ASU College of Education
Teacher Education Department
RDG 3335.010 – Reading Development in the Elementary School
Course Syllabus – SPRING 2020

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Office Hours: ONLINE

RDG 3335  Reading Development in the Elementary School

Day, Time & Location of Course  ONLINE

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

One 3-ring binder

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 written 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, e.g., 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 TLCA phonemic awareness 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**

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.

<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.</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.</td>
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<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.</td>
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<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.</td>
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<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.</td>
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<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.</td>
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<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.</td>
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</table>
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**

**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 Academic Outcomes & Undergraduate Learning Goals

[https://www.angelo.edu/academic_outcomes_assessment/student-achievement-data.php](https://www.angelo.edu/academic_outcomes_assessment/student-achievement-data.php)

(link to pdf for learning goals)

[https://www.angelo.edu/content/files/24669-learning-goals-as-of-2-27-09](https://www.angelo.edu/content/files/24669-learning-goals-as-of-2-27-09)

**InTASC STANDARDS:**


**Texas Educator Standards:**

[http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

**ASU OP10.04 Academic Regulations Concerning Student Performance**

[http://www.angelo.edu/opmanual/#s10](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.
· Attendance/Professionalism/Participation — Attending class, bringing necessary materials (textbook), in-class participation w/activities - (100)
· Author Study/Read-Aloud Lesson – Candidates will select a children’s author to research and develop a read-aloud lesson plan to share with the class. - (50)
· Balanced Literacy Diet Presentation - (25)
· Exams/QUIZZES – There will be several quizzes and a final exam over content covered in class. - (240 points)
· Glossary – Vocabulary by Standards – Candidates will develop an online glossary as a resource for study/learning key reading/teaching vocabulary - (100)
· Homework – Candidates will have to complete online assignments outside class. [2 assignments: IRIS module (20) & Rise Literacy (55)] – (total 75)
· Literature Circle/Presentation – Candidates will participate in a literature circle and present on the book as a group. - (60)
· Phonemic Awareness Project - Candidates will observe a kindergarten student at TLCA, assess their literacy skills, develop an appropriate lesson plan to teach and enhance students’ skills, teach the lesson to the student, and complete a reflective essay regarding the experience. - (70)
· Phonics Article Presentation/Handout – (25)
· Phonics Strategies Project – Candidates will evaluate several research-based online resources to discover quality instructional strategies. (90)
· Reflections – Candidates will complete reflections over various topics and articles. (15 pts each) – (total 135)
· Guided Reading – Online observation and reflection (30)

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.

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

**Course Evaluation and Grading Policies**

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! Errors of 5 or more will result in a minimum of 5 points off your grade for that assignment.
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. The following components are factored into the final grade:

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**

**Attendance Policy**

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

[http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

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

[http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

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.**

**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: Assignments are due at the beginning of the class period.
   - Some assignments may be required to be submitted in document carrier sheets (page protectors) or report covers.
   - Some assignments will be included in your RDG 3335 “Notebook.”
· 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.

ASU OP 10.04 Academic Regulations Concerning Student Performance
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

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.

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.
Title IX at Angelo State University:

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix

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. Backpacks and large bags are to stay off of the tables.
4. Digital devices may be used at the discretion of the professor.

Reference websites:

American Psychological Association www.apa.org
Blackboard access: http://blackboard.angelo.edu
Texas Education Agency: http://www.tea.state.tx.us
State Board for Educator Certification (Texas) https://tea.texas.gov/About_TEA/Leadership/State_Board_of_Education/SBOE - State Board of Education
TENTATIVE COURSE OUTLINE/SCHEDULE

WEEK 1
Jan 14 Intro to course/syllabus/expectations; Notebook introduction;
TB Chap 1: Effective reading teachers
Assignments: Balanced Literacy Presentations
Read-Aloud Article/Reflection
Jan 16 TB Chap 2: Reading Instruction: process & product;
history of reading instruction in the U.S.; community of
learners; standards-based education;
Assignments: Author Study & Read-Aloud Lsn Plan

