READ 5345: Stages & Standards for Reading Development  
Fall 2017  
Fully Online 7-Week Course

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And by appointment

I attempt to reply to email and voicemails within 48 business hours.

Course Description
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.

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.

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.

TExES Content Competencies
1.1k the basic linguistic patterns and structures of oral language, such as continuant and stop sounds and coarticulation of sounds
1.2k relationships between oral language development and the development of reading skills, such as the expected stages and milestones in acquiring oral language, implications of individual
variations in oral language development for reading; and ways to use the cultural, linguistic, and home backgrounds of student to develop and enhance students' oral language:

1.4k expected stages and patterns in the development of phonological and phonemic awareness, implications of individual variations in the development of phonological and phonemic awareness, and instructional sequences that develop and accelerate students' phonological and phonemic awareness and are based on a convergence of research evidence

1.6k the development of concepts of print (e.g., left-right progression, spaces between words, use of glossaries and indexes);

1.7k the relationship between concepts of print and other reading-related skills

1.8k the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language

1.9k expected stages and patterns in students' developing understanding of the alphabetic principle and implications of individual variations in the development of this understanding

1.10k instructional strategies that develop and accelerate students' application of the alphabetic principle to beginning decoding and that are based on a convergence of research evidence

1.12k word identification strategies (e.g., application of the alphabetic principle, structural analysis, syllabication, identification of high-frequency sight words, use of context clues and resource materials)

1.14k expected patterns of development in the use of word identification strategies, implications of individual variations in development in this area, and instructional strategies that develop and accelerate students' skills in word identification and are based on a convergence of research evidence

1.16k the relationship between reading fluency and comprehension

1.17k expected patterns of development in reading fluency (including development benchmarks), implications of individual variations in the development of fluency, and instructional strategies that develop students' fluency and are based on a convergence of research evidence

1.20k student factors that affect reading comprehension (e.g., schema, past reading instruction, oral language, interests, attitudes, word recognition skills, vocabulary, fluency, ability to monitor understanding

1.21k textual factors that affect reading comprehension (e.g., readability, vocabulary, illustrations, format, author's schema, genre, syntactical and conceptual density

1.22k contextual factors that affect reading comprehension (e.g., curriculum materials, time allotted for reading, grouping practices, environment, modes of text presentation)

1.23k literal, inferential, critical, and evaluative comprehension skills

1.24k characteristics of specific texts (e.g., children's literature, young adult literature, magazines, reference materials, electronic media) and strategies for reading a variety of texts (e.g., expository and narrative texts

1.26k the definition and application of a wide range of general, technical, and specialized vocabulary and associated concepts

1.27k effective instructional strategies for developing and expanding vocabulary

1.29k predictable stages in the development of written language and writing conventions, including the physical and/or cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur

1.30k writing processes, including the use of self-assessment in writing

1.31k the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing

1.32k the importance of spelling and graphophonemic knowledge for success in reading and writing

1.33k that spelling development and is based on students' knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to
abstract phonetic information from letter names
1.34k the stages of spelling development (i.e., prephonetic, phonetic, transitional, and conventional) and how and when to support students' development from one stage to the next
1.35k the development of writing in relation to listening, speaking, and reading
1.37k writing for a variety of audiences, purposes, and settings
2.12k strategies to integrate listening and speaking, reading and writing, and viewing and representing across all levels and content areas
2.13k state and national content and performance standards that relate to reading
2.14k the components of effective instructional design (e.g., eliciting and using prior knowledge; integrating prior and new knowledge; integrating knowledge, skills, and strategies; providing scaffolded instruction; planning reviews)
2.16k characteristics of various learning preferences and modalities (e.g., global, analytic, auditory, visual) and their implications for instruction
2.18k the strengths and limitations of current educational theories that underlie instructional practices and programs
4.4k the role of societal trends and technological innovations in shaping literacy needs (e.g., Internet, reading electronic texts
4.6k sources for locating information about convergent research on reading
1.4s use a variety of instructional methods to teach and reinforce oral language development
1.5s build on and support students' oral language skills and increase their oral language proficiency through reinforcing activities that are based on a convergence of research evidence (e.g. reading aloud, dramatic play, classroom conversations, songs, rhymes, stories, games, language play, discussions, questioning, sharing information)
4.6s participate in ongoing curriculum development and evaluation
4.11s model ethical professional behavior
4.18s recognize the value of participating in local, state, national, and international professional organizations whose mission is the improvement of literacy

**Student Learning Objectives**
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 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.

**Course Topics**
- The major topics to be considered are:
  - Phonemic and phonological awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension
  - Readability
  - Motivation
  - Writing
  - Curriculum/standards (TEKS)/common core
  - Digital Literacies
  - National Reading Panel Assessment/RTI
  - NAEP IRA Standards

**Instructional Methods and Activities**
- This online course will include video recorded lecture, synchronous and asynchronous discussion, student presentations, and demonstrations.

