



**READ 3373: Content Area Reading in the Middle Grades; READ 3374: Vocabulary and Word Study in the Middle Grades
Spring 2018**

Course Prefixes and Numbers are required courses for Grades 4-8 Literacy Methods

College of Education, Department of Language, Literacy and Special Populations

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Class Format:

Class day and time: Monday & Wednesday- 10:00am-3:00pm (12:30pm-1:00pm- lunch)
Class location: Jan. 22-Feb. 19 at TWC, Room 351; Feb. 16-April 30 (Every Monday at TWC, Room 351; Every Wednesday at Cryar Intermediate (morning); Every Wednesday at Moorhead Jr. High (afternoon)

Location of field experience: Harold Cryar Intermediate
2375 Montgomery Park Blvd.
Conroe, Texas 77304

Moorhead Jr. High
13475 FM 1485
Conroe, TX 77306

Course Description:

READ 3373: Content Area Reading in the Middle Grades

This course focuses on using reading and writing as tools for learning in all academic areas, i.e. math, science, social studies, in grades 4-8. Concurrent enrollment in READ 3374. Prerequisite: SPED 2301. Credit 3.

READ 3374: Vocabulary and Word Study in the Middle Grades

Students will explore phonemic awareness, decoding skills, and vocabulary. Specifically included in the study are phonic generalizations, structural analysis, word derivations and etymology, and strategies for technical and other specialized vocabularies. Concurrent enrollment in READ 3373. Prerequisite: SPED 2301. Credit 3.

Textbooks:

REQUIRED

Text A-

Haas, L., Durham, P., & Williams, J. (2015). *Becoming fluent in the language of content: Developing strategic readers as critical consumers of information*. Dubuque, IA: Kendall Hunt Publishing.

Text B-

Templeton, S., Bear, D.R., Invernizzi, M., Johnston, F., Flanigan, K., Townsend, D.R., Helman, L., Hayes, L. (2015). *Vocabulary their way: Word study with middle and secondary students* (2nd Ed.). Boston: Pearson.

Text C-Online (We will reference this site when we discuss the Texas Middle School Fluency Assessment.) Texas Education Agency, University of Houston and The University of Texas System (2010). Texas Middle School Fluency Assessment (TMSFA). Retrieved from <https://buildingrti.utexas.org/resource-pages/texas-middle-school-fluency-assessment-tmsfa>

RECOMMENDED- (Do not have to purchase but are excellent texts to teach writing)

Applebee, A. N. & Langer, J.A. (2013). *Writing instruction that works: Proven methods for middle and high school classrooms*. New York, NY: Teachers College Press.

Fountas, I., Pinnell, G.S. (2012). *Genre study: Teaching with fiction and nonfiction books*. Portsmouth, NH: Heinemann.

Ray, K. (2006). *Study driven: A framework for planning units of study in the writing workshop*. Portsmouth, NH: Heinemann

Professional Journals: You can find research based teaching resources in the journals listed below.

Professional journals include (but not limited to) the following:	
<i>Journal of Adolescent & Adult Literacy</i>	<i>Science Scope</i>
<i>The Reading Teacher</i>	<i>The Science Teacher</i>
<i>Reading & Writing Quarterly</i>	<i>Journal of Science Teacher Education</i>
<i>Intervention in School and Clinic</i>	<i>Journal of American</i>
<i>Improvement</i>	
<i>The Reading Teacher</i>	
<i>Mathematics Teacher</i>	<i>History</i>
<i>Mathematics Teaching in the Middle School</i>	<i>OAH Magazine of History</i>
<i>Middle School Journal</i>	<i>Educational Leadership</i>
	<i>Library Media Connection</i>

Professional Organization Membership: You might want to consider joining the professional organization relevant to your content area. You will have access to a plethora of resources.

A student membership (\$20-\$40 depending on **your discipline**) in your content area's national professional organization:

National **Science** Teachers Association (NSTA) <http://www.nsta.org/membership/student.aspx>

National Council of Teachers of **Mathematics** (NCTM) <http://www.nctm.org/membership/>

National Council of Teachers of **English** (NCTE) <https://secure.ncte.org/store/individual-membership>

National Council of Teachers of **Social Studies** (NCTSS) <http://www.socialstudies.org/membership>

Tk20 Account statement: Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Tk20 **will be** utilized during this course to submit your field experience log, a document that you will use to record your field experience hours. In other words, you will document your Wednesday hours at Cryar Intermediate or Moorhead Jr. High. You will be able to access the document in Tk20. **You must log, a minimum for 45 field experience hours.**

Course Objectives: The following objectives will be met during this course:

