READ 3320.001
Principles and Practices of Reading Instruction (EC-6)
SPRING 2015, Tuesday, 7:00 – 9:30PM, ECDC 219A

Tiana McCoy Pearce
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Office Hours: MW 12:00 – 2:00 PM; T 5:00 – 7:00 PM
Or by appointment

Course Description
The purpose of this course is to provide the preservice teacher with a solid foundation for effective literacy instruction in a K – 6 elementary classroom. Special emphasis will be placed on the major five elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. This course will review research-based teaching strategies, instructional materials as well as methods and assessments for efficacious literacy instruction. Rigorous learning objectives, informed instructional decisions, and culturally-responsive literacy practices will be highlighted. The primary focus of course content will be on core (tier 1) classroom instruction with discussions of differentiated instruction and frameworks for responsive instruction also addressed. Prerequisite: READ 3310

Learning Objectives
As a result of successfully completing the course, the student will have:

- a general understanding of the nature of supporting English Language Arts learning in a meaning centered classroom and as described in the Texas Essential Knowledge and Skills (TEKS)
- knowledge of various reading theories
- demonstrate knowledge and skills of effective ways to organize and manage reading instruction for all students in a literacy classroom environment
- demonstrate knowledge of important terminology related to teaching phonics
- knowledge of research-based practices and strategies for phonemic awareness, phonics, vocabulary, fluency and comprehension.
- knowledge of a range of effective assessment strategies for the core reading components and techniques for assessing diverse elementary age children for each of the five core components of reading
- knowledge of a range of print genres as documented in the Texas Essential Knowledge and Skills and opportunities for integration into classroom instruction
- develop an understanding of the key components of guided reading
- increased understanding of the home/school connection
**Required Course Textbook**

![Required Course Textbook](image)


**Suggested Course Textbook**

![Suggested Course Textbook](image)


**Internet Resources**

- English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS)


- TExES Test Framework for English Language Arts and Reading Generalist (EC-6)

- National Council for Teachers of English
  [www.ncte.org](http://www.ncte.org)

- International Reading Association

- Reading Rockets

**Professional Reading Organizations**

- Texas A & M University Student Reading Council tamuccsrc@gmail.com
- Corpus Christi International Reading Association
- Texas Association for Literacy Instruction [http://www.texasreaders.org/](http://www.texasreaders.org/)
- International Reading Association [http://www.reading.org/](http://www.reading.org/)

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Course Competencies based on the English Language Arts and Reading Generalist EC-6 Standards:

**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 spoken language and printed words.

**Competency 004 (Literacy Development and Practice)**
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 student’s literacy.

**Competency 005 (Word Analysis and Decoding)**
The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, contextual analysis) for reading comprehension and provides many opportunities for students to practice and improve their word-identification skills.

**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 and Applications)**
The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches children strategies for improving their comprehension including 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 skills in the content areas.

**Competency 12 (Assessment of Developing Literacy)**
The teacher understands the basic principles of literacy assessment and use a variety of assessment practices to guide literacy instruction.
**Student Learning Outcomes and Assessment of Outcomes**—by the conclusion of READ 3320 the student will:

