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.

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
1.2 k 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:
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

the development of concepts of print (e.g., left-right progression, spaces between words, use of glossaries and indexes);

the relationship between concepts of print and other reading-related skills

elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language

expected stages and patterns in students' developing understanding of the alphabetic principle and implications of individual variations in the development of this understanding

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

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)

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

the relationship between reading fluency and comprehension

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

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

textual factors that affect reading comprehension (e.g., readability, vocabulary, illustrations, format, author's schema, genre, syntactical and conceptual density

contextual factors that affect reading comprehension (e.g., curriculum materials, time allotted for reading, grouping practices, environment, modes of text presentation)

literal, inferential, critical, and evaluative comprehension skills

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)

the definition and application of a wide range of general, technical, and specialized vocabulary and associated concepts

effective instructional strategies for developing and expanding vocabulary

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

writing processes, including the use of self-assessment in writing

the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing

the importance of spelling and graphophonemic knowledge for success in reading and writing
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.

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.

The development of writing in relation to listening, speaking, and reading.

Writing for a variety of audiences, purposes, and settings.

Strategies to integrate listening and speaking, reading and writing, and viewing and representing across all levels and content areas.

State and national content and performance standards that relate to reading.

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).

Characteristics of various learning preferences and modalities (e.g., global, analytic, auditory, visual) and their implications for instruction.

The strengths and limitations of current educational theories that underlie instructional practices and programs.

The role of societal trends and technological innovations in shaping literacy needs (e.g., Internet, reading electronic texts).

Sources for locating information about convergent research on reading.

Use a variety of instructional methods to teach and reinforce oral language development.

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).

Participate in ongoing curriculum development and evaluation.

Model ethical professional behavior.

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 kinds 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 have the students demonstrate an awareness of the current topics related to reading instruction.
Another objective is to have the students demonstrate an awareness of the different views that exist on reading instruction.

VI. Course Topics
Phonemic and phonological awareness Readability
Phonics Motivation
Fluency Writing
Vocabulary Curriculum/standards (TEKS)/common core
Comprehension Digital Literacies
National Reading Panel Assessment/RTI
NAEP 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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. The TEK from K to 12</td>
<td>10</td>
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<tr>
<td>2. Strategy Notebook/Article</td>
<td>50</td>
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<td>3. Final</td>
<td>50</td>
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<td>4. Participation</td>
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<tr>
<td>a. Attendance, Discussion,</td>
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<tr>
<td>Mini-Presentations, and</td>
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<tr>
<td>Teaching Demo</td>
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<td>Total</td>
<td>120</td>
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The TEK: From K to 12
Go into the State ELAR TEKs for Reading, choose one TEK. Track its growth from Kinder all the way to 12th grade. Align the TEK vertically with Chall’s Stages of Reading Development. You will then share your learning with the class. Demonstrate how the TEK is taught/learned in primary, intermediate, middle, and high school. 20 points.
Strategy Notebook*
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. *You will then choose one of these strategies and execute the lesson for the class; essentially, treating us as you might your students.*

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.

*Phd students will not complete the strategy notebook, but will prepare a manuscript for a professional journal. You will share your findings with the class. More information in class.

Mini-Presentations
*Before class,* review the itinerary and locate the topic of the day highlighted in **PURPLE**. You will need to use outside resources (e.g. google, online journals, webinars, youtube, etc…) and learn as much as you can about the topic. Each student will present their learning to the class (not to exceed 5 minutes). We will then elaborate, reflect, clarify, and correct misconceptions through class discussion. There are no guidelines for how you present your information. I acknowledge that you may already possess prior knowledge regarding the topics, but I ask that you examine recent and fresh perspectives to share with us.

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

Final
The final exam will be a take home exam. Specifics will be given in class.