1. Evaluate how theories influence classroom practices;
2. Administer TMSFA, Texas Middle School Fluency Assessment for Grades 4-8;
3. Demonstrate understanding of content area literacy strategies;
4. Effectively design lesson plans pertaining to reading comprehension and vocabulary instruction;
5. Effectively use video maker software (*Powtoon*) to create video presentations;
6. Create content area text sets for reluctant, struggling, and gifted readers;
7. Evaluate web-based learning for all grades and content areas that uses educational hip-hop music (*Flocabulary*) and other song genres to engage students and increase achievement;
8. Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts;
9. Engage students in small and whole groups;
10. Compose a genre study in a writers' workshop using fiction or nonfiction texts.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed below.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

The **ESSENTIAL** objective for these courses is that the students develop specific skills, competencies, and points of view needed by professionals in their academic field, i.e., 4-8 mathematics, 4-8 mathematics/science, or 4-8 language arts-reading/social studies.

In addition, an **IMPORTANT** objective is that students learn to apply course material and concepts to improve thinking, problem solving, and decisions.

Course Requirements:

Course Format

The content of this course is delivered through demonstrations and lectures. Course concepts are learned through observations, readings, collaborative study and discussions, field experiences, presentations, and research. In addition, candidates work with mentor teachers and students in middle school classrooms to apply the concepts and strategies discussed in class. The professor's instructional focus is to assist certification candidates in the process of becoming **reflective practitioners**. Evaluation consists of self-evaluations, peer evaluations, mentor teacher evaluations, and professor assessments using rubrics for products, discussions, and presentations.

Course Content:

- **3373**—An introduction to the five literacies framework: reading, writing, thinking, speaking, and listening. This framework is taught with a focus on becoming fluent in the language of content, moving past the mere exposure of facts and toward assisting students to become fluent users of the content language.
- **3374** – The focus is on phonemic awareness, decoding skills, and vocabulary. Specifically included in the study are phonic generalizations, structural analysis, word derivations and etymology, and strategies for technical and other specialized vocabularies.

This blocked methods course (READ 3373/3374) is designed to help candidates become informed, reflective decision makers who can evaluate the skills and strategies students need to become fluent readers of information and critical thinkers.

The readings, assignments and activities in this class are designed to enable each student to:

1. **develop an understanding of the relationships amongst the five literacies of the 21st century:** reading, writing, thinking, listening, and speaking.
2. **develop knowledge of classroom environments that support content area learning,** i.e. set purposes for content area learning, organize instructional environment for specific instructional objectives and optimal learning opportunities, and integrate the five literacies across the curriculum and content subject areas (e.g., modeling, scaffolding, exploration and discovery, explicit, and systematic instruction).
3. **develop knowledge, of assessing student interests, abilities, and instructional materials,** i.e., appropriately assess individual student reading levels and literacy development, evaluate readers and match instructional materials to students' interests of topics and genres at their reading level, and implement appropriate methods for meeting reading and learning needs of diverse learners.
4. **demonstrate knowledge of components of reading comprehension,** i.e., elements of reading comprehension (e.g., author's purpose and background/prior knowledge), strategies to facilitate students' reading comprehension (e.g., inferring, predicting, summarizing, monitoring, generating questions, semantic and graphic organizers), strategies for reading comprehension and content learning through digital literacies, instructional strategies to increase vocabulary acquisition (e.g., context clues and word analysis), strategies for developing critical thinking (e.g.,

metacognition, analysis, synthesis, evaluation), and make connections between text and self, text to text, and text to world.

5. **demonstrate knowledge of content specific learning through the five literacies**, i.e., author's use of text structures, features of non-fiction the TPACK model, instructional approaches and strategies for acquiring content area vocabulary (e.g., word walls, graphic organizers, categorizing, semantic mapping, and semantic feature analysis), purposeful selection and evaluation of print and non-print media and materials for instructional purposes, instructional strategies and approaches for discovery learning circles and inquiry for both traditional and digital texts (e.g., note taking skills; summarizing; discussion; using text features, such as illustrations, maps, and graphics), instructional approaches and strategies to assist students in developing fluency in the language of content, and instructional approaches and strategies for helping students with the inquiry process.

ACE Course Designation:

PRACTICUM –You have been given the opportunity to help improve the learning opportunities of children with whom you work and assist and support your mentor teachers. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen. You will have opportunities to tutor at Cryar Intermediate or Moorhead Jr. High. There will be another excellent tutoring opportunity at SHSU on Tuesdays from 4:00-5:30, Huntsville Immersion Partnership: Phase I afterschool tutoring program. The tutoring opportunities will start on Feb. 21, 2018. We will have a kickoff on January 23, 2018 at the Walker Education Center from 4:00-6:00pm.

