

READ 4305-110, Classroom Reading Instruction  
Spring 2020  
Texas A&M University - Central Texas  
Wednesday – 6-9 pm

### **COURSE DATES, MODALITY, AND LOCATION**

This course meets face-to-face, with some supplemental readings and activities made available online and/or on Canvas [<https://tamuct.instructure.com>]. Field experience required – 12 hours at Pershing Park Elementary, 2 hour increments for 6 days in a 6 week period. You will be conducting assessments, lessons, and observing model lessons.

**Wednesday – 6-9 pm: Face to face 1/15-2/26 & 4/22-5/6; field experience 3/4-4/16**  
WH 315

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor: Ruth Lake, M.Ed.**

**Office: WH 322**

**Phone:            Work Phone: (254) 519-5485, Cell Phone: (254) 291-6708**

**Email: [laker12@tamuct.edu](mailto:laker12@tamuct.edu)**

### **Student-instructor interaction:**

I will respond only to email sent to the above email account and to messages sent through a myCT email account. You may expect a response to your email message within 24 to 48 hours except on weekends. You may also call at the above number or make an appointment during my office hours.

### **WARRIOR SHIELD**

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

### **COURSE INFORMATION:**

#### **Catalog Description**

A survey of approaches to teaching reading, procedures for organizing the elementary classroom for reading instruction, research on effective reading-writing instruction, and roles of school personnel and parents in the school reading program. Prerequisite: Admission into the Teacher Education Program; Field experience required.

#### **Course Objective**

Upon successful completion of this course, the preservice teacher will understand and apply knowledge of the stages of literacy learning, the reading and writing processes, and the use of formal and informal assessment in literacy in elementary classrooms.

## **Student Learning Outcomes:**

The candidate will

1. Investigate the TEKS as they relate to components of this course.
2. Apply concepts and strategies learned in previous reading courses.
3. Identify current national and state initiatives in reading and develop strategies for addressing the Reading STAAR and Reading/Language Arts TEKS in the classroom.
4. Apply strategies for teaching decoding skills, reading strategies, and phonemic awareness.
5. Characterize, analyze, and apply a variety of approaches to teaching reading using basal readers, reading workshop, and guided reading.
6. Develop a plan for implementing reading instruction (approaches, materials, classroom organization, schedule, assessment, integration of current reading programs).
7. Define instructional adaptations to meet the needs of ELL students.
8. Assess students in reading and writing and use the assessment to drive instruction.
9. Analyze and clarify their personal beliefs about the reading process and how these beliefs are reflected in their teaching/learning practices.
10. Maintain a professional attitude throughout the semester.
11. Students in a Capstone course will apply their integrated understandings and competencies in authentic teaching/learning environments with public school age students and will a) assess students in reading and use the assessment to drive instruction, 2) develop a plan for implementing reading instruction using the workshop format (approaches, materials, classroom organization, schedule, assessment, integration of current reading programs), and reflect upon daily practice and adjust future teaching to accommodate next learning steps.

## **Competency and Goals Statements:**

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS:

Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

## **ENGLISH LANGUAGE ARTS AND READING GENERALIST 4-8:**

Standard I. Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

Standard II. Foundations of Reading: Teachers of students in grades 4-8 understand the foundations of reading and early literacy development.

Standard III. Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

Standard IV. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

Standard VI. Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

Standard VIII. Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

### **Required Reading and Textbook**

Fisher, D., Frey, N., & Akhavan, N. (2020). This is balanced literacy (1<sup>st</sup> ed.). Thousand Oaks, California: A SAGE Co.

ISBN-13: 978-1544360942

N.B. A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may be available from an independent retailer, including an online retailer.

### **Other Required Materials:**

Texas Educator Standards:

[http://tea.texas.gov/Texas\\_Educators/Preparation\\_and\\_Continuing\\_Education/Approved\\_Educator\\_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

Texas Essential Knowledge and Skills (TEKS), Chapter 110: ELAR grades K-8

<http://www.tea.state.tx.us/index2.aspx?id=6148>

## COURSE REQUIREMENTS

1. Guided Reading Lesson Analysis: (10 points)  
You will observe a guided reading lesson and use a guided observation tool to record your observations. You will then write a narrative report (1 page maximum) correlating the observed elements of the guided reading lesson with observed student need. You are thinking in terms of “Why did the teacher do what she did when she did it?” “What student behaviors provided evidence for specific decisions made by the teacher?”
2. Guided Reading Micro-Teach: (10 points)  
This assignment is to demonstrate your understanding of teaching literacy development. You will present a guided reading lesson through a whole class micro-teach.
3. Book Analysis Project: (10 points)  
Choose 3 pieces of children’s literature (1 must be from a basal reader); level each piece using your knowledge of supports and challenges. Summarize the story attending to plot, setting, character, and theme. Include how the book might be used with children of diverse reading ability. Finally, justify your decision-making regarding the level in a one-page report. The total assignment will be three pages in length.
4. Final Exam: (10 points)  
A cumulative final will be given at the end of the semester. Final – 10 points)
5. Capstone Project: (50 points)  
This assignment will consist of a collection of implemented guided reading lesson plans, reflections, and instructor observations. A packet with specific expectations and rubrics will be provided. You will turn in lesson plans the week prior on canvas and receive feedback.
6. Interactive Notebook: (7 points) Notes on the reading will be done in a composition notebook. These will be checked at the beginning of class. Each one is worth 2 points, there will be 7 checks to equal 7 points.
7. Professionalism: (3 points)  
Attendance, punctuality, preparedness, and active participation are expected. You are expected to practice demonstrating the attitudes and dispositions of a capable, competent, and caring Professional educator. Represent yourself, the Teacher Education Program, and the University In the best light possible.

