WELCOME TO PRINCIPLES AND PRACTICES OF READING INSTRUCTION! Teaching children to read and instilling in them the joy of reading are some of the most important things you as a teacher will do.

Class Information

Course
Course Number Section       READ 3320.003
Course Title                 Principles and Practices of Reading Instruction
Term and Dates               Fall 2015 T 7:00-9:30pm
Classroom and Building       TBA

Professor Contact Information
Professor                    Rosalynn Rowan Christensen
Cell                          361-442-9239 (text only)
Email Address                rosalyn.christensen@tamucc.edu
Office Hours                 by appointment only

About the Instructor
I have been a classroom teacher for 12 years and have taught pre-k, kinder and first grade. I have worked as an adjunct professor and graduate assistant for Texas A&M University-Corpus Christi previously. This is the only course I am teaching as I work to complete my Doctorate of Philosophy, Curriculum and Instruction-Literacy Studies from Texas A&M University-Corpus Christi. I have a BS degree in Education with a dual certification in Elementary and Early Childhood, and a Master’s Degree in Administration and Supervision, with a Principal’s Certification. Both of my degrees were completed at Texas A & M University-Corpus Christi.

Course Pre-requisites, Co-requisites, and/or Other Restrictions
Check with your advisor or The Teacher Development Center for information on Pre-requisites, Co-requisites, and/or Other Restrictions

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, with an emphasis on the intermediate elementary perspective. This course will review research-based teaching strategies, instructional materials for phonics, vocabulary, fluency, and comprehension well as methods and assessments for efficacious literacy instruction. Rigorous learning objectives, informed

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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.

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

- Students will construct a general understanding of teaching English Language Arts and Reading in the intermediate grades and as described in the Texas Essential Knowledge and Skills (TEKS).
- Students will identify several reading theories.
- Students will explain effective ways to organize and manage reading instruction for all students in an intermediate grades literacy classroom environment.
- Students will articulate terminology related to the teaching of intermediate grade level phonics.
- Students will explore research-based practices and strategies for phonics, vocabulary, fluency and comprehension.
- Students will describe effective assessment strategies for the core reading components and techniques for assessing diverse elementary age children for the core components of reading.
- Students will identify print genres as documented in the Texas Essential Knowledge and Skills and explore opportunities for integration into classroom instruction.
- Students will explain the key components of guided reading instruction.
- Students will describe effective assessment strategies for the core reading components and techniques for assessing diverse elementary age children for the core components of reading.

**Professional Behavior Outcomes**
The following "Professional Behavioral Outcomes" are infused throughout the course.
Students will demonstrate
- appropriate attendance and promptness.
- ability to meet deadlines.
- positive, open attitude toward learning.
- ability to utilize constructive feedback.
- appropriate organizational skills.
- appropriate collaboration skills.
- emerging presentation skills.
- growth as a reflective practitioner.
- respectful attitude towards instructor and other students.
- appropriate grammar, articulation and speech patterns.

**Course Competencies are based on the English Language Arts and Reading Generalist EC-6 Standards.**


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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 009 (Writing Conventions)
The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing skills.

Competency 010 (Written Communication)
The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students’ competencies in written communication.

Competency 011 (Viewing and Representing)
The teacher understands skills for interpreting, analyzing, evaluating producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

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><strong>Student Learning Outcomes</strong></th>
<th><strong>Possible Assessments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will construct a general understanding of teaching English Language Arts and Reading in the intermediate grades and as described in the Texas Essential Knowledge and Skills (TEKS).</td>
<td>Examine various TEKS documents</td>
</tr>
<tr>
<td>Students will identify several reading theories.</td>
<td>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.</td>
</tr>
<tr>
<td>Students will explain effective ways to organize and manage reading instruction for all students in an intermediate grades literacy classroom environment.</td>
<td>View videos of primary and intermediate literacy environments</td>
</tr>
<tr>
<td>Students will articulate terminology related to the teaching of intermediate grade level phonics</td>
<td>Phonics foldable class activities</td>
</tr>
<tr>
<td>Students will explore research-based practices and strategies for phonics, vocabulary, fluency and comprehension</td>
<td>Participate in university classroom activities</td>
</tr>
<tr>
<td>Students will describe effective assessment strategies for the core reading components and techniques for assessing diverse elementary age children for the core components of reading.</td>
<td>Review assessment strategies for the components of reading education</td>
</tr>
<tr>
<td>Students will identify print genres as documented in the Texas Essential</td>
<td>Students will discuss and review various</td>
</tr>
</tbody>
</table>

-courtesy of Dr. Kathleen Fleming, with changes
<table>
<thead>
<tr>
<th>Knowledge and Skills and explore opportunities for integration into classroom instruction.</th>
<th>reading genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explain the key components of guided reading instruction.</td>
<td>Students will plan and implement a guided reading lesson including before, during and after reading activities</td>
</tr>
<tr>
<td>Students will demonstrate increased understanding of the home/school connection.</td>
<td>End of course literacy project</td>
</tr>
</tbody>
</table>