MATERIALS:

Pocket folders with brads-Professionalism handout (folder #1), Content Literacy Strategies (folder #2) and Lesson Plans w/ handouts (folder #3)

Your name should be written clearly on the outside of each folder.

Planner to coordinate assignments

8 ½ X 11 or larger wipe off board and dry erase marker

Broad-tipped markers

Narrow-tipped markers

Highlighters

Glue sticks

Pencils/pens

Stapler with staples

Lined paper

Construction Paper

Post-it-notes

Hole punch

Scissors

Large notebook for assignments, handouts etc...

A rolling cart/backpack might be helpful

Bolded materials will be used from the beginning of the semester.

You might need the non-bolded materials when you work with your assigned student, starting February 21.

Assignment due dates can be found on the Assignment Matrix document.

Full assignment descriptions and rubrics can be found in Blackboard.

All assignments submitted must include an attached blank rubric.

Email Policy: The instructor will respond to emails in a timely fashion. Do not get offended if the email responses are one-word/short; the instructor believes it is important to respond to all emails promptly.

Course Requirements:

Course Outline

Assignments

1. A Powtoon Literacy Experience -Individual- (100 points) Due- January 29

Task I: Cultural X-ray- (What are your beliefs about teaching reading and writing in your content area? Who molded those beliefs? How did that individual(s) impact your decision to become a, **identify your content**, teacher?)- **In-Class Assignment**

Task II: A Powtoon Literacy Experience- This assignment requires you to animate the experience you captured in your cultural x-ray/literacy autobiography in a 2 minutes or less Powtoon.

Powtoon Tutorial: <https://www.youtube.com/watch?v=bRqO5MasiFk>

2. Disciplined-based Literacy Strategies -Individual- (100 points) –Last Day to Submit Final One-April 11- If you do not submit a strategy on the day it is due, I will deduct 5 points for late submissions. Please pay attention to due dates.

In the Appendix of Haas et al (2015) book, you will find a **Content Language Lesson Design Checklist**. This checklist is for you to record both reading and vocabulary strategies from textbooks A and B and other readings that reflect the 5 literacies: reading, writing, speaking, thinking, and listening. Each week, you are expected to select one strategy from your checklist and answer the questions below. Make sure you select a strategy that can be applied in your content area.

- Is the strategy a before-reading, during-reading, or after-reading strategy?
- How does the strategy reflect the five literacies? This must be explained in detail. Refer to the model on page 17.
- How do you see the strategy impacting students in the content area you are going to teach?

The format for the strategy analysis should be the Double Entry Journal (DEJ). See DEJ example below. Use the DEJ as a template for the strategy analysis. This assignment will model the “Strategy Analysis” activity (Haas et al, 2015, p.17). Your first strategy analysis will be due on **Wednesday, January 31**.

This assignment must be typed and placed in your content literacy strategies folder. It is due every **Wednesday**. We will spend time discussing the strategy you selected, so be prepared to present your strategy analysis to your content area group.

Strategy Name:	
Explain the theory that underpins the strategy?	
Is the strategy a before-reading, during-reading, or after-reading strategy? Why?	
How does the strategy reflect reading?	
How does the strategy reflect writing?	
How does the strategy reflect speaking?	
How does the strategy reflect thinking?	
How does the strategy reflect listening?	
How do you see the strategy impacting students in the content area you are going to teach?	

3. Text Set–Individual (100 points)- Due by Feb. 19

We know that students struggle reading a textbook. We also know that relying on one textbook creates challenges for most learners. As a result, content teachers are embracing the idea of using text sets in their content classrooms.

Text Set- A collections of resources from different genre, media, and levels of reading difficulty—are more supportive of the learning of learners with a range of experiences and interests than any single text. They are particularly supportive of

less-experienced readers. Text Sets are more than a set of books and/or resources about a single topic. They are carefully selected by a knowledgeable teacher to explore a significant issue from multiple perspectives -- they invite students to think about complex ideas expressed in a variety of forms. Text sets invite a learner to enjoy, investigate, and imagine their way into meaning making.

