READ 3311-410, 60280, Literacy Instruction I

Summer 2021
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is a 5 week, 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/]. The course meets synchronously (face-to-face) through Microsoft Teams on Tuesdays 10:00am-12:00pm and at Oak Creek Academy on Thursdays from 10:00am-12:00pm to work with students. Each class day you will login to Canvas and access Microsoft Teams through your university email. If you are unable to attend Oak Creek Academy, contact me as soon as possible for alterative arrangements.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Chelsea Herndon, Ph.D.
Office: Warrior Hall 322F
Phone: 254-519-5464
Email: Chelsea.Herndon@tamuct.edu- Please contact me by email instead of Canvas or Microsoft Teams.
Office Hours: I will be holding virtual office hours by appointment. Sign up for an appointment on the Calendly website. You can access Calendly by clicking the icon on the Canvas home page. Times and dates may appear based on my availability that week. After selecting an available time, you will be sent a Microsoft Teams meeting link that will appear on your Outlook Calendar.
Student-instructor interaction
A Canvas discussion board will be utilized for all students to post questions and answers to their peers. I typically respond through Canvas in an announcement or on the discussion board to clarify questions and/or concerns for the entire class. I am usually quick to respond to emails. However, I still reserve the right to respond within 24 hours during weekdays from 9:00am-5:00pm.

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 to Warrior Shield by 911Cellular [https://www.tamuct.edu/police/911cellular.html] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description
This course addresses the theory and practice of teaching early reading. Takes into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Study characteristics of typical and atypical reading development in the emergent/early learner, explore materials, procedures, assessments and instructional methods.

Overview
Topics include reading instruction, assessment, instructional strategies, foundational reading skills, theories of learning, oral language, writing, strategy building, comprehension, vocabulary, word identification, reading difficulties, second language acquisition, phonological and phonemic awareness.

Student Learning Outcomes (SLOs)
The learner will:
(1) demonstrate understanding of applicable Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and literacy.
(2) describe stages of oral language development, including second language acquisition; and, analyze the role of phonological and phonemic awareness in the development of reading.
(3) discuss the necessity of word identification skills and effective strategies/instructional methods for decoding and word study; print awareness; explicit, systematic, sequential, strategic phonics instruction; and vocabulary development.
(4) use developmentally appropriate research and evidence-based assessment and instructional practices to promote development of grade-level reading fluency and comprehension.

Competency Goals Statements (certification or standards)
https://tea.texas.gov/sites/default/files/tx293_final_framework_3.2020.pdf
Comp. 2. Science of Teaching Reading: Foundations of Literacy Assessment
Comp. 3. Science of Teaching Reading: Oral Language Foundations of Literacy Development
Comp. 4. Science of Teaching Reading: Phonological and Phonemic Awareness
Comp. 5. Science of Teaching Reading: Print concepts and Alpha Knowledge
Comp. 6. Science of Teaching Reading: Phonics and Other word identification skills

Comp. 7. Science of Teaching Reading: Syllabication and Morphemic Analysis Skills
Comp. 8. Science of Teaching Reading: Reading Fluency
Required Reading and Textbook(s)

Moates, L. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Brookes Publishing.

Honig, B. (2018). *Teaching reading sourcebook* (3rd ed.). Academic Therapy Publications.

Materials for Tutoring
1. Plastic tiles with lower and uppercase letters of the alphabet
2. Trifold board
3. First grade lined paper

COURSE REQUIREMENTS

Pre-Assessment Form
10 points

During the first week of tutoring, you will use various research and evidence-based assessments to assess your first-grade student's reading ability. The purpose of this assignment is for you to analyze and interpret the pre assessment data that you collect to determine your student's reading level and instructional needs. You will then use this information to drive your future reading instruction for the following weeks. Use the rubric and resources provided on Canvas to analyze your assessments and guide your thinking. (SLOs 2, 3, 4)

Reflection and Plan
25 points each x 4 = 100

Each week you will reflect on your tutoring experience by writing a reflection using the 5R Model for Reflection. The weekly prompts will be provided to you and align with instructional objectives. Additionally, you will submit a plan for the next week's lesson. A peer review will automatically be assigned to you on the due date. Refer to Canvas for peer review due dates. After my initial grade, you may resubmit your assignment for additional 50% credit. Use the rubric and resources provided on Canvas to guide your thinking (SLOs 2, 3, 4)

Literacy Report
50 points

To conclude your tutoring experience, you will administer posttests on the last week of tutoring. You will use the pre and post assessment data to develop a literacy report detailing your student's progress and current instructional needs. The literacy report must include instructional teaching suggestions for the teacher and future tutors. Use the rubric and resources provided on Canvas to guide your thinking. (SLOs 2, 3, 4)