**Required Resources**

**Required Online Resources:** Please download each of these. We will be referencing these and using them for various assignments:

- English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS)  
- ELAR TEKS Vertical Alignment Document  
  [http://www.englishspanishteks.net/teachers/teks.asp](http://www.englishspanishteks.net/teachers/teks.asp)
- TExES Test Framework for English Language Arts and Reading Generalist (EC-6)  

**Required Materials:** Three inch binder and dividers: Literacy Notebook  
Students should keep a notebook of information and strategies for the major concepts covered over the course of the semester, including sections for phonics and word analysis, developmental spelling/writing, fluency, and comprehension. You will be able to use this notebook when taking the midterm and final exam. As such, it is helpful to have dividers and well-labeled sections for easy access to information during the exams.

**Required Course Textbook**


**Suggested Resources**


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Suggested Online Resource
The following publication is an excellent resource, available online without charge. It is not required for class, but it might be helpful for the TExES exam or in your future teaching.

   Essential Reading Strategies for the Struggling Reader & other Meadows Resources (ELL, LD, etc.)

Download and print or save from

Additional Online Resources
http://www.tea.state.tx.us
www.texasreadsource.org
www.childrenslearninginstitute.org
http://iris.peabody.vanderbilt.edu
www.fcrr.org
http://classroom.4teachers.org/
www.spacesforchildren.com/flrpln.html
Rubistar4teachers.org
www.scholastic.com/bookclubs

Professional Reading Organizations
Texas A & M University Student Reading Council tamuccsrc@gmail.com
Corpus Christi International Reading Association cctxира@gmail.com
Texas Association for Literacy Instruction http://www.texasreaders.org/
International Literacy Association http://www.reading.org/

COURSE POLICIES

The Three Ps – Professionalism, Preparation, and Participation: One of the purposes of this class is to train students for their future (and extraordinarily important) roles as teachers. As such, the Three Ps will apply to all classroom interactions, school observations, and are a requirement for the successful completion of this course.

• Professionalism: Regular and punctual attendance is necessary and expected for all classes and tutoring experiences. Text messaging, cell phone calls, and any non-class related laptop activities during class are not acceptable professional behaviors. Students who would like to use laptops are welcome to do so; however, these students must sit in the front of the classroom and agree to restrict computer use to literacy tasks/note taking only. Additionally, please remember as you visit the schools that you are an ambassador for TAMUCC, for me, and for yourself. A READ 3320 student-Expectations:
  ➢ Attends classes - Missing more than three classes is reason for your final grade being dropped one letter and your grade will be lowered one letter grade for each additional absence.
  ➢ Is prompt for class
  ➢ Is “present” in class (i.e. focused on classroom discussion and activities)

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• **Preparation:** Students are prepared for class. Preparation includes not only turning in assignments when due, but also coming to class with the requested materials and prepared to actively discuss the readings and topic for the day. Additionally, students are responsible for checking TAMUCC BlackBoard on a daily basis for messages from the University or from me. Students should contact a classmate to get any class notes, announcements, or course calendar updates missed due to an absence.  
*Class materials will be posted online and you will be responsible for them when absent. Please do not contact me for materials you missed.*  
**Expectations:**
- Turns in assignments and homework on Blackboard prior to the beginning of class on the due date.
- Is always prepared for class (stays current with readings and review of PowerPoints, and is ready for group presentations and discussions, knows routines, etc.)
- 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. You will lose 25% of the total points for each day your assignment is late. The day the assignment is due counts as "day 1" and you will lose 25% of the points, even if you turn it in later that day. The day after the assignment is due is "day 2," etc. The assignment will not be accepted after 3 week days. If you are absent (unexcused), this 3-day rule applies to any due assignment.

• **Participation:** Classroom participation shows an active level of cognitive engagement that is evidenced through thoughtful contributions to large and small group discussions. Student is respectful of others and is synergistic in her/his actions.  
**Expectations:**
- Cognitive engagement and listening skills/group behavior
- Takes appropriate notes on assigned readings, videos, and class activities/discussions
- Contributes to the large and small group activities/discussion and seeks to offer ideas, ask questions, elicit feedback from others, and/or keep group on task (i.e. I need to see evidence of active involvement).
- Listens attentively and respectfully to others and builds off of their ideas and questions
- Is synergistic and never displays disruptive or disrespectful behavior during class (including inappropriate use of laptops, emails, social networking sites, text messaging, phone call, etc.)