For this assignment, you will begin to collect texts that you could use in your content classroom. You will refer to the TEKS to determine what themes or topics are required for your content area and make your determination based on the standards. You will need a collection of **10** texts from varying genres (ex., non-fiction, fiction, poetry, picture book, etc...). An explanation of the reading level of each text, and a rationale for the selection of each text must be included in the annotation. **We will discuss text sets in class. The text set rubric can be found on page 58 (Haas et al., 2015). An example of a text set can be found on pages 52-56 (Haas et al., 2015). A text set can be found on pages 52-56 (Haas et al., 2015).**

4. Disciplined-based Lesson Plans/Reflections (100 points)- Last day to show me a draft of the two lessons you plan to teach, Due March 26 (draft), Final, April 9

The purpose of this assignment is for you to apply course content to writing lessons. You will develop three lessons but only teach 2 (mentor teacher's class: small or whole group) that could be used in a unit of instruction within a discipline. Lessons should be unified in theme with the intent that they would be taught consecutively. Each lesson must address the discipline you are preparing to teach (e.g., mathematics, science, social studies/history, or English/language arts). In addition to reading/comprehension strategies and activities, include strategies specific to your discipline. Include a selection of vocabulary words to teach, comprehension strategies, and writing strategies. For each objective and activity, explain how you would scaffold instruction for students who may struggle. **A lesson plan template and rubric will be provided and located on Blackboard.**

5. Group Lesson Plan and Chapter Presentation (100 points): Presentation Dates: Vary based on Content Area
The chapters in the book are divided by content area. Select a chapter relevant to your discipline from *Vocabulary Their Way* and pick three vocabulary strategies that you and your group can use to teach a vocabulary lesson. Each group (maximum of 4 people) will develop a 30 minute lesson that revolves around teaching a vocabulary lesson using a before, during, and after vocabulary strategy relevant to your content area. The lesson plan must include the following:

- • key concepts
- • before, during, and after strategies
- • visual aids
- • support material such as strategy frames, games, etc.
- • references.

A hard copy of the lesson plan will be given to the instructor prior to the deadline to present the lesson. Each group will present their lesson to the class. Appropriate aid(s) for enhancing understanding should be used. Student prior knowledge should be activated, background information built, several strategies should be modeled, and the lesson should actively engage the class. All of this information must come from Textbook B. Your lesson must be 30 minutes long.

6. American Idol Day- (100 points)- Present on April 2

We will evaluate web-based learning sites that use educational hip-hop music (*Flocabulary*) and other song genres to engage students and increase achievement. You will be required to write a song about a topic taught in your content area and perform it. There should be no more than 4 band members. The winning team will receive a coveted award. Dr. Wally Barnes and I will be the judges. I will discuss this assignment in detail during class.

7. Genre Study- Individual and Student-(100 points x 2)- Your Genre Study must be uploaded to Livebinder by Feb. 19 and Your Student's Genre Study must be uploaded to your Livebinder by April 18.

Middle grades students write—daily. They text, pass notes, send e-mails, blog, and post updates on Facebook. At the center of students' non-academic writing are their day-to-day thoughts, stories, and encounters that define them as individuals finding their way in the world. The *unit of study* is an inquiry-based instructional framework that supports students' development as writers in single-subject areas or across disciplines. The purpose of this assignment is for you to experience the unit of study process, so that you are able to engage in authentic conversations with your students about inquiry-based writing. You will have the chance to model this approach to writing with students from Cryar or Moorhead Jr. High. They will display their writing during the Authors' Celebration (Dates TBA). There will be a more in-depth discussion on this approach to writing. You are going to love it!! **Examples will be provided.** This project will be

uploaded to your Live binder. You will create a Live binder account in class.

8. Phonics Test- Individual (100 pts.)- April 9

We will study phonemic awareness, decoding skills, and vocabulary. Specifically included in the study will be phonic generalizations, structural analysis, word derivations and etymology, and strategies for technical and other specialized vocabularies. The phonics test will address these topics. We will talk more about this test during class.

9. **Texas Middle School Fluency Assessment Reflection (25 points)- March 21-** This assignment requires you to administer the TMSFA and the Three Minute Reading Assessment for Grades 5-8 to one struggling reader in your mentor teacher's classroom. You will select the grade level that is appropriate for the students. Once you administer the assessments, you will complete a reflection on each child that will require you to capture the results. A template/rubric will be uploaded to Blackboard. If you are teaching grade 5, then you can use the Three Minute Reading Assessment for Grades 5-8 to complete this assignment. You will be trained to administer both assessments before you enter your mentor teacher's classroom. You can administer it anytime between **Feb 21-March 7**. You have plenty of time to administer the assessments to one student. If you are in a 7th grade classroom, you will need to work with a student who failed a section of the 6th grade STAAR (**mathematics or reading**).

10. **Dyslexia Research (25 points)- Feb. 19-** Research a famous person with dyslexia. Write a one-page essay explaining what you learned about dyslexia and how it impacted the person's life.

