ASU College of Education  
Teacher Education Department  
RDG 3335.020: Reading Development in the Elementary School  
Course Syllabus

Professor: Leah Carruth, Ph.D.  
Email: leah.carruth@angelo.edu  
Office Hours: MTWR 12:00-2:30, by appointment  
Phone: 325-486-6948  
Office: Carr 119

RDG 3335.020 Reading Development in the Elementary School

Day & Time of Course Section: MWF 11:00-11:50

Course Description
This course provides an understanding of reading development from emergent to fluent, methods of reading instruction, and the sequence of reading instruction in the elementary classroom.

Methods of Instruction:
Lecture, direct instruction; readings; small group discussions, whole group discussions; small group activities; developing the skills of designing and writing lesson plans; using technology to support instruction/planning; some observations in local elementary schools.

Materials Required

Materials Needed

Course Requirements
Candidates are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course. Candidates are expected to check BLACKBOARD and ASU email on a regular basis each week. Candidates are expected to attend class, complete reading assignments prior to each class period, complete assignments each week, and take tests/exams as scheduled.

Candidates must access BLACKBOARD for electronic posting of syllabus, assignments, announcements, grading information, PowerPoints, etc. Candidates are to download these documents and bring the copies to class. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it. Do this before the second day of class.

**Technology problems do not give you an extended time to complete assignments nor prevent points lost on assignments. You have one time to have an acceptable technology issue, ie., printer not working, didn’t save, etc.**
Candidates are expected to:

- attend class
- complete reading assignments prior to class
- participate in class activities/discussions
- take tests/exams as scheduled
- complete all assignments and projects
- attend school guided reading sessions

**COURSE OBJECTIVES:**

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Learning how to find and use resources for answering questions or solving problems
- Learning to analyze and critically evaluate ideas, arguments, and points of view

**LEARNING OUTCOMES**

**Social Responsibility Goals:**
By the end of this course the candidate will:

Demonstrate effective engagement in the community and intercultural competence.

<table>
<thead>
<tr>
<th>Texas Educator Standards – English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard I. Oral Language:</strong> Teachers of young students understand the importance of oral language, know the developmental process of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills. 1.1k, 1.3k, 1.4k, 1.5k, 1.7k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.9s</td>
</tr>
<tr>
<td><strong>Standard II. Phonological and Phonemic Awareness:</strong> 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. 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.3s, 2.5s</td>
</tr>
<tr>
<td><strong>Standard III. Alphabetic Principle:</strong> 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. 3.1k, 3.2k, 3.3k, 3.4k, 3.1s, 3.2s, 3.3s</td>
</tr>
<tr>
<td><strong>Standard IV. Literacy Development and Practice:</strong> 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. 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 4.6k, 4.9k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.8s, 4.9s</td>
</tr>
<tr>
<td><strong>Standard V. Word Analysis and Decoding:</strong> Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities. 5.1k, 5.2k, 5.3k, 5.4k, 5.5k, 5.6k, 5.7k, 5.8k, 5.9k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s</td>
</tr>
<tr>
<td><strong>Standard VI. Reading Fluency:</strong> Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency. 6.1k, 6.2k, 6.3k, 6.4k, 6.5k, 6.6k, 6.7k, 6.1s, 6.2s, 6.3s</td>
</tr>
<tr>
<td><strong>Standard VII. Reading Comprehension:</strong> Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.7k, 7.8k, 7.10k, 7.12k, 7.13k, 7.16k, 7.18k, 7.19k, 7.23k, 7.2s, 7.3s, 7.6s, 7.8s, 7.11s</td>
</tr>
<tr>
<td><strong>Standard VIII. Development of Written Communication:</strong> Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication. 8.1k, 8.6k, 8.7k, 8.1s, 8.2s</td>
</tr>
<tr>
<td><strong>Standard IX. Writing Conventions:</strong> Teachers understand how young students use writing conventions and how to help students develop those conventions. 9.1k, 9.2k, 9.3k, 9.7k, 9.2s, 9.4s, 9.5s</td>
</tr>
<tr>
<td><strong>Standard X. Assessment and Instruction of Developing Literacy:</strong> Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students. 10.1k, 10.2k, 10.4k, 10.6k, 10.2s</td>
</tr>
</tbody>
</table>
# Texas Educator Standards – English as a Second Language

## Standard I
The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language. 1.1k, 1.2k, 1.3k, 1.4k, 1.1s, 1.3s, 1.4s

## Angelo State University Learning Goals

1. **LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS:**
   Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking.

2. **CORE SKILLS:**
   Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.

