

ASU College of Education
Department of Teacher Education
RDG 3339—Reading in the Middle School
Classroom
Spring, 2010—MW 12:00-1:15—Carr 128
Course Syllabus

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Office Hours: Office Hours: MWF 10-12; MW 2:30-3:30; TR 10-11, 1:30-2:30; R 5-6; and by appointment

Required Text:

Galda, L., & Graves, M. F. (2007). *Reading and responding in the middle grades: Approaches for all classrooms*. Boston: Pearson/Allyn & Bacon. ISBN 0-205-49122-7

Fresch, M. J., & Harkins, P. (2009). *The power of picture books: Using content area literature in middle school*. Urbana, IL: National Council of Teachers of English. ISBN 978-0-8141-3633-1

My Beliefs about Learning: Learning is an active, personal process, carried out in collaboration with others. Learners must take risks and support others in their learning explorations. Learning occurs when students make connections to their previous experiences. Choice allows students to connect to their personal experiences and to feel ownership in the learning process. Learning is reflective as well as active. In the classroom environment, everyone—including the teacher—is a learner.

Course Description: Examines reading and writing processes, the development of reading and writing abilities and skills, theories and models of reading, assessment, remedial strategies, planning, and materials for the 4-8 literacy learning environment.

Course Objectives: Through class discussion, group and individual activities, written and oral projects, and tests, candidates will:

1. Gain factual knowledge and learn fundamental theories about how middle school students develop cognitively, socially, physically, emotionally, psychologically, and as literacy learners.

2. Gain factual knowledge and learn fundamental theories related to learning, motivation, engagement, and multiple intelligences.
3. Develop factual knowledge and a basic understanding of comprehension, motivational, vocabulary, higher order thinking, and study strategies.
4. Design and develop a three week unit plan including daily lesson plans and formative and summative assessments that applies course knowledge to the instruction of middle grade learners.
5. Participate in a variety of listening, speaking, reading, writing, viewing, and representing activities to stimulate professional competence.
6. Develop a factual knowledge of the various instructional materials available to motivate and engage middle grade students.

ELAR 4-8 TExES Competencies Met by RDG 3339:

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

The beginning teacher knows and understands:

2.6k a wide range of literature and other texts appropriate for students; 2.7k the importance of modeling and encouraging reading for pleasure and lifelong learning; 2.8k the difference between guided and independent practice in reading; 2.9k the importance of reading as a skill in all content areas;

The beginning teacher is able to:

2.3s select and use instructional materials that build on students' current language skills to promote development from emergent literacy to conventional literacy; 2.4s provide multiple opportunities for students to listen to and respond to a wide variety of children's and young people's literature, both fiction and nonfiction, and to recognize characteristics of various types of narrative and expository texts; 2.5s engage students in varied reading experiences and encourage students to interact with others about their reading; 2.6s provide students with frequent opportunities for guided and independent practice in reading; 2.7s model and encourage reading for pleasure and lifelong learning; 2.9s teach students strategies for selecting their own books for independent reading; 2.10s select and use a variety of materials to teach students about authors and different purposes for writing;

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.

The beginning teacher knows and understands:

3.2k the importance of word analysis skills and reading fluency for reading comprehension; 3.8k how students develop reading fluency and that fluency involves rate, accuracy, and intonation; 3.9k instructional strategies and practices for promoting students' word analysis skills and reading fluency;

The beginning teacher is able to:

3.5s provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes, suffixes); 3.6s teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;

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.

The beginning teacher knows and understands:

4.1k the continuum of reading comprehension skills and grade-level expectations for these skills; 4.2k reading comprehension as an active process of constructing meaning; 4.3k factors affecting students' reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure, vocabulary); 4.5k the relationship between extensive reading, vocabulary development, and reading comprehension; 4.6k the use of metacognitive skills in reading comprehension; 4.14k the importance of providing students with direct, explicit instruction in the use of comprehension strategies; 4.15k a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts); 4.16k the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources; 4.17k literary response and analysis and ways to promote students' development of literary response and analysis; 4.19k the reading comprehension needs of students with different needs (e.g., English Language Learners, students with disabilities) and how to provide instruction for those students;

The beginning teacher is able to:

4.2s use a variety of instructional strategies to enhance students' reading comprehension, including helping students link the content of texts to their lives and connect related ideas across different texts; 4.3s use students' prior knowledge to promote reading comprehension; 4.4s model and provide direct, explicit instruction in the use of strategies for improving reading comprehension (e.g., using word analysis skills, previewing texts, self-monitoring, visualizing, retelling); 4.6s promote students' development and use of metacognitive skills to enhance reading comprehension; 4.7s use various communication modes (e.g., written, oral) to promote students' reading comprehension; 4.10s provide time for students to engage in extended reading of a wide range of materials, including expository texts and various literary genres; 4.11s use instructional strategies that help students increase their reading vocabulary; 4.14s provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals, discussions), including relating prior knowledge to literary texts; 4.16s provide instruction in comprehension skills that support students' transition from "learning to read" to "reading to learn" (e.g., recognizing different types and functions of texts, matching comprehension strategies to different types of text and different purposes for reading); 4.18s teach students how to locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources;

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.

The beginning teacher knows and understands:

6.1k study and inquiry skills and their significance for student learning and achievement (e.g., using text organizers; taking notes; outlining; drawing conclusions; applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; interpreting and using graphic sources of information); 6.2k instructional practices that promote students' acquisition and use of study and inquiry skills across the curriculum;

The beginning teacher is able to:

6.2s respond to students' needs by providing direct, explicit instruction to promote the acquisition and use of study and inquiry skills; 6.3s provide students with varied and meaningful opportunities to learn and use study and inquiry skills and to recognize the importance of using these skills to enhance their achievement across the curriculum;

Math 4-8 TExES Competencies Met by RDG 3339

Standard VII. Mathematical Learning and Instruction: The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical

errors students make, and uses this knowledge to plan, organize, and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.

The beginning teacher knows and understands:

7.17k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;

7.18k strategies that students with diverse strengths and needs can use to develop content-area vocabulary; and

7.19k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts.

The beginning teacher is able to:

7.22s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;

7.23s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies; and

7.24s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries.

Standard IX. Professional Development: The mathematics teacher understands mathematics teaching as a profession, knows the value and rewards of being a reflective practitioner, and realizes the importance of making a lifelong commitment to professional growth and development.

The beginning teacher is able to:

9.5s select materials from appropriate publications produced by professional mathematics organizations to develop lesson plans, instructional activities, and assessments;

Science 4-8 TExES Competencies Met by RDG 3339:

Standard IV. The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.

The beginning teacher knows and understands:

4.9k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;

4.10k strategies that students with diverse strengths and needs can use to develop content-area vocabulary;

4.11k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;

The beginning teacher is able to:

4.7s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;

4.8s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;

4.9s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;

Social Studies 4-8 TExES Competencies Met by RDG 3339:

Standard III. The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.

The beginning teacher knows and understands:

3.1k stages and characteristics of child growth and development and their implications for designing and implementing effective learning experiences in the social sciences;

3.4k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;

3.5k strategies that students with diverse strengths and needs can use to develop content-area

vocabulary;

3.6k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;

The beginning teacher is able to:

3.1s select and use developmentally appropriate instructional practices, strategies, activities, technologies, and materials to promote student knowledge, skills, and progress in the social sciences;

3.2s plan and implement developmentally appropriate learning experiences in the social sciences;

3.3s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts;

3.4s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;

3.5s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;

Standard IV. History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

The beginning teacher knows and understands:

4.4k how various sources provide information about the past;

The beginning teacher is able to:

4.1s locate, differentiate between, and use primary and secondary sources such as technology, databases, media and news services, biographies, interviews, and artifacts to acquire historical information;

4.2s analyze and evaluate the validity of information in relation to bias, propaganda, point of view, and frame of reference;

4.3s analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

4.8s communicate historical information and ideas in written, oral, and visual forms;

Course Requirements:

1. Attendance and Preparation Policies

Attendance at, preparation for, and participation in each class are mandatory. Course content is presented through demonstration and practice with frequent candidate debriefing. Homework assignments are designed to require a ***minimum*** of two hours outside of class for each class hour.