Grades:

Course Evaluation:

Genre Study Writing Project (Individual)	100 pts. = 10%
Genre Study Writing Project (Your Assigned Student)	100 pts. = 10%
American Idol Day (Group)	100 pts. = 10%
Powtoon Literacy Narrative (Individual)	100 pts. = 10%
Text Set (Individual)	100 pts. = 10%
Phonics Test (Individual)	100 pts. = 10%
Disciplined-based Literacy Strategies (Individual)	100 pts. = 10%
Disciplined-based Lesson Plans/Reflections (Individual-Cryar Students or Moorhead)	100 pts. = 10%
Professionalism/Including Tutoring @ Cryar or Moorhead	50 pts.
Texas Middle School Fluency Assessment Reflection (Your Assigned 1 Student)	25 pts.
Dyslexia Research	25 pts.
Group Lesson Plan and Chapter Presentation (Group)	100 pts. = 10%

Evaluation Scale: Candidates will receive 2 grades for Literacy Methods READ 3373 and READ 3374. Grades will be determined by the following criteria and based on the aforementioned scale.

100 -- 95 – 2 A's
 94.9 – 91 – 1A, 1B
 90.9 – 87 – 2 B's
 86.9 – 83 – 1B, 1C
 82.9 – 80 – 2 C's
 79-70 – 2 D's

Tentative Schedule

DATE	TOPIC	READINGS	IN-CLASS ACTIVITIES	ASSIGNMENTS DUE
Jan 22	<p>Introductions</p> <p>What is your attitude toward reading and writing?</p> <p>Introduction: Three Types of Assessment (Diagnostic, Formative and Summative)</p> <p>Huntsville Immersion Partnership: Phase I (HIP)</p>	<p>"This I Believe: Keys to Educating Young Adolescents"</p> <p>AMLE Statement http://www.amle.org/portals/0/pdf/twb/TWB_Flyer.pdf</p>	<p>Join AMLE</p> <p>Go to the Texas Gateway Training to Sign-up for the TMSFA training (see Blackboard for the link)</p> <p>Cultural X-ray (What are your beliefs about teaching reading and writing in your content area? Who molded those beliefs?)</p> <p>Piecing the Puzzle Activity</p>	<p>Complete the TMSFA training by Jan. 29. Make sure you print the certificate when you complete the training.</p>

Jan 24	<p>Course Introduction & Syllabus Review</p> <p>Overview of How Theory Influence Classroom Practices</p> <p>Examining the Five Literacies</p> <p>Student Interest, Abilities, and Instructional Materials</p>	<p>Examine AMLE Standards</p> <p>Select an article from one of the journals in your content area listed above. Read it and bring to class on January 29</p>	<p>-Content Language Lesson Design Checklist (Bring to class every Mon/Wed)</p> <p>-Strategy Analysis Activity</p> <p>-Committee Selections-Facebook, Teachers' Luncheon, T-Shirt, and Authors' Celebration</p>	
Jan 29	<p>Three Minute Reading Assessment for Grades 5-8</p> <p>Student Interests, Abilities, and Instructional Materials</p> <p>-Texas Middle School Fluency Assessment (TMFSA) Grade 7</p> <p>Strategy Lesson: Thinking Together (In-Class Handout)</p>	<p>Text A (Haas et al.): Chapters 1- 3</p>	<p>-Texas Middle School Fluency Assessment (TMFSA) Grade 7</p> <p>Three Minute Reading Assessment for Grades 5-8</p> <p>Content Language Lesson Design Checklist (Bring to class every Mon/Wed)</p> <p>-Strategy Analysis Activity</p> <p>Bring your laptop to class every class meeting</p>	<p>Content Language Lesson Design Checklist (Bring to class every Mon/Wed)</p> <p>Go to Gateway Courses by TEA and select Texas Adolescent Literacy Academy Tier 1 (optional See Blackboard for the link)</p> <p>Powtoon Literacy Narrative Video Due on Blackboard by 5pm. You will upload the link to your video.</p>
Jan 31	<p>Texas Adolescent Literacy Academy Tier 1 ONLY</p> <p>Strategy Lessons from Texas Adolescent Literacy Academy Tier 1: Get the Gist, Summarization, and Anticipation Guide</p>	<p>Go to Gateway Courses by TEA and select Texas Adolescent Literacy Academy Tier 1</p>	<p>Get the Gist, Summarization, and Anticipation Guide</p> <p>Think-Pair-Share, Tell-Help-Check and Generate-Share</p> <p>Re-scoop Strategy</p> <p>What does the "I Do, We Do, You Do" look like in a classroom?</p> <p>Reflection Log (Handout 6 found in Texas Adolescent Literacy Academy Tier 1) in-class activity</p>	<p>Disciplined-based Literacy Strategy Due (typed/placed in folder)</p>
Feb 5	<p>An inquiry approach to learning about genre</p> <p>-What is a genre study?</p> <p>-What students need to know about the genres of texts</p> <p>-A workshop approach to</p>	<p>Fountas and Pinnell's Chapters 2, 3 and 4 and pp. 46-47 from <i>Genre Study</i>: (see Blackboard)</p>	<p>Genres and forms of literature</p> <p>Interactive Read-Aloud</p> <p>Introduce genre study assignment</p>	