3. **SPECIALIZED KNOWLEDGE:**
   Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.

4. **SOCIAL RESPONSIBILITY:**
   Students will understand their responsibility as citizens in a complex, changing society.

5. **CULTURAL IDENTITY:**
   Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.

## InTASC Standards

### Standard #1: Learner Development

Standard 1b: The candidate creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

### Standard #2: Learning Differences

Standard 2c: The candidate designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

Standard 2e: The candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

### Standard #6: Assessment

Standard 6n: The candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

### Standard #7: Planning for Instruction

Standard 7a: The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

Standard 7g: The candidate understands content and content standards and how these are organized in the curriculum.

Standard 7k: The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

Standard 7n: The candidate respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

### Standard #8: Instructional Strategies

Standard 8h: The candidate uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.

Standard 8i: The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Standard 8m: The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

## TEES Competencies

### DOMAIN I – English Language Arts & Reading:

**Competency 001 (Oral Language):** The teacher understands the importance of oral language, knows the developmental processes of oral language and provides the student with varied opportunities to develop listening and speaking skills.

**Competency 002 (Phonological and Phonemic Awareness):** The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

**Competency 003 (Alphabetic Principle):** The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

**Competency 004 (Literacy Development):** The teacher understands that literacy develops over time,
progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students’ literacy.

| Competency 005 (Word Analysis and Identification Skills): The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills. |
| Competency 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency. |
| Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, know the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including a variety of texts and contexts. |
| Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction. |

Angelo State University Undergraduate Learning Goals

TExES Standards /Competencies  http://cms.texes-ets.org/texes/prepmaterials/tests-at-a-glance/  

InTASC STANDARDS:  http://www.angelo.edu/content/files/22151-intascmodelcoreteachingstandards2011pdf

ASU OP10.04 Academic Regulations Concerning Student Performance
http://www.angelo.edu/opmanual/#s10

**Assignments:** Information on assignments will be posted on Blackboard after being delivered verbally in class. Class calendar, topics, and due dates will also be posted on Blackboard and updated regularly. Points listed after each assignment.

- Author Study – Students will select a children’s author to research and develop a brochure to share with the class. (50)
- Phonics and Shared Reading Projects – Students will assess student and develop lesson plans to teach. (75-Phonics, 50- Shared Reading)
- Literature Circle/Presentation – Students will participate in a literature circle and present on the book as a group. (75)
- Literacy Kit – Students will develop a kit containing activities to use later. (80)
- Guided Reading Observation/Reflection – Students will observe a guided reading session and complete a reflection. (50)
- Exams – There will be three exams over content covered in class. (75 first two, final is 100)
- Homework – Students will have to complete online assignments outside class. (20—IRIS module, 55—Reading Horizons)
- Reflections – Students will complete five reflections over various topics and articles. (20 each)
- Social Responsibility/Phonemic Awareness Project – Students will observe an early childhood student, assess their literacy skills, develop an appropriate lesson plan to teach and enhance students’ skills, and complete a reflective essay regarding the experience. (75)
- Attendance/Professionalism/Participation – (100)
**Please note:** A passing grade in “required courses” is C or better; D is not passing.

**Grading Scale:**
- 900-1000 = A
- 800-899 = B
- 700-799 = C
- 600-699 = D
- 500-below = F

**Grading Policies:** All assignments are due on the date specified. Notification may be repeated on Blackboard. Absence when an assignment is made, discussed or due does not excuse you from the due date. Any assignment not received on the due date will only be accepted up to one week from the due date and will be subject to late penalties. The following components are factored into the final grade:

1. **Attendance:** Class attendance and courtesy during class is a professional responsibility. Attendance will be taken during each class period. You will be allotted two excused absences for the semester that allow for occasions such as illness, bad weather, funeral attendance, and other such personal events. Please try to save your two excused absences. **If you have more than two absences, you will lose 5 points from total points for EACH additional absence.** Tardies and leaving class early are absolutely unacceptable and will be reflected in your final average. University policies apply to absences. http://www.angelo.edu/opmanual/#s10

ASU OP 10.19 Student Absence for Observance of Religious Holy Day
http://www.angelo.edu/opmanual/#s10

2. **Completion and quality of assignments**

3. **Participation in, and preparation for, class activities and discussions:** Assigned reading will be completed prior to class so you can participate in class discussions and also so you may receive clarification of concepts.

4. **Adherence to university policies and professor requirements regarding electronics**

**Written Assignments:**
Any written assignment or project submitted should be of high professional quality. This expectation includes:

1. All writing assignments must be produced on a word processor unless otherwise defined. Please use double line spacing and a standard 12-point font unless otherwise requested.