**Grading**
Final grades are calculated as a percent of total points earned:
- A=92-100%
- B=83-91%
- C=74-82%
- D=66-73%

**Major Course Requirements**
Assignments:
- The TEKS K-12 50
- Strategy Notebook 100
- Final Exam 100
- Participation* 50
  Total 300
*Participation includes attendance, mini-presentations, and teaching demo.

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

**The TEK: From K to 12**
1. 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.

2. **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.

3. **Mini-Presentations**
   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

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

**Required Texts**


**Recommended Texts**
- IRA Standards for Reading Professionals, 2010

- NAEP Reading Framework 2009

- Common Core Standards

**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.


**Tentative Class Schedule**

**Notes:** Chapter readings and assignments are to be completed by class time. Assignments are due on the day they appear on the schedule. Topics may be added as dictated by the needs of the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) Due Today</th>
<th>Assignment(s) Due Today</th>
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</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Exploration of phonics, vocabulary, fluency, and comprehension</td>
<td>Chapters 1, 2, 3, 4, and 8</td>
<td>Prepare mini-presentations on phonics, vocabulary, fluency, &amp; comprehension (see Blackboard for details)</td>
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<tr>
<td>Due Oct 22</td>
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<td>Executive Summary Report by National Reading Panel</td>
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<tr>
<td>Module 2</td>
<td>National Reading Panel International Reading Standards</td>
<td>IRA Standards for Reading Professionals</td>
<td>Present mini-presentations from Module 1</td>
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<td>Due Oct 29</td>
<td>NAEP Website and Data Tools</td>
<td>NAEP Website</td>
<td>Compare/contrast standardized tests</td>
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<td></td>
<td>TEKS Assignment</td>
<td>Chall’s Stages of Reading Development</td>
<td>Discussion Question 2</td>
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<td>Present mini-presentation for Chall’s Stages of Reading Development</td>
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<td>Begin TEKS Assignment</td>
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<tr>
<td>Module 3</td>
<td>Reflections of NAEP Exploration</td>
<td>Chall’s Stages of Reading Development</td>
<td>Present mini-presentations from Module 2</td>
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<tr>
<td>Due Nov 5</td>
<td>Chall’s Stages of Reading Development</td>
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<td>Begin working on major presentation: Stages of Reading Development</td>
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<td>Form groups for major presentation</td>
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<td>Discussion Question 3</td>
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<td>Continue TEKS Assignment</td>
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<tr>
<td>Module 4</td>
<td>Developing the Components of Reading (NRP)</td>
<td>Chapter 8</td>
<td>TEKS Assignment Due</td>
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<tr>
<td>Due Nov 15</td>
<td>TEK Assignment Presentation (exact date TBD)</td>
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<td>Discussion Question 4</td>
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<td>Self-selection for mini-presentation: digital literacies, motivation,</td>
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<td>ELL, Assessment, or RTI</td>
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<tr>
<td>Module 5</td>
<td>Present self-selected mini-presentations</td>
<td>Chapters 5, 9, &amp; 10</td>
<td>Self-selected mini-presentations</td>
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<tr>
<td>Due Nov 26</td>
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<td>Discussion Question 5</td>
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<tr>
<td>Module 6</td>
<td>Teaching Demos</td>
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<td>Teaching Demos</td>
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<tr>
<td>Due Dec 6</td>
<td>Submit Strategy Notebooks</td>
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<td>Strategy Notebooks</td>
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<tr>
<td></td>
<td>Final Exam (December 6)</td>
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<td>Final Exam</td>
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University Policies and Procedures

Classroom Attendance and Participation
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend class regularly may place students at a severe disadvantage on the final examination, because test questions derive mostly from class activities. If you are absent, ask a classmate for their notes. 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 at another time if necessary.

Consequences for not attending class regularly:
For classes that meet once per week, for each absence over two, your final grade in the course drops a letter.
For classes that meet twice per week, for each absence over four, your final grade in the course drops one letter grade.
One absence is defined as missing one complete class, arriving 15 minutes late, and leaving 15 minutes before completion of the class.
Please refer to The TAMUCC web page http://catalog.tamucc.edu/content.php?catoid=6&navoid=177 for additional information.

Late Work and Make-Up Exams
Points will be deducted each day an assignment is late.
It is up to the discretion of the professor whether or not work may be made up for credit.

Extra Credit
Extra credit is given for students who attend Student Reading Council (SRC) meetings. You must sign in and attend the entire meeting. Dates of meetings will be provided in class.

Cell Phone/Electronic Device Usage
Unless we are using devices as class resources, mobile 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.

Preferred Method of Scholarly Citations
All papers submitted are to follow the *Publication Manual of the American Psychological Association*, (6th ed.). See Blackboard menu tab, Helpful Links, for a CASA resource.

Classroom/Professional Behavior
You have chosen the greatest profession, one where you will be charged with leading the learning of children. Your journey to a certificate for this profession starts with these courses. I, your instructor, expect you to enter class each day fully present and prepared, with a positive attitude and a readiness to learn. This may mean working on your own, with a partner, or in a small group. I also expect that you communicate with me, your instructor, in a respectful manner as well.

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.
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.