	genre study		Introduce Livebinder	
Feb 7	Learning to process fiction and nonfiction texts	Text A: Chapter 4: Exploring Nonfiction through a Critical Lens Fountas and Pinnell's Chapter 5 and <i>Genre Study</i> : (see Blackboard)	Analyzing Text Factors for Nonfiction Introduce text set assignment Continue discussing genre study assignment Comprehension strategies (pp.46-47-Fountas and Pinnell)	Disciplined-based Literacy Strategy Due (typed/placed in folder)
Feb 12	Writers' Workshop		Text set rough draft due Genre study rough draft due	Text set rough draft due Genre study rough draft due
Feb 14	Overview: Sequence for Learning Words What Every Teacher Needs to Know about Words and about Teaching Them	Text B: Chapter 1	Introduce disciplined-based lesson plan template Introduce group lesson plan and chapter presentation assignment	Make sure you complete the dyslexia identification academy training by Feb. 19 (Link available in Blackboard)
Feb 19	Texas Dyslexia Identification Academy Continue discussing Overview: Sequence for Learning Words	Discuss Dyslexia		Text set due Your Genre study Due (Upload it to your Livebinder by 5pm) Dyslexia Research Due (upload to Blackboard before class)
Feb 21	FIRST DAY OF FIELD EXPERIENCE			First Day –Enter Mentor Teacher's Classroom Disciplined-based Literacy Strategy Due (typed/placed in folder)
Feb 26	Vocabulary Assessment and Classroom Organization Academic Vocabulary in Mathematics	Text B: Chapter 3 Text B Chapter 7	Group Lesson Plan and Chapter Presentation (mathematics)	Academic Vocabulary in Mathematics
Feb 28	FIELD EXPERIENCE			Disciplined-based Literacy Strategy Due (typed/placed in folder)

March 5	Academic Vocabulary in Science	Text B Chapter 8	Phonics Review Group Lesson Plan and Chapter Presentation	Phonics Practice Test
March 7	FIELD EXPERIENCE			Disciplined-based Literacy Strategy Due (typed/placed in folder)
SPRING BREAK MARCH 12-16				
MARCH 19	Academic Vocabulary in English/Language Arts Quick Phonics Review	Text B Chapter 5	Group Lesson Plan and Chapter Presentation	
MARCH 21	FIELD EXPERIENCE			Disciplined-based Literacy Strategy Due (typed/placed in folder) Texas Middle School Fluency Reflection (TMSFA) Due by 5pm in Blackboard
March 26 Midterm Conference	Academic Vocabulary in SS	Text B: Chapter 6	Phonics Review Group Lesson Plan and Chapter Presentation	Midterm Conference Last day to show me a rough draft of the two disciplined-based lesson plans that you are going to teach
March 28	FIELD EXPERIENCE			Disciplined-based Literacy Strategy Due (typed/placed in folder)
April 2	American Idol Day!!! Texas Dyslexia Identification Academy		You will perform on this day!! Discuss Dyslexia	American Idol Day!!!
April 4	FIELD EXPERIENCE			Disciplined-based Literacy Strategy Due (typed/placed in folder) Send Parents Authors' Celebration Invitation
April 9	Phonics Test		Disciplined-based Lesson Plans/Reflections/Mentor Teacher Evaluations Due	Phonics Test Genre Study presentation (individual)

				All Disciplined-based Lesson Plans/Reflections/Mentor Teacher Evaluations Due (Must have everything prepared in a folder to hand to me.)
April 11	NO FIELD EXPERIENCE- STAAR TESTING GRADES 5 & 8 READING		MEET AT TWC	Final Disciplined-based Literacy Strategy Due (typed/placed in folder)
April 16 <i>Final Conference</i>	Return to cultural x-ray			
April 18	FIELD EXPERIENCE Final day to work with student on preparing for the genre study presentation for the authors' celebration			Genre study taught to student due by this date; upload it to your Livebinder by April 18 (5pm)
April 23	Meet at TWC			
April 25	Last Day of Class at Cryar Intermediate	Teachers' Luncheon & Authors' Celebration at Cryar		
April 30	Meet at TWC			
May 2	Last Day of Class at Moorhead Jr. High	Teachers' Luncheon & Authors' Celebration at Moorhead Jr. High		

Student Guidelines:

University Policies:

- SHSU Academic Policy Manual-Students

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

- [Procedures in Cases of Academic Dishonesty #810213](#)

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center .