2. All written work must indicate evidence of competency in writing. This means that it is expected to be free of errors in typing, spelling, grammar, punctuation, sentence structure, syntax, style, and organization. Do not use contractions unless you are quoting. **You will lose 5 points on each assignment for excessive errors.** Reread your work before submitting and read it aloud to yourself. All written assignments will be graded for the above writing traits using a rubric which will be given to you.
3. Submitting papers:
   · Some assignments may be required to be submitted in document carrier sheets (page protectors) or report covers.
   · All papers are to be stapled in the top left-hand corner, not paper clipped or folded at the corner.
   · Headings should be brief.
   · Assignments are due at the beginning of the class period.

**ASU OP 10.04 Academic Regulations Concerning Student Performance**
[http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

**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.

**ASU OP 10.15 Providing Accommodations for Students with Disabilities**
[http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

**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**. Prepared materials found on the Internet are not allowed.

**Plagiarism**

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is a literary theft.

In your papers for this course, it is unacceptable to copy word for word without quotation marks and the source of the quotation. Quotes should be used sparingly as it is expected that you summarize the information in your own words while giving credit to the source. Resources to help you understand this policy better are available at the ASU Writing Center.
[http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php)

**Withdrawal Policy:** Please check the University policy regarding the last day to drop a class.

**Semester Calendar:** Please refer to the university website for the holiday and final exam calendars.
Syllabus Changes: The professor reserves the right to make changes as necessary to the syllabus and course calendar. If changes are needed, the professor will send an email, an announcement through BlackBoard. It is the student’s responsibility to look for information regarding changes from the professor on a daily basis.

College of Education Cell Phone/Electric Paging Device Policy:

1. The University's cell phone policy is in effect during class. The policy is posted in the classroom.

2. Cell phones or other electronic devices are to be turned OFF or SILENCED upon entering class.

3. Backpacks and large bags are to stay off of the tables.

4. Digital devices may used at the discretion of the professor.

Reference websites:

American Psychological Association [www.apa.org](http://www.apa.org)
Blackboard access: [http://blackboard.angelo.edu](http://blackboard.angelo.edu)
Texas Education Agency: [http://www.tea.state.tx.us](http://www.tea.state.tx.us)
State Board for Educator Certification (Texas): [http://www.sbec.state.tx.us](http://www.sbec.state.tx.us)

Tentative Semester Schedule: RDG 3335 Spring
Dr. Carruth

COURSE OUTLINE/SCHEDULE

Week 1  Intro to course/syllabus/expectations; TB Chap 1: effective reading teachers; learning theories; cueing systems; Reading: process & product

Week 2  TB Chap 2: History of reading instruction in the U.S.; community of learners; Cambourne’s conditions for literacy learning; standards-based education; balanced approach to teaching reading Field trip to TCG Library. Assignment: Author Study

Week 3  TB Chap 3: Language acquisition & key components; listening & oral language – Assignments: PA article & Literacy Kit

Week 4  TB Chap 4: Alphabetic code and phonemic awareness (PA); TEKs & Bloom’s Taxonomy

Week 5  TB Chap 13: Assessing phonemic awareness (PA); data-based decision-making: planning lessons based upon assessment; review for first test. Assignment: PA Project

Week 6  TB Chap 3: concepts about print; read-alouds; interactive story writing Test 1 (online) due by end of the week. Assignment: Guided reading observations
Week 7  TB Chap 5: phonics, sight vocabulary, fluency
Guest speaker: “Dyslexia”. Assignments: Phonics article & Reading Horizons

Week 8  TB Chap 6: experimental spelling & spelling; TB Chapter 11 - guided reading; review for second test. Assignment: Phonics Project

Week 9  TB Chap 11: literature circles. TB Chap 7: acquiring word meanings/vocabulary. Assignment: IRIS Module

Week 10  TB Chap 8: reading comprehension; comprehension strategies.

Week 11  TB Chap 9: writing-reading connections; reading/writing workshop; Language Experience Approach (LEA); Guest speaker: ELL.

Week 12  TB Chap 10: informational text; text structures

Week 13  TB Chap 11 – differentiated instruction; group reading strategies; shared reading. Assignment: Shared Reading Project

Week 14  Literature Circle - Presentations
TB Chap 13: home literacy

Week 15  Presentations: Shared Reading
TB Chap 12: literacy and technology in a balanced classroom

Week 16  FINAL EXAM – CARR Rm 191
Wednesday, May 9th  10:30 am – 12:30 pm