Letterbox Lesson
10 points

To demonstrate the relation of theory to practice, you will film and submit two exemplary lessons (letter box lesson and scaffolding oral reading). Use the rubric and resources provided on Canvas to and guide

your thinking. (SLOs 3, 4)

Scaffolding Oral Reading
10 points

To demonstrate the relation of theory to practice you will film and submit two exemplary lessons (letter box lesson and scaffolding oral reading). Use the rubric and resources provided on Canvas to guide your thinking. (SLOs 3, 4)

Emergent Literacy Lesson
25 points

In this course we will examine Chall's (1996) six stages of reading development framework. You will design lessons to meet the needs of students in the first three stages. During stage 0, pre-reading, children are developing phonemic awareness and letter recognition.

The purpose of this assignment is for you to develop a reading lesson for a child in Chall's pre-reading phase (appropriate for the PreK-K classroom). Additional components must include the use of appropriate assessment, and peer review. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. A peer review will automatically be assigned to you on the due date. Refer to Canvas for peer review due dates. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. (SLOs 1,2,3)

Growing Fluency Lesson
25 points

In this course we will examine Chall's (1996) six stages of reading development framework. You will design lessons to meet the needs of students in the first three stages. During stage 2, confirmation and fluency, children are developing the ability to read familiar text with increasing fluency (accuracy, rate, and expression) with their sight word vocabulary.

The purpose of this assignment is for you to develop a growing fluency lesson for a child in Chall's confirmation and fluency stage (appropriate for the second grade-third grade classroom). Additional components must include the use of appropriate assessment, and peer review. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. A peer review will automatically be assigned to you on the due date. Refer to Canvas for peer review due dates. You may then make corrections to your lesson plan and resubmit it to Canvas for final grading. (SLOs 1,2,3)

Decodable Text
25 points

Decodable text is often used with beginning readers and provides practice with specific vowel correspondence patterns that were previously taught in a sequential order. The purpose of this assignment is for you to create a decodable book that could be used in a beginning reading lesson. Use the rubric and resources provided on Canvas to develop your book and guide your thinking. A peer review will automatically be assigned to you on the due date. Refer to Canvas for peer review due dates. You may then make corrections to your lesson plan and resubmit it to Canvas for final

grading. (SLOs 1, 2,3)

Quizzes
Points

Brief online Canvas quizzes are designed to assess your comprehension of each reading. Each quiz consists of ten objective questions (multiple choice, true-false, and matching questions) equaling ten points total. You will have 15 minutes to complete each quiz. The Canvas quizzes use the Proctorio secure proctor tool in Canvas. This service is provided for you at no additional cost. Technology requirements include any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in. This service is provided for you at no additional cost.

Completing each content literacy guide, provided to you on Canvas in the content literacy guide section, will help you understand the most important ideas and terminology from each chapter as well as guide your thinking. Content literacy guides are only provided for chapters that align to an assigned quiz. You may use the completed guide while taking the quizzes, but not for the final exam. A completed guide will count for 5 points on a floor scale grading system. To submit your guide, upload it as an attachment at the end of your quiz. *See Canvas for information about asynchronous module quizzes.
(SLOs 1, 2, 3, 4)

Floor Scale	
Amount Missed	Score
1	10
2-3	9
4-5	8
6-7	7
8-9	6
10	5

Final Exam
100 points

The final exam will be based on both class work and readings. The primary emphasis of the exam comes from the assigned text chapters. The exam will feature both objective questions and brief essay items. You will have 2 hours to complete the exam. The final exam uses the Proctorio secure proctor tool in Canvas. Technology requirements include any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in. This service is provided for you at no additional cost. You can best prepare for the final by reviewing previous Canvas quizzes and content literacy guides. We will review for the exam during class the week prior to the exam. (SLOs 1, 2, 3, 4)

Grading Criteria Rubric and Conversion

Grading		
Assignments	Points	Student Learning Outcomes
Pre assessment Form	10	2,3,4
Reflection and Plans (25	100	2,3,4

points each x 4)		
Letterbox Lesson Video	10	3,4
Scaffolding Oral Reading Video	10	3,4
Literacy Report	50	2,3,4
Emergent Literacy Lesson	25	1,2,3
Decodable Book	25	1,2,3
Growing Fluency Lesson	25	2,3,4
Quizzes	134	1,2,3,4
Final Exam	100	1,2,3,4
Total Points	489	

Posting of Grades

All assignments will be graded on Canvas. I usually grade assignments very quickly. However, some assignments will take me much longer to grade and provide adequate constructive feedback. Rest assured that I am viewing your assignments in a longer and more thoughtful manner. If you have a question about a graded assignment, make a comment on the grade on the Canvas assignment but please also email me.