Candidates will not be penalized for ***three*** absences when assignments have not been missed; however, ***three grade points will be docked from final class averages for every absence beyond three***. Candidate attendance is of key importance since much learning comes from interaction with peers.

Exams should be taken and projects and assignments should be turned in on the due date. Assignments are due at the beginning of class. Late work is accepted but is automatically penalized 10%. ***All late work must be submitted within two weeks of the original due date***. Assignments (but not exams) may be resubmitted when a score of below 70% is received. ***No late or resubmitted work will be accepted after the last regular class day (May 5)***. The highest grade given for late and resubmitted work is 90%.

2. Adolescent Development Book Project - 100 pts

From the juvenile fiction books available in class, candidates will select one about a child between the ages of 9-14. Read the book or listen to an unabridged audio book version. Viewing a movie version does **not** substitute for reading the book. (Movie versions frequently are different from the written version.) Candidates will then write a paper discussing the plot of the book and how the main character compares with the information given in class about the physical, cognitive, social, emotional, and literacy development of young adolescents. Students will also participate in an Author/Character Lunch. **Due: Feb 17**

3. Picture Book Project - 60 pts

Candidates will be divided into small groups to read and discuss their assigned chapter in *The Power of Picture Books*. Candidates will then select a picture book published in the last five years to use as part of their unit of study (one picture book per candidate). Candidates will develop a plan of use for the selected picture book based on the format presented in *The Power of Picture Books* (complete citation, synopsis, activity suggestions, cross-curricular connections, suggested text set). Information developed during this assignment can then be integrated into the candidate's unit of study. **Due: Mar 29**

4. Extension Activities - 50 pts

Candidates will participate in a variety of experiences that will extend the textbook material. These activities will be started in class but may require some time outside of class to complete. These experiences will include but are not limited to Self-Portrait as a Middle Grade Student, Multiple Intelligence Profile, Motivational Activity, Higher-Order Questions, and Vocabulary Activity. Each of these assignments will generally be worth 5-10 points. **Due: Jan 27, Feb 3, Feb 15, Apr 7, Apr 14**

5. Scaffolded Reading Experience - 30 pts

Candidates will select a topic and locate a textbook selection that examines the topic. Make a copy of the selected text section. Candidates will then create complete lesson(s) that address all parts of the SRE (purpose, selection, students, and activities for before reading, during reading, and after reading). After the instructor grades and the candidate revises, the SRE can become part of the required middle grades unit of study. **Due: Mar 22**

6. Middle Grades Unit of Study - 150 pts

Candidates are expected to create a unit plan of three weeks in length, containing 15 individual lesson plans. The content of the unit may be any topic studied in grades 4-8 in math, science, social studies, literature, or language arts. Candidates should examine the TEKS for each grade level in their area of interest to find an appropriate topic. Candidates are encouraged to select topics early in the semester and to use other assignments as components of the unit. The unit plan includes cover sheet, overview, outcomes, calendar, lesson

plan, assessment procedures, and a reference list. The lesson plan format for the unit will be explained in class. **Due: Apr 28**

7. Exams - 250 pts

Four exams are planned during the semester. Three of these exams will be worth 50 points each and will cover new material. These exams will take multiple formats, including multiple choice, matching, fill in the blank, listing, identification, application, and short essay. The final exam will have a comprehensive, multiple-choice format and is worth 100 points. **Exam 1, Feb 15; Exam 2, Mar 10; Exam 3, Apr 21; Final Exam, May 10, 1-3 PM**

Grading Scale:

Total points = 640

576 - 640 = A (90-100%)

512 - 575 = B (80-89%)

448 - 511 = C (70-79%)

384 - 447 = D (60-69%)

383 - 0 = F (59-0%)

The instructor reserves the right to alter course requirements to better meet the learning needs and maturity levels of the preservice teachers.

Persons Seeking Accommodations: Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Disciplinary actions concerning academic honesty will follow the ASU Student Handbook Section 5.3 on Academic Honesty. Especially note Section 5.312 regarding plagiarism.

College of Education Electronic Communication Devices Policy: Cell phones and other electronic communication devices are to be turned off during class time.

All e-mail communications will take place through ASU e-mail accounts. Please check your ASU e-mail on a regular basis, such as daily.