WEEK 2
Jan 21 Field Experience Expectations/Guest Speaker;
Pre-test TExES Exam
Jan 23 Field Trip: Tom Green County Library (Stephens Branch)
Assignment: Reflection on Trip to Library

WEEK 3
Jan 28 & 30 Cambourne’s Conditions for Literacy Learning; balanced approach to
teaching reading; TB Chap 3: Language acquisition & key components;
listening & oral language.
Assignment: Oral Language Article/Reflection

WEEK 4
Feb 4 & 6 TB Chap 4: Phonemic awareness (PA)
TEKs & Bloom’s Taxonomy
Assignments: Glossary
Yopp PA article/reflection

WEEK 5
Feb 11 & 13 TB Chap 13: Assessing PA; Sample PA Lessons; Data-based
decision making: planning lessons based upon assessment
Assignment: PA Project

WEEK 6
Feb 18 TB Chap 5: Alphabetic Principle; Phonics
Assignment: RISE Literacy (1st portion)
Feb 20 Assess TLCA student (class meets at TLCA) – 11:15 am – 12:00 pm

WEEK 7
Feb 25 Chap 6: experimental spelling & spelling
Assignments: IRIS Modules/Reflection
Oral Language/PA Quiz
Feb 27 Teach PA lesson to TLCA student (TLCA 11:15 am – 12:00 pm)

WEEK 8
Mar 3 Chap 11 – Intro to Literature Circles
Reader’s Theater
Mar 5  Lit circles meet; Cueing Systems
   Phonics (continued) – word analysis; discuss phonics article presentations
   (assignment);
   Assignments: Phonics Articles (sign-up)
   RISE Literacy (2nd portion)

WEEK 9
Mar 17  Lit circles meet; Phonics lesson introduced
   TB Chap 7: acquiring word meanings/vocabulary;
   ELL articles; LEA (Language Experience Approach);
   Assignment: ELL Articles/Reflections
   Assignment: RISE Literacy (3rd portion)

Mar 19  Continue w/word meanings/vocabulary; evaluate activities to teach phonics
   concepts;
   Assignments: IRIS Modules
   Article Reflections

WEEK 10
Mar 24  Lit circles meet; Chap 8 – Comprehension
   SHARE phonics article handouts.
   Assignment: RISE Literacy (4th portion)

Mar 26  Makey-Makey – Guest Speaker

WEEK 11
Mar 31 & Apr 2  Lit circles meet; Chap 9 – writing-reading connections; reading/writing
   workshop
   Assignment: RISE Literacy (5th portion)

WEEK 12
Apr 7  Guest Speaker: Dyslexia
Apr 9  Inferences, Cause/Effect, Comprehension – Fluency (decoding emphasis)

WEEK 13
Apr 14  Lit Circle Presentations
Apr 16  Guest Speaker: Technology applications
   Chap 12: Literacy & technology in a balanced classroom

WEEK 14
Apr 21 & 23  Chap 11 – Differentiated instruction; group reading strategies;
   Shared Reading Lesson & Modeled Guided Reading

WEEK 15
Apr 28 & 30  Shared Reading Presentations; 6 T’s Article;
   Post-test TExES
   Glossary Due

WEEK 16  May 5*  FINAL EXAM– 10:30 am – 12:30 pm
Revised Syllabus/Timeline  

March 23-March 29- Module 1
Chapter 5: Phonics
RISE Academy
Phonics Strategies
Literature Circles

March 30-April 5- Module 2
RISE Academy
Phonics Articles
Literature Circles

April 6-April 12- Module 3
Literature Circles
RISE Academy
Phonics Strategies

April 13-April 19 Module 4
Literature Circles
Phonics Glossary
IRIS Modules
6 T's Article

April 20-April 26 Module 5
Every Child Article
Phonics Strategies
Comprehension and Fluency ties to Phonics

April 27- May 3 Module 6
Guided Reading
Phonics Quiz
Final Paper

May 5- Final

I will post each week’s (Module) assignment on Sunday evening. The module will be due the following Sunday night at midnight. I am learning about some of the BlackBoard tools. I will have short informational videos and sessions with you during this time.