**ASU College of Education**  
Teacher Education Department  
RDG 3339.010 – Reading  
in the Middle School Classroom  
Course Syllabus – SPRING 2019

**Professor/Instructor:** Dr. Charlene Bustos  
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**Office Hours:**  
Mon: 10:30-11:30 a.m.; 3:30-5:00 p.m.  
Tues: 3:30-5:00 p.m.  
Wed: 3:30-4:15 p.m.  
Thurs: 3:30-5:30 p.m.  
Other times: By appointment

**RDG 3339  Reading in the Middle School Classroom**

**Day, Time & Location of Course**  
TR 2:00-3:15 p.m., CARR EFA Rm 191

**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.

**Methods of Instruction: Hybrid Course**  
Lecture, direct instruction; readings; small group discussions, whole group discussions; small group activities; developing the skills of designing and writing lesson plans/unit 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.**

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
- Developing specific skills, competencies, points of view needed by professional educators.

**LEARNING OUTCOMES**

The following chart lists the learning outcomes for this course. Learning outcomes are based on TEA, InTASC, ISTE, and the ASU Learning Goals. More information for each of these can be found at the Internet links listed below the chart.

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

Demonstrate effective engagement in the community and intercultural competence.

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### Texas Educator Standards – English Language Arts

**Standard I. Oral Language:** 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

**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. 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.3s, 2.5s

**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. 3.1k, 3.2k, 3.3k, 3.4k, 3.1s, 3.2s, 3.3s

**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. 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

**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. 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

**Standard VI. Reading Fluency:** 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

**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. 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

**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. 8.1k, 8.6k, 8.7k, 8.1s, 8.2s

**Standard IX. Writing Conventions:** 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

**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. 10.1k, 10.2k, 10.4k, 10.6k, 10.2s

**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.

**ISTE Teacher Technology Standards**

1. Facilitate and inspire student learning and creativity
2. Design and develop digital age learning experiences and assessments
3. Model digital age work and learning

**TExES Competencies – 4-8 Generalist/ELAR**

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

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 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 I 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.

Angelo State University Undergraduate Learning Goals


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

InTASC STANDARDS: Included in this course are:

Standard #1: Learner Development – 1b, 1g, 1h
Standard #2: Learning Differences – 2c, 2e, 2i, 2l, 2o
Standard #4: Content Knowledge – 4b, 4e, 4g, 4h, 4k, 4l
Standard #5: Application of Content – 5b, 5e, 5h, 5j, 5m, 5n, 5o, 5r
Standard #6: Assessment – 6d, 6e, 6j, 6n, 6r, 6t, 6u,
Standard #7: Planning for Instruction – 7a, 7c, 7g, 7h, 7k, 7n, 7q
Standard #8: Instructional Strategies – 8a, 8d, 8e, 8f, 8h, 8i, 8m, 8o, 8p, 8q, 8s
Standard #9: Professional Learning & Ethical Practice – 9f, 9h, 9l, 9o
Standard #10: Leadership & Collaboration – 10l, 10o

http://www.angelo.edu/content/files/22151-intascmodelcoreteachingstandards2011.pdf
Assignments
See Blackboard for assignment information.
All written assignments, presentations, media presentations, etc. must follow the writing style found in the most current edition (6th) of the American Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org.

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

Course Evaluation and Grading
Grading includes neatness, organization, creativity, and appropriateness of material to course content. Assignments should reflect your professional best as an educator and will be graded accordingly. Please edit for grammar and punctuation! Assignments are due at the beginning of the class period. Late work is NOT accepted—NO WORK will be accepted after the original due date. Assignments receiving 70% or below may be re-submitted for grading, with 90% as the highest grade possible.

Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>100</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>300</td>
</tr>
<tr>
<td>Guided Reading Observation</td>
<td>30</td>
</tr>
<tr>
<td>Homework</td>
<td>140</td>
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<tr>
<td>Book Projects</td>
<td>130</td>
</tr>
<tr>
<td>Literature Circles /Presentation</td>
<td>60</td>
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<tr>
<td>Glossary</td>
<td>90</td>
</tr>
<tr>
<td>Reflections (2)</td>
<td>50</td>
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</tbody>
</table>

Total 1000 pts

*** Please note: A passing grade in “required courses” is C or better; D is not passing.

1. Attendance/Participation – 100 points (see Attendance Policy below). In addition to points for attendance, points will be awarded for your participation in partner, small group, and whole class activities. This includes being prepared (advance reading) and bringing necessary materials (textbook, etc.).

2. Book Projects (2) (65 pts each = 130 pts) –
   a. Picture Book Project – Candidates will select a picture book published in the last five years -- appropriate to middle school instruction -- and develop an action plan to utilize the book in a middle-school reading/literature classroom. The picture book may be a stand-alone book on a language arts topic or part of a larger unit of study. The action plan will be based on the following elements: complete citations (APA style), synopsis, activity suggestions, cross-curricular connections, and suggested text set.
   b. Adolescent Book Project – From a juvenile fiction books collection, 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. 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. Candidates will also participate in a Character Lunch.

3. **Discussion Board – 100 points** - Assignment directions & rubric will be provided.

4. **Exams – 3 (300 points)** – Multiple-choice, short answer, and essay. (#1 & #2 **ONLINE**)

5. **Guided reading observation/reflection – 30 points**: Online assignment w/reflection.

6. **Homework & Extension Activities – 140 points** – Variety of online and written reflection assignments.

7. **Literature Circles/Presentation – 60 points** - Assignment directions & rubric will be provided.

8. **Glossary – 90 points** – Glossary – Vocabulary by Standards – Candidates will develop an online glossary as a resource for study/learning key reading/teaching vocabulary

9. **Reflections – 50 points** – Field trip to Library; guest speakers & articles.

**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

**Attendance Policy**

Candidates are to adhere to ASU policy OP 10.04 and Unit policy.

http://www.angelo.edu/opmanual/#s10

**ASU OP10.19 Student Absence for Observance of Religious Holy Day**

http://www.angelo.edu/opmanual/#s10

1. **Class attendance is a professional responsibility.** Please be on time and plan to stay the entire class period. Attendance will be taken during each class period. There are no “excused” absences in this class as you are allowed **two** before any loss of attendance points. Each absence after the 2nd absence results in **15 points off** your Attendance Grade (100 pts total). It is appreciated that you notify the instructor (by voice message or email) if/when you have to be absent. Three (3) tardies will be equal to one (1) absence.

   *Coming late and/or leaving early affect attendance!*

**IF you miss 0-1 days of class, 3 points will BE ADDED to your final average 🎉🎉**

2. **Completion and quality of assignments** – Turned in “on due date”, accurate to assignment details, and professional quality.

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. **Please bring necessary materials for in-class activities and discussions.**

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

**ASU OP 10.04 Academic Regulations Concerning Student Performance**

http://www.angelo.edu/opmanual/#s10
**Written Assignments:**

Any written assignment or project submitted should be of high professional quality and APA format. This expectation includes:

1. All written assignments must be produced in a WORD document unless otherwise defined. Please use double-line spacing and a standard 12-point font unless otherwise requested, with a **one-line header** (name, RDG 3335, name of assignment, date). **NO TEXT EDIT format.**

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 a minimum of 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 using a rubric or checklist provided 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—a one-line header in most instances.
   - Assignments are due at the beginning of the class period.

**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. [www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf)

Specific conditions for courses taught in the Department for Teacher Education: At the first incident of plagiarism, the student will receive a zero (0) for the plagiarized assignment while this infraction will be noted on the student’s records. Should there be a second occurrence of plagiarism, the student will receive a final grade of “F” for the course and another infraction report will be added to the student’s permanent records. **Please see below for further guidance on Plagiarism.**

**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.* Since you will be evaluated using the ASU Department of Teacher Education – Candidate Professional Dispositions (a copy will be provided to you), please note the specifics under the “Ethics” section, which references the Code of Ethics for Texas Teacher Educators.

