READ 3320.002
Principles and Practices of Reading Instruction
Fall 2016
OCNR 259 M 4:20-6:50 pm

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Office Hours M/W 3:15 – 4:15
Wednesdays 10:30 – 12:00 (at field-based site)
T/R 10:00 – 11:00 and other times by appointment

Course Description
The purpose of this course is to provide the preservice teacher with a solid foundation for effective literacy instruction. This course will review research-based teaching strategies, instructional materials for phonics, vocabulary, fluency, and comprehension as well as methods and assessments for efficacious literacy instruction. The primary focus of course content will be on core (tier 1) classroom instruction with discussions of differentiated instruction and frameworks for responsive intervention also addressed. The targeted grade levels for this course are third through sixth grade.

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, 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 instruction.
- Students will describe effective assessment strategies for the core reading components and techniques for assessing diverse elementary age children in the core components of reading.
- Students will identify print genres as documented in the TEKS and explore opportunities for integration into classroom instruction.
- Students will explain the key components of the literacy block and format lessons for each.
- Students will demonstrate increased understanding of the home/school connection.
**TExES Competencies**
The following TExES competencies are covered in this course:

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


**DOMAIN I – English Language Arts and Reading**

**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>Student Learning Outcomes</th>
<th>Possible Assessments</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; Include TEKS in all lesson plans</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</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>
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<tr>
<td>-</td>
<td>Field classroom observation and university classroom discussion</td>
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<tr>
<td>-</td>
<td>Conduct a field observation and compile a map of the classroom and environmental checklist.</td>
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<tr>
<td>Students will articulate terminology related to the teaching of intermediate grade level phonics</td>
<td>Phonics foldable class activities</td>
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<td>-</td>
<td>Mid-term and Final exams</td>
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<tr>
<td>Students will explore research-based practices and strategies for phonics, vocabulary, fluency and comprehension</td>
<td>Participate in university classroom activities</td>
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<tr>
<td>-</td>
<td>Plan and implement literacy activities to support these strategies</td>
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<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>
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<tr>
<td>Students will identify print genres as documented in the Texas Essential Knowledge and Skills and explore opportunities for integration into classroom instruction.</td>
<td>Students will discuss and review various reading genres</td>
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<tr>
<td>Students will explain the key components of the literacy block and format lessons for each.</td>
<td>Students will plan lessons for a literacy block</td>
</tr>
<tr>
<td>Students will demonstrate increased understanding of the home/school connection.</td>
<td>Participate in university classroom activities</td>
</tr>
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</table>

**Required Materials**

1. **Literacy Notebook**: Three inch binder with dividers. All power points and notes should be stored here. Your notebook can be used for the mid-term and final exam.
3. **Required Online Resources**: English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS)  
   ELAR TEKS Vertical Alignment Document

**Suggested Resources**

3. **Additional Online Resources**
   - [http://www.tea.state.tx.us](http://www.tea.state.tx.us)
   - [www.texasreadsource.org](http://www.texasreadsource.org)
   - [www.childrenslearninginstitute.org](http://www.childrenslearninginstitute.org)
   - [http://iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu)
   - [www.ferr.org](http://www.ferr.org)
   - [http://classroom.4teachers.org/](http://classroom.4teachers.org/)
   - [www.spacesforchildren.com/flrpln.html](http://www.spacesforchildren.com/flrpln.html)
   - [Rubistar4teachers.org](http://rubistar4teachers.org)
   - [www.scholastic.com/bookclubs](http://www.scholastic.com/bookclubs)

**Instructional Methods and Activities**
Methods and activities for instruction include lecture and discussion, teaching demonstrations, direct experience, and student presentations.

**Evaluation and Grade Assignment**
The following course requirements will be explained in detail during class meetings.
Total points: 300

**Course Grading Rubric**

<table>
<thead>
<tr>
<th>Chapter Responses</th>
<th>100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Tasks</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
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<tr>
<td>Classroom environment field observation with map and checklist</td>
<td>50 points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50 points</td>
</tr>
<tr>
<td>Reading Lesson Plans (whole and guided)</td>
<td>50 points</td>
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<tr>
<td>Final Exam</td>
<td>50 points</td>
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<tr>
<td>Multiple Choice</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300 points</strong></td>
</tr>
</tbody>
</table>

**Grading Explanation: Letter grades will be determined by the following scale:**

- A=92-100%
- B=83-91%
- C=74-82%
- D= 66-74%

Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor. Late assignments (due to emergency) will automatically have points deducted at the discretion of the professor.
Assignments
Course assignments will be explained further in class. The following is a short explanation of each of the assignments.