*Exam questions will cover outcomes as well.*

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Possible Assessments</th>
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</thead>
<tbody>
<tr>
<td>Have a general understanding of the nature of supporting English Language Arts learning in a meaning centered classroom and as described in the Texas Essential Knowledge and Skills (TEKS)</td>
<td>Examine various TEKS documents[br]Include TEKS in all lesson plans[br]Participate in discussions concerning how children learn to read, including the intertwining theories of learning and language that underpin children's literacy learning, such as constructivism, sociolinguistics, and reader response.[br]Participate in theory demonstration class activities</td>
</tr>
<tr>
<td>Have knowledge of various reading theories</td>
<td>View videos of primary and intermediate literacy environments and complete of viewing guided literacy[br]Field classroom observation and university classroom discussion[br]Write a two page paper describing and reflecting on their field experience visit. The paper will include a map of the classroom and environmental checklist.</td>
</tr>
<tr>
<td>Demonstrate knowledge and skills of effective ways to organize and manage reading instruction for all students in a literacy classroom environment</td>
<td>Participate in class phonics activities in the university classroom[br]A 50 question phonics quiz designed to assess terminology related to the teaching of phonics</td>
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<tr>
<td>Demonstrate knowledge of important terminology related to teaching phonics</td>
<td>Participate in university classroom activities[br]Plan and implement literacy activities to support these strategies</td>
</tr>
<tr>
<td>Knowledge of research-based practices and strategies for phonemic awareness, phonics, vocabulary, fluency and comprehension</td>
<td>Review assessment strategies for the five core components of reading education</td>
</tr>
<tr>
<td>Knowledge of a range of effective assessment strategies for the core reading components and techniques for assessing diverse elementary age children</td>
<td>Students will discuss and review various reading genres[br]Evaluate various examples of children's literature as a means for teaching reading</td>
</tr>
<tr>
<td>Knowledge of a range of print genres as documented in the Texas Essential Knowledge and Skills and opportunities for integration into classroom instruction</td>
<td>Students will plan and implement a guided reading lesson including before, during and after reading activities</td>
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<tr>
<td>Develop an understanding of the key components of guided reading</td>
<td>Develop communication with parents to help them support one of the five components of reading</td>
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<tr>
<td>Increased understanding of the home/school connection</td>
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</table>
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 first absence, your grade will be lowered one letter grade for each additional absence. You will be considered tardy if you are five or more minutes late (two tardies equal one absence). If you are absent, ask a classmate for the notes; all class handouts will be posted online. 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
All coursework will be submitted online and all assignments are due by the specified due date. 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.

Classroom/Professional behavior
Professional decorum is expected.

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Written Assignments
All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators MUST BE PERFECT, begin that practice now! Therefore, if you need extra help, the Writing Center can assist you. See http://casa.tamu.edu/wc.php

a. Written Assignments should be APA format (6th edition). Some requirements include but not limited to the following:
   * double spaced
   * 1” top and left side margins, 1” bottom and right side margins
   * 12 point font size
   * revised for clarity and meaning
   * edited for accuracy in grammar and mechanics
   * saved on computer disk or copied on paper for your records

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.tamu.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.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course.

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Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Required Assignments and Grading** - these various components, procedures, and criteria are designed to assess each student’s progress towards becoming a reflective practitioner.

**Reflections/Assignments**
You will be assigned chapter reflection questions and assignments designed to measure your knowledge base concerning the information presented, either in class or through the textbook. The questions are available on Blackboard under the “Reflections” journal folder and during class instruction.

**Guided Reading Lesson**
You will be required to write a guided reading lesson. More information will be provided in class. As a class, we will go to the curriculum section in the Bell Library to view the leveled readers. Please be certain have your SANDDOLLAR CARD to check out material to use in creating the GRLP. Turn in your plans on Blackboard under Guided Reading Lesson in the “Assignment” folder. The rubric is also available.

**Literacy Work Stations**
You will choose a Literacy Work Station (LWS) from www.fcrr.org. Each station will focus on the pillar of reading that corresponds with the instruction, and you will be required to submit TEKS with your LWS. Please go to the TEA website http://www.tea.state.tx.us/ and choose which skill your activity reinforces. Remember, you will find many for each activity, but for the purpose of this assignment, you are to submit one. You must print the TEKS and bring to class with your LWS; you must create enough copies of the activity for four people to participate. TEKS must be submitted in the appropriate format at the time of your LWS. You must be present in order to receive credit for the assignment.
An example of the correct formatting for the TEKS is below:

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ELA2.2Bi Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to use common syllabication patterns to decode words including: closed syllable (CVC).
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**Classroom Environment Assignment**
You will observe an ELA class at CCISD and write a reflection of your observation. You must complete the background check process with CCISD prior to being assigned a teacher. All information and procedures are located in Blackboard in the “Classroom Environment” folder under CONTENT. The assignment is to be submitted in class. The assignment is as follows:

1. Compile all notes taken at the time of your visit. You should use your environment checklist as a guide. Your description in your paper needs to tell WHAT/WHY it is listed (i.e., “THIS was seen when the teacher did THAT.”)
2. Make sure you reflect on the 5 pillars of reading and how they are taught and practiced—take good notes. You might want to remember this question when thinking about information collected, and if not all 5

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pillars are address, please include your thoughts on why. **All five must be stated in the paper.** (i.e., “Vocabulary was seen in the classroom when...”; “While observing, I did not see the teacher or students participate in any form of fluency. I believe this is due to the fact...”)

3. Your paper is to include both the classroom environment description and your reflections.
   a. Spelling; b. Mechanical; c. Usage; d. Content; e. Map- (digital creation or drawn by hand) must be 8.5”x11”; f. TYPED – APA format (6th ed.)

4. This assignment must be 6-4 full pages and include a map as the on a separate page (i.e., 1. Coversheet; 2-3. Content; 4. Map) with 2 FULL pages minimum for the content. An abstract and reference sheet are not necessary. The map can be a digital creation or drawn by hand.

<table>
<thead>
<tr>
<th>Reflections (10x10pts)</th>
<th>100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons/ Lesson Plan: (rubrics online)</td>
<td></td>
</tr>
<tr>
<td>*Guided Reading Lesson Plan (25 pts.)</td>
<td></td>
</tr>
<tr>
<td>*Literacy Work Stations (5 @ 5pts each = 25 pts.)</td>
<td>50 points</td>
</tr>
<tr>
<td>Phonics Test</td>
<td>50 points</td>
</tr>
<tr>
<td>Midterm</td>
<td>50 points</td>
</tr>
<tr>
<td>Final Exam (50 pts.) Classroom Environment Assignment (50 pts.)</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>350 points</strong></td>
</tr>
</tbody>
</table>

**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.*

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<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Textbook Chapters &amp; Required Reflection*</th>
</tr>
</thead>
</table>
| Introduction to Reading Instruction      | Effective Reading Instruction  
The Reading and Writing Process | 1 & 2                                    |
| Organizing for Instruction               | Classroom Design  
Five Pillars  
Texas Essential Knowledge and Skills |                                           |
| Phonemic Awareness/Phonics                | Emergent Literacy  
Phonemic Awareness, Phonics, Spelling  
LWS – Phonemic Awareness  
LWS – Phonics | 3 & 4                                    |
| Fluency                                   | Reading & Writing Fluency  
Assessment & Instruction  
LWS – Fluency | 6                                         |
| Vocabulary                                | Academic Vocabulary  
Strategies & Activities  
LWS – Vocabulary | 7                                         |
| Comprehension                             | What is Comprehension?  
1. The Reader - explicit instruction & motivation  
2. The Text - genre text factors  
LWS – Comprehension | 8 & 9                                    |
| Guided Reading                            | Steps in Guided Reading Instruction  
Guided Reading Lesson Planning  
Guided Reading Lesson in Action |                                           |
| Organizing for Instruction                | Reading Delivery Systems  
Reading in the Content Area | 9 & 10                                   |
| Putting it all Together                   | A Balanced Literacy Program  
Reading and Writing Workshop  
Literacy Block |                                           |
**Syllabus Contract**

**READ 3320 Verification of Understanding:** After reading the syllabus carefully, please click the mark reviewed button to confirm you have read and accept the terms of the syllabus for READ 3320.

I have had the opportunity to read this syllabus. I understand all of the policies listed. I will not ask for exceptions to be made on my behalf.

Please click the mark reviewed button to confirm you have read and accept the terms of the syllabus for READ 3320.

**References**


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


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