- [Students with Disabilities #811006](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

- [Student Absences on Religious Holy Days #861001](#)
- [Academic Grievance Procedures for Students #900823](#)

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Attendance:

This is a "hands-on" course in which many of the instructional techniques are demonstrated in class, applied in the classrooms, and debriefed in large and small group discussions. Your participation and contributions are vital to your success. Therefore, regular and punctual attendance is expected. Attendance also demonstrates a level of responsibility and commitment that is expected of a professional.

It is not a good idea to miss any class. You are granted one absence. After the one, five points will be deducted from the “Professionalism” grade for each class absence. Attendance is strictly required for any class period spent working with the students in the school setting. **You are required to contact both your mentor teacher and the instructor before the beginning of the school day if you are going to be absent from class.** Candidates will be provided a log-in document and will use it to log class time. *Tardies and early departures are noted. Two points will be deducted for each class tardy or early departure of 1 hour or less. Tardies or early departures that miss more than one hour of the day will be counted as an absence. Two early departures or tardies will be the equivalent of one class absence.

Course Expectations:

1. **Professionalism (100 points).** You are currently in a professional course of study in which you are preparing to be a teacher, accountable to and for our priceless children, their parents, your colleagues, your mentor teachers, and administrators. This is not a responsibility that can be taken lightly. It is expected that your joyful and enthusiastic participation in activities as well as positive **attitudes and dispositions** toward learning be exhibited throughout your teacher preparation program. Cryar Intermediate and Moorhead Jr. High are our host schools for this course. You are a guest in the school. That means your attitude and behaviors are those of the perfect guest: You look for the good things, you’re cheerful and enthusiastic, and you show that you’re grateful to be here. **You start the course with 100 points. Guard these points carefully.** Evaluation: Professionalism Rubric.

The annual Joan Prouty Conference will be held on October 28, 2017, at the LSC. **Student registration is \$35.00. This fee includes one continental breakfasts and lunch. Extra Credit=10 points.**

Professionalism. In this course, everyone begins the semester with 100 points for professionalism, the maximum for exemplary professional behavior. Example of ways that loss of points can occur include:

- absences
- tardies
- unfinished or poorly prepared work
- failure to participate in face-to-face discussions
- posting assignments in Blackboard late
- poor communication between your colleagues or mentor teachers
- negative attitudes
- gossiping
- cell phone for personal use during class time
- lack of initiative
- leaving mentor teacher or tutorial early or coming late
- not making up mentor teacher or tutorial time
- rudeness
- dishonesty
- inappropriate behavior with a child
- other unprofessional behavior

The amount of professionalism points deducted depends on the frequency and severity of the action. Loss of most or all professionalism points will result in the submission of a note to the College of Education’s Professional Concerns Committee. Solely the professor and your mentor teachers determine the final total of professionalism points.

NOTE: If all professionalism points are lost, the final grades for READ3373/3374 cannot be higher than a D. Guard these points carefully. Below is a rubric that explains the deduction of professionalism points

PROFESSIONALISM POINTS RUBRIC:

Possible Cause of Deduction of Professionalism Points	Possible Point Deduction Per Occurrence	Actual Points Deducted	Date
Absence	2-5 points		
Tardy/Leave Early	2-5 points		
Check minus on reading log and/or lesson plan	2-5 point		
Late posting assignments to Blackboard/Turning in assignments in class	2-5 points per day late		
No rubric on turned in assignment	2-5 points		
Inappropriate Behavior (e.g. Talking about things not related to the topic of discussion or working on something not related to the topic of discussion)	2-5 points		
Use of cell phone/laptop not for instructional purposes without permission	2-5 points		
Not making up mentor teacher or tutorial time (before school tutoring at Moorhead or the Enrichment period at Cryar)	2-5 points per occurrence		
Dishonesty	2-5 points		
Leaving Mentor Teacher's Class Early or Coming Late	2-5 points		
Inappropriate Behavior in Mentor Teacher's Classroom (e. g. not being prepared)	2-5 points		
Inappropriate Behavior with other SHSU student(s) (e.g. not completing your part of a group activity)	2-5 points		
Inappropriate Behavior with professor (e. g. arguing)	2-5 points		
Inappropriate Behavior with a child (e. g. too familiar)	2-5 points		
Other Unprofessional Behavior	2-5 points		

2. Late assignment policy – All assignments are due in full at sign-in at the beginning of class unless otherwise noted. Any turn-in, including “forgotten” assignments will still have a late penalty imposed. Late assignments will first be scored based on the assignment’s rubric and additionally have points removed at the following rate: 2 points removed for one calendar day late, 5 points removed for two calendar days late, and 10 points removed for any assignments three calendar days late. No credit will be given after 3 calendar days; however, ALL assignments must be turned in to pass this course.

