

RDG 343.01W: Reading Beyond the Primary Grades spring 2022



Mrs. Laura Currey, M.Ed., M.S.

lcurrey@tamut.edu

(Response time- 24 to 48 hours)

This is a fully online course with online modules to be completed.

Course Syllabus

Course Description: This course teaches content area teachers how to help their students learn from textbooks, including techniques for evaluating both textbooks and students. Coping with the reading, demands of textbooks, and study skills will be learned.

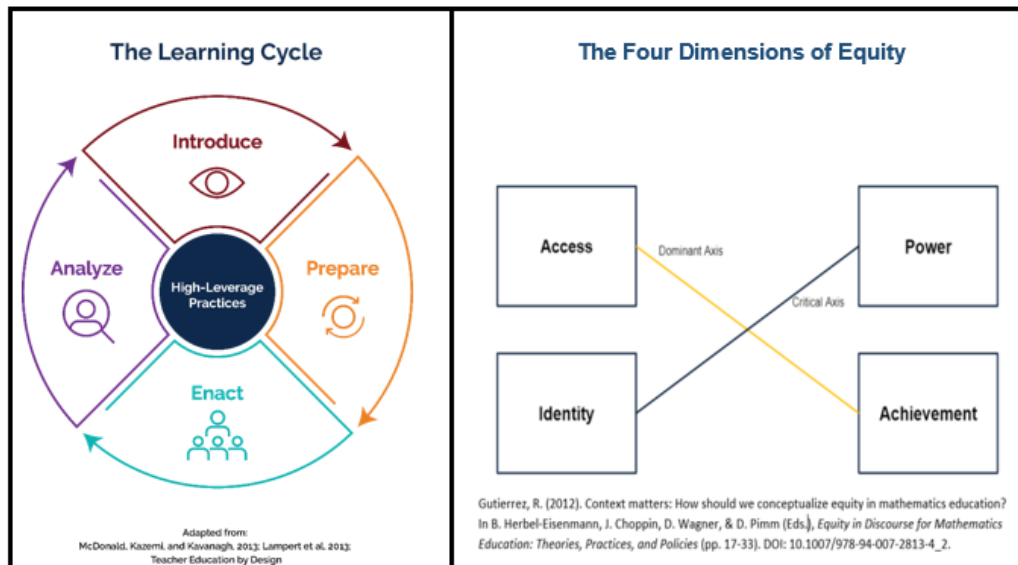
Course Delivery Method: This course is listed as web-based ONLY. Course materials available through online modules in Blackboard. Students are expected to actively participate and communicate through BLACKBOARD starting on the FIRST DAY OF CLASSES. Students should check Blackboard for messages frequently for course updates.

Commitment to Diversity, Equity, and Inclusion

At A&M - Texarkana, education faculty value diversity, equity, and inclusion and are actively working to eliminate barriers and injustices in the classroom at the university level and prepare education professionals that will do the same in the future. Courses are designed to provide critical feedback to prospective teachers in order to eliminate barriers and power structures so they may encourage positive identity development and individual academic achievement.

Framework for Understanding

A&M-Texarkana education programming is guided by teacher education research for preparing teachers to be Day 1 ready and equity-minded to promote public education as socially just.

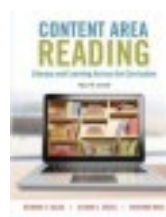
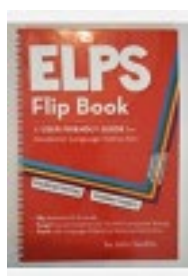


Required Textbooks:

Vacca, R.T., Vacca, J.L. & Mraz, M. (2017) *Content Area Reading: Literacy and Learning Across the Curriculum*. Pearson Education. Boston: MA. Seidlitz, J. & Perryman, B. (2011).

7 Steps to a Language-Rich Interactive Classroom Research-based Strategies for Engaging All Students. Canter Press, San Clemente: CA. Seidlitz, J. (2010).

ELPS Flip Book: A User Friendly Guide for Academic Language Instruction. Seidlitz Education Irving, TX.



EPP Vocabulary:

Academic Feedback	Refers to student and/or teacher input assessing progress, monitoring and adjusting instruction, or prompting student thinking. Informal assessment should provide timely, accurate, and specific oral or written feedback.
Academic Language	Refers to oral and written language used for academic purposes; encompasses language demands, language functions, vocabulary, and discourse.

Assessments	Refers to all formal and informal activities undertaken to evaluate student learning.
Classroom Management	Refers to a teacher's decisions to establish an environment that is equitable and conducive to learning. This includes clear rules and expectations for learning and behavior that are explicitly established and positively reinforced through social approval, contingent activities, and consequences to maintain appropriate behavior and high expectations.
Differentiation	Refers to equitable and tailored instructional strategies, content, resources, and environment that meets needs of students, especially those marginalized by race, culture, language, economic status, and learning needs.
Questioning	Elicits student thinking for instruction and connects theory to practice by challenging student thinking. Questioning is differentiated, purposeful, varied in complexity, and based on learning outcomes.