1. Reflections, article responses and class participation
   - Timely submission of reflections and article responses via Blackboard
   - Insightful responses to reflections and articles
   - Active role in participating in class activities (credit will not be received for in class activities if you are not present)

2. Classroom environment field experience (map and checklist)
   - This project requires a background check with the school in which you are observing (specifics will be given in class). *A background check will be completed and you will be cleared before you can observe in the school. Papers will not be accepted without prior clearance.*
   - You will complete a map of the classroom in which you are observing.
   - You will complete a checklist of the activities and classroom in which you are observing.
   - This will be turned in via Blackboard. More details will be provided in class.

3. Whole and small group lessons
   - You will design *original* lessons for whole class and small group lessons. Tie everything together with a common theme: genre, standards, etc.
   - These lessons will be created in the given format which is provided on Blackboard.

Tentative Course Outline
Notes: All readings and assignments should be completed by class time. Topics may be added or removed as dictated by the needs of the class.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Textbook Chapters &amp; Assignments*</th>
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</thead>
</table>
| Module 1: Introduction to Reading Instruction | Effective Reading Instruction  
Background check discussion | Ch. 1  
*Reflection #1 |
|                                   | The Reading and Writing Process              | Ch. 2  
*Reflection #2 |
| Module 2: Organizing for Instruction | Assessing Literacy Development  
Classroom Design  
Five Pillars  
Texas Essential Knowledge and Skills | Ch. 3  
*Reflection #3  
Background check due in Blackboard* |
| Module 3: Phonics | Organizing for Instruction  
Basal readers  
Thematic units  
Literature circles | Ch. 10  
*Article Review #4 |
| --- | --- | --- |
| Module 4: Fluency | The Alphabetic Code-Intermediate Grades  
Phonics Expectations | Ch. 4  
*Article Review #5 |
| Module 5: Vocabulary | Reading & Writing Fluency  
and *Midterm review*  
Literacy Environment Paper Review | Ch. 6  
*Reader’s Theatre Activity#6 |
| Module 6: Comprehension | *Midterm exam*  
Academic Vocabulary | Ch. 7  
*Reflection #7*  
*Classroom Environment Field Exp. Paper Due* |
| Module 7: Guided Reading | Promoting Comprehension  
• Reader Factors  
Guided Reading Instruction-Intermediate Grades  
Guided Reading Lesson Planning  
Whole and small group  
Guided Reading continued  
Lesson plan discussion  
Guided Reading (small group) lesson due* | Ch. 8  
Ch. 9  
*Read Aloud (whole group) lesson due* |
| Module 8: Reading Instruction | Promoting Comprehension  
• Text Factors  
Graphic organizers  
Reading in the Content Area | Ch. 12  
*Guided Reading (small group) lesson due* |
| Module 9: Putting it all Together | Reading in the Content Area  
A Balanced Literacy Program  
Reading and Writing Workshop | Refer to Blackboard for instructional materials |
| | Last day of class  
*Final exam review* | |

**Course policies**

**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 Expectations,** 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

**Preparation Expectations:**
- Turns in assignments and homework on time
- Is always prepared for class (current with readings and review of chapter PowerPoints, ready for group presentations and discussions)
- All coursework is due by the specified due date. In-class points are not available to those who do not attend. No class work will be accepted late without prior approval by professor.
- Class materials will be posted online and you will be responsible for them when absent. Please do not contact me for materials you missed.

**Participation Expectations:**
- Attends classes - Missing more than one class 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)

*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!!!

**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.

**Late work and Make-up Exams**
No coursework will be accepted late without prior instructor approval. In-class points are not available to those who do not attend, and Blackboard assignments are due by the specified due date.

**Quality of Work:** All written work must be typed using Times New Roman, 12 font. 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 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](http://casa.tamucc.edu/wc.php)

**Request for Help with Assignments:** Students should feel free to call me or email me about any assignment. However, 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.

**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:** 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.

**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](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](http://catalog.tamucc.edu/content.php?catoid=2&navoid=11#Academic_Honesty)

**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. [http://disabilityservices.tamucc.edu/disability-services-brochure.php](http://disabilityservices.tamucc.edu/disability-services-brochure.php).

**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.

**Recommended or Supplemental Reading:**


Syllabus Contract:

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

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