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.
# Tentative Calendar of Topics/Assignments

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
<th>Requirements</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>June 1</td>
<td>Email students syllabus</td>
<td>Use this entire week to complete the requirements listed. Read Chapters 1, 2, 3, 4, and 8 • Prepare 4 Mini-Presentations (MP) on each topic: phonics, vocab, fluency, &amp; comprehension. Don’t spend time explaining what they are; we already know that. Instead, explore anything of interest related to each. It could be historical, theoretical, practical, controversial or whatever you find interesting. Read the Executive Summary Report by National Reading Panel.</td>
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<td>Tuesday</td>
<td>June 2</td>
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<td>Wednesday</td>
<td>June 3</td>
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<td>Thursday</td>
<td>June 4</td>
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<tr>
<td><strong>Standards</strong></td>
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<td>Monday</td>
<td>June 8</td>
<td>Course introduction</td>
<td>Complete all required readings from the previous week and come prepared to present and discuss.</td>
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<tr>
<td>Tuesday</td>
<td>June 9</td>
<td><strong>Online Research</strong></td>
<td>Read the IRA Standards for Reading Professionals (free online). As a self-assessment, share how you are prepared to meet these standards, and which require further development.</td>
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<tr>
<td>Wednesday</td>
<td>June 10</td>
<td><strong>International Reading Standards</strong></td>
<td>Begin TEK Assignment</td>
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<tr>
<td>Thursday</td>
<td>June 11</td>
<td><strong>Online Research</strong></td>
<td>Explore the NAEP website, read the framework, play with the data tools, compare/contrast standardized tests, and reflect on what it means to be a proficient reader according to the NAEP assessment. In addition, prepare an MP for Chall’s Stages of Reading Development.</td>
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<tr>
<td><strong>Stages</strong></td>
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<td>Monday</td>
<td>June 15</td>
<td>Reflections of NAEP</td>
<td>Form two groups: Stages 0-2 and Stages 3-5. You will have time in class to discuss how you will present the information. We will discuss the necessary rigor and depth of your presentations. Each</td>
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</table>

1. National Reading Panel
2. IRA Standards for Reading Professionals
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td><strong>June 16</strong> <strong>Online Research</strong></td>
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<td>You will research and read articles related to your group assignment.</td>
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<td>You can use blackboard forums to communicate with other members or meet face to face.</td>
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<tr>
<td>Wednesday</td>
<td><strong>June 17</strong> <strong>Prep Presentations (30 Min)</strong></td>
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<td>Major Presentation on Stages of Reading Development (30 Minutes Each)</td>
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<td>At the end of class, you will be assigned one of the five components of reading to research.</td>
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<tr>
<td>Thursday</td>
<td><strong>June 18</strong> <strong>Online Research</strong></td>
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<td>You will research the best methods for enhancing students’ development in your assigned component of reading. You will share these via MP. Also, complete your TEK Assignment.</td>
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<tr>
<td>Monday</td>
<td><strong>June 22</strong> <strong>Developing the Components of Reading (NRP)</strong></td>
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<td>TEK Assignment Due</td>
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<tr>
<td>Tuesday</td>
<td><strong>June 23</strong> <strong>Online Research</strong></td>
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<td></td>
<td>Read Chapter 8. Think about your current writing instruction. What is important for your grade level? Who decided what was important? What should be taught? How should it be taught? How has writing instruction changed in the 21st century? Do you consider yourself a good writer? Should you be in order to be a good teacher of writing? Use these questions or others that you find important to research the best methods for writing instruction at your grade level. Your reflections and research will be shared via MP.</td>
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<tr>
<td>Wednesday</td>
<td><strong>June 24</strong> <strong>Writing</strong></td>
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<td>Final Assessment Discussion</td>
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<td>Thursday</td>
<td><strong>June 25</strong> <strong>Online Research</strong></td>
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<td>Choose one of the following topics to research for the “Random MP”: Digital Literacies, Motivation, ELLs, Assessment, or RTI. You will share on the day the topic is covered. You may also choose to begin your final.</td>
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<tr>
<td>Monday</td>
<td><strong>June 29</strong> <strong>Random MPs</strong></td>
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<td>Your Finals</td>
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<td></td>
<td>Digital Literacies</td>
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<td></td>
<td>Motivation</td>
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<td>ELLs</td>
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<td>Teaching Demos</td>
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<tr>
<td>Tuesday</td>
<td><strong>July 30</strong> <strong>Random MPs</strong></td>
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<td></td>
<td>Assessment</td>
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<td>RTI</td>
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<td></td>
<td>Teaching Demos</td>
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<tr>
<td></td>
<td>Read Chapter 10</td>
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</tbody>
</table>
Wednesday July 1  Release time to Complete Final
Thursday July 2  Final Due

1Read the section on mini-presentations

X. Texts


2. MRT Manual
   http://www.texas.ets.org/assets/pdf/testprep_manuals/085_mrt.pdf


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.