Student Learning Outcomes:

Upon successful completion of this course students will be able to:

- The student will demonstrate understanding of the Four Dimensions of Equity as evidenced in academic writing and lesson planning.
 - The student will understand the role of [high leverage teaching practices](#) for delivering effective instruction focusing on 1) eliciting student thinking to acknowledge competence, 2) Designing single lessons and sequences of lessons
 - 3) explaining and modeling content, practices, and strategies through discussion and participation in practice-based teaching and class rehearsals.
 - The student will identify and use evidence-based strategies to support literacy needs within content area instruction including those related to comprehension, written expression, and vocabulary.
 - The student will identify the learning needs of students at various stages of language acquisition and determine appropriate instructional and testing accommodations to utilize with students at each level of language proficiency.
 - The student will identify the learning needs of students with various reading difficulties including dyslexia and determine scaffolding and differentiation needs including accommodations used in classroom instruction and assessment.
 - The student will analyze content area assessment data and identify grouping strategies and intervention needs strategies that will target deficits.
 - The student will create content area lesson plans that include effective evidence-based strategies that support comprehension, written expression and vocabulary acquisition
- Identify accommodations and determine appropriateness for use with students who are Tier 1 and/or English Learners, and also those served by Section 504 that have reading difficulties.
- The student will utilize TELPAS results to identify appropriate ELPS to utilize in content area instruction to improve language acquisition for English Learners.

Other Resources/supplemental websites students are expected to use during the course:

1. Texas Essential Knowledge and Skills (TEKS) – this is what your student will need to know while doing your activities that you plan <http://www.tea.state.tx.us> (then go to links by grade level or content area)
2. State Board of Educator Certification: Website to review Content Standards and EC -12 Pedagogy & Professional Responsibilities (PPR) Standards:

www.texas.ets.org/assets/pdf/testprep_manuals/160_ppr_ec12.pdf

3. English Language Proficiency Standards:

<http://ritter.tea.state.tx.us/rules/tax/chapter074/ch074a.html#74.4>

4. STAAR Resources <http://www.tea.state.tx.us/student.assessment/staar/>

5. Accountability and Accommodations Resources: lead4ward.com

6. Bloom's Taxonomy – revised

<http://www.celt.iastate.edu/teaching/RevisedBlooms1.html>

7. Motivating Struggling Readers – The Engagement Model of Instruction www.corilearning.com/research-publications/2003-guthrie-davis.pdf

8. IRIS Center, Vanderbilt University School of Education. This site provides numerous resources for grades K-8 teaching. <http://iris.peabody.vanderbilt.edu/resources.html>

9. International Dyslexia Association website - dyslexiaida.org

Course Requirements:

1. TEKS Review - Students will choose a grade level within a content area and certification to work within that for the semester. The student will then review the TEKS for the grade level/subject area and chart where references are made to content affected by literacy (written expression, reading comprehension, vocabulary).
2. STAAR Deconstruction - Students will deconstruct a STAAR test from their chosen subject area/grade level. Students will list all question stems utilized within the test and calculate the percentage of each one used. Students will then reflect on how knowing this should affect everyday instruction.
3. Unit of Study - Student will choose a few grade level/subject area TEKS and ELPS to address within a unit of study to last through 5 days of instruction and 1 day of summative assessment. The unit will be graded on integration of vocabulary, comprehension, and writing strategies incorporated daily, technology utilized, and differentiation planned for various learning differences affected by things such as reading difficulties, dyslexia, EL status, math difficulties, etc...
 - a. Introduction to Unit
 - b. Calendar
 - c. Vocabulary Plan
 - d. Formative and Summative Assessment Plan
 - e. Presentation - Students will create a narrated PowerPoint presentation of the Unit of Study.
 - f. Discussion Board response to 3 students' Units of Study
5. English Learner Investigation:
 - a. TELPAS Mapping - Students will "map" 2 students TELPAS results utilizing the ELPS Flip Book. Then, students will choose 1 strategy for each language area (Reading, Speaking, Listening, Writing) that could be utilized within their content area which would be appropriate for each student.
 - b. Student Friendly Learning Objectives and Language Objectives - Students will write ONE of each type of objective to match the language level of student that was mapped according to TELPAS results.
 - c. Language Rich Interactive Classroom Description
6. Dyslexia Investigation - Engage with resources in Blackboard module related to dyslexia. Then, summarize what dyslexia is, how to provide classroom accommodations, and what to look for in the classroom that might cause you to make a referral for services.
7. Reading Responses - Students will complete several different formats of writing activities in order to summarize each week's learning. These strategies are ones that you can also utilize within your content area classroom to build literacy skills (comprehension and writing).
8. Academic Vocabulary Journal - Students will self-select 5 vocabulary words weekly and

create an ongoing chart/spreadsheet that will be filled in all semester. The Academic Vocabulary Journal is a combination of two vocabulary strategies: Vocabulary Self-Collection and Visual-Verbal Word Association. Each week students select a minimum of five academic vocabulary terms either from class, text readings, presentations, etc. For each word, students write the meaning of the word (own words), a way to remember the word (personal association) and a topic or category the word might fall within.