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

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, and post 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. They should NOT BE visible or heard during classtime.
3. Backpaks and large bags are to stay off of the tables.
4. Digital devices may be used at the discretion of the professor.

Other Items Web Sites
www.apa.org American Psychological Association
http://blackboard.angelo.edu/ Blackboard access at Angelo State University
www.tea.state.tx.us Texas Education Agency

Approved Educator Standards – Texas
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

State Board of Education - Texas Education Agency (TEA) - http://www.tea.state.tx.us


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

Texas Administrative Code SBEC web site link:

Texas Essential Knowledge & Skills (TEKs) - http://www.tea.state.tx.us/index2.aspx?id=6148
TENTATIVE SCHEDULE
(may be adjusted by professor as needed)

Week 1 Jan 15 & 17
Introduction to course; effective reading teachers; balanced literacy;
middle grade students & search for identity
Assignment: Interest Inventory; Read-Aloud Article;

Week 2 Jan 22 Field Trip to Stephens Central Library;
Assignments: Author Study & Read-Aloud Lsn Plan;
Reflection on Library Field Trip

Jan 24 Stages of literacy development; learning skills & strategies;
Cambourne’s Conditions of Literacy Learning; modes of reading/forms
of instruction
Assignments: Balanced Literacy Presentations;
Discussion Board/Myths

Week 3 Jan 29 ONLINE Assignment: IRIS Modules

Jan 31 Strategies for constructing meaning; beginning literacy;
mini-lessons; the reading process
Assignments: Phonemic Awareness Article/Reflection; Glossary

Week 4 Feb 5 & 7 Phonemic Awareness (PA) activities; activating prior knowledge;
developing concepts; components & format for lesson plans
Assignment: Mini-lesson on Oral/Written Conventions

Week 5 Feb 12 Phonics/phonological awareness; teaching strategies
Assignments: Journal Article/Phonics; Reading Horizons
Review for Exam #1 (online – due by end of week)

Feb 14 Balanced Literacy Diet Presentation; explicit modeling/think-alouds;
reciprocal teaching

Week 6 Feb 19 & 21 Introduction to literature circles; Decoding, vocabulary, meaning;
selecting words to teach

Week 7 Feb 26 Literature circles; Balanced Literacy Diet Presentation;
word maps; responding to reading
Assignment: Picture-book project

Feb 28 ONLINE Assignment

Week 8 Mar 6 Literature Circles; reader’s theater; word analysis

Mar 8 Guided reading; more vocabulary; analogies; comprehension;
Assignment: Guided Reading/Observation & Reflection
Week 9  Mar 20 & 22  Literature Circles; reading/writing workshop
Assignments: Adolescent-book project & ELL Articles

Week 10  Mar 26  Literature Circles; writing & constructing meaning
Assignment: Lit Circle Presentations (Group)

Mar 28  Guest Speaker: ELL/ELPS (w/Reflection on Blackboard)

Week 11  Apr 2  Adolescent book project & Character Lunch
Review for Exam #2 (online – due by end of week)

Apr 4  Guest Speaker: Dyslexia (w/Reflection on Blackboard)

Week 12  Apr 9  Literature Circles – Presentations;
More on read-alouds; shared reading components;
Assignment: Shared reading/read-aloud lesson plan (poetry)

Apr 11  Guest Speakers: Technology

Week 13  Apr 16 & 18  Differentiating instruction; author’s chair;
Field Trip to Dunbar Library/Civil Rights Bibliography
Assignment: “Every Child, Every Classroom” Article

Week 14  Apr 23 & 25  Shared reading/read-aloud presentations

Week 15  Apr 30 & May 1  GLOSSARY due; Review for final exam

Week 16  May 7  FINAL EXAM – 1:00-3:00 pm