Points may also be deducted from your final grade for unprofessional behaviors. These behaviors include but

Grading Criteria Rubric and Conversion		Final grades will be based on the following scale.	
Assignment	Points	Points	Final Grade
Guided Reading Lesson Analysis	10	90 – 100	A
Guided Reading Micro-Teach	10	80 – 89	B
Book Analysis Project	10	70 – 79	C
Notebook check	7	60 – 69	D
Exam	10	< 60	F
Capstone Project	50		

Professionalism	3		
TOTAL	100		

### Posting of Grades

Grades will be posted on Canvas. Grades will be generally posted one week after the assignment is submitted, depending upon the assignment. This timeline does not apply to late work.

The instructor is not responsible for assignments that are not collected during the class period they are returned.

### COURSE OUTLINE AND CALENDAR

DATE	OBJECTIVE/TOPIC	Due Dates
Jan 15 F/F	Literacy Essentials, Course overview, & Syllabus	BL ch. 1 Defining balance
Jan 22 F/F	Reading Instruction Across the Continuum Read-aloud; Whole class rdg/writing instruction	BL ch. 2, 3 Notebook check
Jan 29 F/F	Lesson Planning; Shared Reading; Collaborative R&W Phonics instruction-cracking the code	BL ch. 4 Notebook check
Feb 5 F/F	Book Analysis Project Small group rdg Working with struggling readers/vocabulary instruction	BL ch. 5, 6 Notebook check
Feb 12 F/F	Using Texts to Support Learning/Text choice Capstone Overview/Samples Ind. Reading/writing	BL ch. 7, 8 Book Analysis Project Notebook check
Feb 19 F/F	Teacher Decision Making within the GR Lesson Guided Reading Micro-Teach Make sure you have done the paperwork for observations/field study work.	BL. ch. 9 Notebook check Micro-teach
Feb 26 F/F	Comprehension strategies & Small group instruction for skills	Notebook check Lesson plan for PPE
*	Deadline to decide if you will be doing Monday/Wednesday or Tuesday/Thursday for field work	
Mar 4	Pershing Park: QRI-Narrative; Interest & Attitude surveys; Guided Reading Observations: You will observe a Read to and GR. group	Notebook check Due on Canvas (screen shot)
Mar 18/19	Literacy Block: Pershing Park Pershing Park: QRI-Narrative; Guided Reading Observations	8/11 Lesson plan for PPE Due on Canvas
Mar 25/26	Literacy Block: Pershing Park Q&A	8-11 Guided Reading Micro-Teach Due on Canvas
Apr 1/2	Literacy Block: Pershing Park Q&A	8-11 Guided Reading Lesson Analysis

		Due on Canvas
Apr 8/9 Canvas	Literacy Block: Pershing Park Q&A	8-11 Lesson for PPE Due on Canvas
Apr 15/16	Literacy Block: Pershing Park-QRI Expository	8-11
Apr 22 F/F	Capstone – putting it all together	
April 29 F/F	Review for Final	Capstone Due 4/29
May 6 F/F	Return Capstone and Reflection Final Exam	

NOTE: Schedule is subject to change to meet the needs of the partnering elementary school.

### **TECHNOLOGY REQUIREMENTS AND SUPPORT:**

Technology Requirements.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

### **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES:**

**Drop Policy:** If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to

avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity:** Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

**Academic Accommodations:** At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

**Important information for Pregnant and/or Parenting Students:** Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

## Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring will not offer writing support beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

**University Writing Center:** Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

**University Library:** The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

**A Note about Sexual Violence at A&M-Central Texas:** Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

## **INSTRUCTOR POLICIES:**

Copyright Notice: Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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**Field Experience:** Texas A&M University-Central Texas students working toward becoming teachers are guests in the schools in which they are placed. You are expected to follow the school's dress code

policy while there. You must attend all field experience classes. Because the school allows us to come, please discuss any schedule changes with the cooperating teacher and the CIS.

**Attendance and Late Assignment Policy:**

Attendance: Professional behavior and commitment to teaching are the expectations. Attendance and punctuality are required. It is not possible to make up the work missed during the class period since it involves interactions of students, instructor, and content.

Three class absences for any reason will result in lowering the final grade by a letter grade. Four or more absences will result in failure of the class. Tardies will result in the loss of professionalism points. Four (4) times a student is tardy for 15 minutes or more is equal to one absence. Students missing class are responsible for notes, handouts, assignments, and any changes in schedules. Your commitment to becoming the best teacher possible includes regular, timely attendance and participation.

**Late Work:** Work is due according to the course calendar. No late work will be accepted except under extenuating circumstances which are communicated with the professor in a timely manner. If an extension is granted, the late work may be subject to deduction of points of 10% each day past the due date. If the assignment is due on Canvas, and it is late, the assignment date will not be reopened. Supplemental assignments are not available.

**Class Participation:** Being prepared to participate includes completing assigned reading and bringing necessary textbooks, assignments and materials to class. You are expected to read before the class session, actively participate in classroom assignments and discussions, and fully participate in online work. Any in-class presentations and activities cannot be made up. The use of technology, to include cell phones and other electronic devices, can enhance learning and the educational experiences; however it can also become a distraction to the learning tasks at hand. Off-task technology usage will result in deduction in professionalism points.

The content in this syllabus is subject to change.