*Please note that the “Attendance” criterion impacts all the other criteria because they are based primarily on interactions displayed during class sessions. Please be sure to sign in each class.*  
**WHY?? NO CHILD DESERVES A TEACHER WHO IS ANYTHING LESS!!!**

**Quality of Work:** All written work must be typed and must meet the high quality standards expected of a classroom teacher. Present your assignments as if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students. Having

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someone proofread your written work is always a good idea. If you need extra help, the Writing Center can assist you. See http://casa.tamucc.edu/wc.php

**Request for Help with Assignments:** Students should feel free to call me, text, or email me about any assignment. However, the student must make an effort to begin the assignment before asking for help. Emailing or calling the night before a major assignment is due is not the optimal time to ask for help.

**Revision of Assignments:** If I ask that an assignment be revised because it is unsatisfactory, the highest grade that can be earned is 80% of the total points for that assignment. Revisions are due by the next class period unless otherwise specified.

**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.

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**UNIVERSITY REQUIRED STATEMENTS**

**Statement of Civility:** Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the university, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful, and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated. http://sga.tamucc.edu/elections.html

**Academic Honesty:** 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, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) http://catalog.tamucc.edu/content.php?catoid=2&navoid=11#Academic_Honesty

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Americans with Disabilities Act (ADA): Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University-Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric, disability, etc.), please contact the Disability Services Office (located in Driftwood 101) at 825-5816.

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 Website.

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. 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
These various components and, procedures and criteria are designed to assess each student’s progress towards becoming a reflective practitioner.

Classroom environment observation
This will be a two page paper describing and reflecting on your field experience visit. The paper will include a map of the classroom and environmental checklist.

Course Exams
Two exams will be given, one midterm and one end of course. Your course binders will be allowed as a resource for both assessments. This binder may include all class handouts, chapter lecture notes and your personal notes outlining chapter assignments.
End of course literacy project
This is a culminating class project that encompasses topics discussed during the semester. You will provide for whole class and small group lessons that take place on one day in a literacy classroom. This project will include lessons for this literacy block: Read Aloud, Guided Reading, Readers and Writer’s Workshop assignments and a parent letter. You will include why you chose the texts, your teaching points, and the activities you did based on your (fictional) class needs.

Learning tasks
You will be engaged in Learning Tasks (both in and out of class) that require you to (a) use a variety of reasoning strategies to address issues and problems, and (b) write reflectively about what you are learning, how it relates to what you already know about the content, and how it relates to your life. Your performance on these tasks will be evaluated using a Learning Task Rubrics (see below). Learning Tasks cannot be made up and late Learning Tasks are not accepted.

READ 3320- Learning Tasks Checklist

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria &amp; Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Demonstrates clear understanding of concept; includes appropriate specifics and explanations; written in own words/not copied directly from text (if you need to use text words, use quotations)</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrates some understanding of concept; needs more specifics and explanations; some information “lifted” from text</td>
</tr>
<tr>
<td>1</td>
<td>Copied directly from text; no specifics or explanations</td>
</tr>
</tbody>
</table>

0 = No reflection

GRADING EXPLANATION

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

-courtesy of Dr. Kathleen Fleming, with changes
### Tentative Course Outline

<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  
Assessing Literacy Development | 3 & 10                                  |
| Phonics                       | The Alphabetic Code-Intermediate Grades  
Phonics Expectations | 4                                       |
| Fluency                       | Reading & Writing Fluency | 6                                       |
| Vocabulary                    | Academic Vocabulary | 7                                       |
| Comprehension                 | Promoting Comprehension  
• Reader Factors  
• Text Factors | 8 & 9                                   |
| Guided Reading                | Guided Reading Instruction-Intermediate Grades  
Guided Reading Lesson in Action  
Guided Reading Lesson Planning |                                         |
| Organizing for Instruction    | Reading in the Content Area | 12                                      |
| Putting it all Together       | A Balanced Literacy Program  
Reading and Writing Workshop | End of Course Project                  |

### Fall University Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26, Wednesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 2, Wednesday</td>
<td>Last day to register or add a class</td>
</tr>
<tr>
<td>September 7, Monday</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>November 6, Friday</td>
<td>Last day to drop a class</td>
</tr>
<tr>
<td>November 26-27, Thursday-Friday</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>November 30, Monday</td>
<td>Last day to withdraw from the University</td>
</tr>
<tr>
<td>December 1, Tuesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 2, Wednesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 3-9</td>
<td>Finals</td>
</tr>
<tr>
<td>December 14</td>
<td>Fall Grades due</td>
</tr>
</tbody>
</table>

--courtesy of Dr. Kathleen Fleming, with changes
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.


-courtesy of Dr. Kathleen Fleming, with changes


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Syllabus Contract:
READ 3320 Verification of Understanding: After reading the syllabus carefully, please sign the online copy and save it in the syllabus receipt drop box. You will find these under the Blackboard Syllabus section. This assignment is time sensitive.

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.

Signed_______________________________________________
Print Name___________________________________________
Date________________________________________________