Tentative Schedule

Spring, 2010

Date	Topic	Assignment
CM 1 Jan 20	Introduction to Class Who Are Middle Grade Students?	Self Portrait as a Middle Grade Student G&G, Ch 1, pp 1-7
CM 2 Jan 25	Physical/Cognitive Development Multiple Intelligences	G&G, Ch 1, pp 7-10 Handout Multiple Intelligence Assessment
CM 3 Jan 27	Due: Self Portrait Social/Emotional Development	G&G, Ch 1, pp 11-13 Multiple Intelligence Profile
CM 4 Feb 1	Middle Grade Readers Adolescent Development Book Project Book Talk	G&G, Ch 1, pp 13-17; Ch 3, pp 50- 56; Ch 6, pp 154-155 Read selected book
CM 5 Feb 3	Due: Intelligence Profile Middle School Organization	Handout Read selected book
CM 6 Feb 8	Motivation and Engagement	G&G, Ch 2, pp 19-30 Motivation Activity Finish selected book; begin writing
CM 7 Feb 10	Motivation and Engagement Review for Ex 1	G&G, Ch 2, pp 31-44 Study for Ex 1 Con't writing Book Project
CM 8 Feb 15	Due: Motivation Activity Exam 1	Adolescent Book Project
CM 9 Feb 17	Due: Adolescent Book Project Author/Character Lunch	
CM 10 Feb 22	Literature for Adolescents Genre Overview Picture Books and Middle School	G&G, Ch 3, pp 47-50, 56-62 F&H, Ch 1, pp 1-13
CM 11 Feb 24	Literature for Adolescents Nonfiction Picture Book Project	G&G, Ch 3, pp 62-68; Ch 6, pp 152-153, 155-156 F&H, Ch 1, pp 13-15; assigned chapter
CM 12 Mar 1	Scaffolded Reading Experience PB Project Worksession	G&G, Ch 4, pp 77-89 Scaffolded Reading Experience Select focus picture book
CM 13 Mar 3	Scaffolded Reading Experience PB Project Worksession	G&G, Ch 4, pp 89-103
CM 14 Mar 8	Scaffolded Reading Experience Review for Ex 2	Study for Ex 2
CM 15 Mar 10	Exam 2	Scaffolded Reading Experience

Mar 15-19	Spring Break	
CM 16 Mar 22	Due: Scaffolded Reading Exp Comprehension Strategies	G&G, Ch 5, pp 105-115
CM 17 Mar 24	Strategy Sequences	G&G, Ch 5, pp 127-131 Picture Book Project
CM 18 Mar 29	Due: Picture Book Project Unit Assignment	
CM 19 Mar 31	Higher-Order Thinking	G&G, Ch 7, pp 159-170, 174-176 Higher Order Questions
Apr 5	Last Day to Withdraw	
CM 20 Apr 5	Vocabulary	G&G, Ch 8, pp 187-194
CM 21 Apr 7	Due: Higher-Order Questions Vocabulary	G&G, Ch 8, pp 194-203 Vocabulary Activity
CM 22 Apr 12	Vocabulary	G&G Ch 8, pp 203-215
CM 23 Apr 14	Due: Vocabulary Activity Assessment	G&G, Ch 9, pp 219-234
CM 24 Apr 19	Assessment Review for Ex 3	G&G, Ch 9, pp 234-246 Study for Ex 3
CM 25 Apr 21	Exam 3	
CM 26 Apr 26	Teaching Literature	G&G, Ch 6, pp 135-152 Unit of Study
CM 27 Apr 28	Due: Unit of Study	
CM 28 May 3	Classroom Organization	G&G, Ch 10, pp 249-259
CM 29 May 5	Teaching Strategies Review for Final Exam	G&G, Ch 5, pp. 115-127 Study for Final Exam
May 10 1-3 PM	Final Exam	Have a good summer!!

Please read, sign, and return the permission slip below if you agree to the use of your work.

I, _____, give Dr. Ann
(print full name)

Bullion-Mears permission to use my work developed in RDG 3339 during Spring, 2010 in research articles and presentations and as examples in class to help other students perform assignments. I understand that when my work is used as an in-class example that my name will be deleted; however, if the work is used in a professional presentation or article, my name will be displayed and I will receive full credit for my creative efforts.

Signature _____ Date _____