9. Text Set - Students will create a text set containing multiple resources that can be utilized to enhance instruction during your Unit of Study. These may be videos or other multimedia resources/websites, picture books, graphic or regular novels/children's books/short stories/poems, or art. You will create a document that details each of the items chosen with links to videos or pictures of the books that you would order/locate to complete the instruction during your Unit of Study.

Methods of Evaluation:

Assignments	Points
TEKS Review for chosen grade level	50
STAAR Deconstruction (question stems) with Brick and Mortar Vocabulary list	50
Textbook Readability Check	50
7 Steps to a Language-Rich Classroom - Classroom Environment Description , TELPAS Mapping, SFLO and LO	100
Text Set	50
Dyslexia Assignment	50
Unit of Content Area Lessons	150
· Introductory Page	50
· Skeleton Calendar	50
· Five total lesson plans	50
· Vocabulary Lesson Plan	50
· Assessments	50
· Interactive Technology	50
Academic Vocabulary Journal	100
5 completed Reading Responses utilizing differing writing strategies that can be used in content area classrooms (20 points each)	100
TOTAL	850

***Failure to complete any major assignment will result in grade dropping a full letter**

<i>Modules</i>	<i>Due Dates</i>
<i>Module 1</i> (Google form, Anticipation guide)	<i>January 24, 2022</i>
<i>Module 2</i> (Ch. 4 reading/Learning Log, Academic vocab journal, TEKS snapshot)	<i>January 31, 2022</i>
<i>Module 3</i> (Cornell notes, Academic vocab journal, STAAR Deconstruction assignment)	<i>February 7, 2022</i>
<i>Module 4</i> (Incredible shrinking notes, Academic vocab journal, Raygor Readability)	<i>February 14, 2022</i>
<i>Module 5</i> (Summative Assessment, Academic vocab journal, Language rich interactive classroom and TELPAS mapping)	<i>February 21, 2022</i>
<i>Module 6</i> Academic vocab journal, Text Set)	<i>February 28, 2022</i>
<i>Module 7</i> (Academic vocab journal, Ch. 5 reading response)	<i>March 7, 2022</i>
<i>Module 8</i> (Academic vocab journal, Lesson planning, Dyslexia Assignment)	<i>March 14, 2022</i>
<i>Module 9</i> (Academic vocab journal, Vocabulary lesson plan)	<i>March 28, 2022</i> <i>(Note: 2 weeks to complete this module)</i>
<i>Module 10</i> (Academic vocab journal, Introduction to Unit of Study, Skeleton Calendar)	<i>April 11, 2022</i> <i>(Note: 2 weeks to complete this module)</i>
<i>Module 11</i> Unit of Study	<i>May 2, 2022</i> <i>(Note: 3 weeks to complete this module)</i>

Grading Scale

Final course grade will be based on the points earned. Course grade will be assigned based on the following scale:

765 – 850 points = A

680- 764 points = B

595 -679 points = C

510 -594 points = D

0 –509 points = F

*****The instructor reserves the right to make changes to assignments, the class schedule or the syllabus if the need arises.***

1. **Professionalism:** Active class participation by students is critical to the overall success of the class and its individual students. All students are expected to take responsibility for their membership in the class and be active and willing participants including the following:

- a. **Student Attendance**

Students are expected to attend all face-to-face or virtual classes, **to be on time**, and attend for the **full class**. THERE ARE NO EXCUSED ABSENCES nor does the professor “give permission to miss class”. **Missing more than two face-to-face or virtual classes will result in the student grade dropped one full letter. Missing more than four classes will result in student grade dropped two full letters. Tardiness more than 30 minutes after class starting time will be considered an absence.** If a student chooses to miss a class, the student is responsible for

- course announcements
- covering the material addressed in class independently
- obtaining notes from a peer

- b. **Professional Etiquette**

Professional Etiquette is an important component meeting professional/ethical outcomes for TEA Code of Ethics and TPP Professional Expectations. Etiquette expected for this course includes:

- Appropriate attendance and promptness
- Positive, open attitude towards learning
- Appropriate collaboration skills with peers
- Appropriate grammar, articulation and speech patterns
- Conduct yourself in a manner that is not distracting to your peers. This includes cell phone use. · Be respectful of other students and the professor.
- Recognize that arriving late or leaving class early is a distraction to your peers!
- Students are responsible for reading, understanding, and following the A&M-Texarkana Code of Conduct.

University Policies

For University policies on Academic Integrity, A&M-Texarkana Email Address, and the Drop Policy, please refer to [Syllabus Policies](#)*.

For policies governing *all web-enhanced and online courses*, please refer to [Online Education](#).**

Disability Accommodations: The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Life in UC room 126, or call (903)223-3116. For additional information visit [Disability Services](#)***.