pronunciation and/or meaning when reading words in context.
• know expected patterns of development in the use of word analysis strategies, implications of individual variations in development in this area, and instructional sequences that develop and accelerate students' skills in word analysis and are based on a convergence of research evidence.

Fluency
• know the relationship between reading fluency and comprehension.
• know expected patterns of development in reading fluency (including benchmarks for fluency for typical students at each developmental stage), implications of individual variations in the development of fluency, and instructional sequences that develop and accelerate students' fluency and are based on a convergence of research evidence.

Comprehension and Vocabulary
• know factors that affect reading comprehension, including students' oral language development, previous reading experiences, word recognition skills, vocabulary, fluency, ability to monitor understanding, and the characteristics of specific texts
• know literal, inferential, and evaluative comprehension skills, and how to provide instruction to promote students' application of these skills.
• know strategies that facilitate comprehension before, during, and after reading, including metacognitive strategies and strategies for reading different knows of written materials.
• know effective instructional strategies for developing and expanding vocabulary.

Written Language and Concepts of Print
• know predictable stages of writing and spelling development as they relate to reading development.
• know relationships between the development of concepts of print and reading development

From Standard III of the Master Reading Teacher Standards. The MRT will design and implement reading instruction that reflects state content and performance standards and addresses the learning needs of all students. The MRT will:

• know that there is a continuum of knowledge and skills in learning to read and that students progress along the continuum at a different rates and require varied levels of instructional intensity.
• know state content and performance standards in reading including TEKS and features of a Research-Based Reading Program.
• know the recursive relationship among reading instruction, assessment, and instructional planning.
• know the components of effective instructional design including eliciting and using prior knowledge, integrating prior and new knowledge, integrating knowledge and skills, providing scaffolded instruction, and planning reviews.
• know strategies for managing, organizing, and differentiating reading instruction including flexible grouping, individualized instruction, interventions that are based on a convergence of research evidence and that develop reading competence in all students.

An additional objective is to prepare a formal paper, 3,000 to 6,000 words in length on a topic related to the course and approved by the instructor. See The Reading Teacher or Journal of Adolescent and Adult Literacy for examples. The finished paper will be in APA style and will need to be proofed for mechanics AND readability by a colleague in the class or a tutor at the university writing center before it is submitted.

VI. Course Topics
Phonemic and phonological awareness
Phonics
Fluency
Vocabulary
Comprehension
National Reading Panel
NAEP

Readability
Motivation
Writing
Curriculum/standards (TEKS)/common core
Digital Literacies
Assessment/RTI
IRA Standards

VII. Instructional Methods and Activities
This course will consist of lectures, demonstrations, group activities, internet use, and video.

VIII. Evaluation and Grade Assignment

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<th>Assignment</th>
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<td>1. Learner.org summaries</td>
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<td>2. Chapter/Article reviews, 10 each</td>
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<td>3. Group demonstration</td>
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<td>4. Research paper (6345)</td>
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<td>Strategy Notebook (5345)</td>
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<td>5. Quizzes, 25 each</td>
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<td>6. Missing class</td>
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*Strategy Notebook (READ 5345 only)*

Prepare a notebook showing that you have knowledge of the following interrelated components of developmental reading. These are the components that the state of Texas has chosen to emphasize. (Professor's Note: These standards conform to the views of NRP and NICHD. A fuller understanding of the psycholinguistic nature of reading and writing will be developed during class discussions.)

1) Summaries of three instructional strategies for each of the following topics (phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing). Use any text and the web for these strategies.

Your submissions MUST be written in your own words and must be complete enough so that another teacher could read them and easily implement them.
Students will be evaluated according to the university guidelines published in the catalog:
A=Excellent, 90-100 points  
B=Good, 80-89 points  
C=Average, 70-79 points  
D=Passing, 60-69 points  
F=Failure, 59 points and below

IX. Course Schedule and Policies

Your attendance, punctuality, and participation are required for each class period. Incompletes will only be given in the event of debilitating illness or catastrophic occurrence.

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. Thanks.

Late work accepted only with a reduced grade. On time, present, seated, and ready to go are the expectations.

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<th>Tentative Calendar of Topics/Assignments</th>
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Thursday June 21  Writing Strategies  • Reader Response  • Writing demo  • Writing activity  • Quiz #2

Friday

Monday June 25  Digital Literacies  • Alternative reading  • Reader Response

Tuesday June 26  Motivation  • Alternative reading  • Reader Response

Wednesday June 27  Assessment/RTI  • Alternative reading  • Reader Response

Thursday June 28  Common Core Standards  • Final paper (6345) or Strategy kit (5345) due

*The ten-hour online video assignment replaces meeting times for July 2, 3, 4, 5

X. Texts

1. Farstrup, A. E, & Samuels, S. J. (Eds.). *What research has to say about reading Instruction*, 3rd ed. Newark, DE: IRA.

2. MRT Manual

3. Phonics handout

4. *IRA Standards for Reading Professionals, 2010*

5. *NAEP Reading Framework 2009*

6. Common Core Standards

XI. Bibliography


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


XII. Statements required by the university:

**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.

**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.

**Veterans**
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.