Grading Policies

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 10% deduction. Arrangements in exceptional circumstances are the responsibility of the student. Grade changes to reflect bonus points or content literacy guides may not occur until the end of the semester. If you are having a problem submitting an assignment, contact the IT department.

COURSE OUTLINE AND CALENDAR

READ 3311, Literacy Instruction I
Summer 2021 Semester Calendar.

Readings are to be completed *before* the class for which they are assigned. Comprehension of most readings will be assessed by a brief quiz. *Assignments and due dates are subject to change*.
Tuesday/Thursday
10:00am-12:00pm

Symbol Key
Assigned reading 📖   Quiz ✪
Written assignments 🖉 Podcast 🎤
Watch 🎥
Optional
Speech to Print
Teaching Reading Sourcebook
Article

July

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 1	12	**13** 📖 Chapter 1: Why Study Language? 📖 Chapter 1: The Structure of English 🎤 Interview with Dr. Louisa Moats	14	**15** **Tutoring/Pretests** 🎥 Lesson videos on Canvas 📖 Chapter 2: Phonetics-The Sounds in Speech 📖 Chapter 3: Phonology -The Speech Sounds in Use 🎤 All the sounds in all the languages - The International Phonetic Alphabet 🎤 Did Cavebabies Say Mama and Papa?	16	17	**18** 🖉 Pretest assessment form 🖉 Reflection and Plan 1 (peer review due Monday) ✪ Chapter 1: Why Study Language?
Week 2	19	**20** 📖 Chapter 4: The Structure of English Orthography 📖 Chapter 5: Phonological Awareness <u>Asynchronous modules:</u> • Segments of Sound in Speech • Letter Sound Relations 🎤 Why do C and G come in hard and soft versions? 🎤 English Spelling Is a Beautiful Mess	21	**22** **Tutoring** 📖 Chapter 6: Phonics <u>Asynchronous modules:</u> • Blending/Common Sound-Spelling Pattern • Common Word parts • Orthography 🎤 Vowel Gymnastics 🎤 Schwa, the most versatile English vowel	23	24	**25** 🖉 Reflection and Plan 2 (peer review due Monday) ✪ Chapter 2: Phonetics-The Sounds in Speech and Chapter 3: Phonology - The Speech Sounds in Use
Week 3	26	**27** 📖 Chapter 3: Print Awareness 📖 Chapter 4: Letter Knowledge <u>After class</u> ✪ Chapter 4: The Structure of English Orthography ✪ Chapter 6: Phonics	28	**29** **Tutoring** 📖 Chapter 9: Fluency Assessment 📖 Chapter 10: Fluency Instruction 🎥 Decodable Words 🎥 High-Frequency Words and Non-Decodable Words 🎤 The importance of fluency instruction: Tim Rasinski 🎤 Effective Fluency Instruction with Tim Rasinski 🖉 Emergent literacy Lesson <u>After class</u> ✪ Chapter 3: Print Awareness ✪ Chapter 4: Letter Knowledge	30	31	**1** 🖉 Fluency Lesson (peer review due Monday) 🖉 Reflection and Plan 3 (peer review due Monday)

August

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 4	2	**3** 🖉 Fluency Lesson 📖 Chapter 5: Morphology for Reading, Spelling, and Vocabulary 🎤 Etymology of the English language: Freddy Hiebert 🎤 Learning parts of words - Morphemes and the wug test <u>After class</u> ✪ Chapter 9: Fluency Assessment and Chapter 10: Fluency Instruction	4	**5** **Tutoring** 📖 Chapter 7: Irregular Word Reading 📖 Chapter 8: Multisyllabic Word Reading 🎤 Putting sounds into syllables is like putting toppings on a burger <u>After class</u> ✪ Chapter 5: Morphology for Reading, Spelling, and Vocabulary	6	7	**8** 🖉 Reflection and Plan 4 (peer review due Monday) ✪ Chapter 7: Irregular Word Reading ✪ Chapter 8: Multisyllabic Word Reading

Week 5	9	10 🖊Decodable Book	11	12	**Tutoring/Posttests**	13 Literacy Report Letterbox Lesson Video Scaffolding Oral Reading Lesson Final Exam Due

Important University Dates

https://www.tamuct.edu/registrar/academic-calendar.html]

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

    Username: Your MyCT email 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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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
> Phone: (254) 519-5466
> Web Chat: [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 the Drop Request Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

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 Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, 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.

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 except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can

email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance 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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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].

OPTIONAL POLICY STATEMENTS

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 Wellness and 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/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a

concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

Copyright Notice

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