3. Cell Phone/Laptop Policy - Cell phones need to be put on vibrate at the beginning of class. We will be using cell phones/laptops as a tool within class, however, unless specifically requested by the professor, texting and Internet use during class periods are prohibited. If you have an emergency, the instructor must be informed before the beginning of class that you are expecting a message/call during class that day. Infractions of the “Cell Phone Policy” and “Laptop Policy” may result in a reduction of points from the candidate’s “Professionalism” grade.

- [Use of Telephones and Text Messengers in Academic Classrooms and Facilities #100728](#)

4. Attire - All candidates must dress according to the following dress code:

- Males: Dress shirt or knit shirt with collar (shirts must be tucked in)
Belt
Dress pants worn at the waist
All shoes must be worn with socks
- Females: Dress slacks or chino pants (somewhat loose fitting)
Skirt (at the knee or longer)
Dress (at the knee or longer)
All tops must be somewhat loose fitting and cover ALL cleavage
No midriffs (front or back) showing even when arms are raised or you are sitting/squatting
- Both: No flip-flops
No jeans or sneakers except for specified events
- All tattoos must be covered
All tongue, nose, eyebrow, etc. piercings must be removed. Earrings are only acceptable on females
No leggings or skinny jeans or tight fitting pants

CAEP Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited.

[CAEP Standards](#)

SHSU Dispositions and Diversity Proficiency (DDP) Standards:

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

ILA: International Literacy Association Standards for the Preparation of Literacy Professionals 2017:
(<https://literacyworldwide.org/docs/default-source/resource-documents/draft-ila-standards-2017.pdf>)

NCATE/CAEP: National Council for Teachers of English (<http://www.ncte.org/cee/caep/program>)

AMLE- Association for Middle Level Education Standards:
(<http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>)

SHSU Dispositions and Diversity Proficiencies (DDP) for Advanced Programs:
http://www.shsu.edu/~coegp/documents/shsu_d_dps_for_advanced_programs_list.pdf

Texas Teacher Standards:
[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=149&rl=1001)

Texas Educator Standards – English Language Arts & Reading 4-8 Standards:
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

SHSU College of Education Conceptual Framework: http://www.shsu.edu/~edu_edprep/

International Society for Technology in Education (ISTE)- Standards for Teachers (NETS-T)
http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix :

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment AMLE NCTE/CAEP-Teacher Prep ELA 7-12 DDP-Dispositions and Diversity Proficiencies TTS- Texas Teacher Standards TS—Texas Educator Standards- ELAR 4-8 ISTE- and Performance Indicators ILA-ILA Standards by Indicators
1. Candidates will identify and articulate the importance of interactions among, the reader, the text, and the context of the reading situation.	<ul style="list-style-type: none"> Responses to readings, small and large group discussions Disciplined-based Literacy Strategies (Individual) Disciplined-based Lesson Plans/Reflections Field Experience 	<ul style="list-style-type: none"> Disciplined-based Literacy Strategies Lesson plans and Reflection on teaching Participation Presentation 	AMLE – 1,2,4 NCTE/CAEP-1.2, 5.2, 5.3. 6.2 DDP-1, 3, 6, 7 TTS-1.a, 1.a1, 1.a2, 1.a3, 1.b, 1.b1, 1.c1 TS – 1.3s, 1.5s, 2.1k, 2.4s, 2.5s, 2.6s, 2.7s, 3.7s, 4.1s, 4.2s, 4.3s, 4.5s, 4.6s, 4.8s, 4.9s, 4.10s, 4.14s, 4.16s, 4.17s, 6.2s, 6.3s, 7.3s ISTE – 1, 2, 3, 4 ILA-2.1
2. Candidates will identify, articulate, and demonstrate the importance of writing as a tool for learning in the content areas.	<ul style="list-style-type: none"> Responses to readings, small and large group discussions Genre Study: Writing Literacy Autobiography Disciplined-based Lesson Plans/Reflections Text Set/Book Review 	<ul style="list-style-type: none"> Disciplined-based Literacy Strategies Rubrics assessing product(s) Lesson plans and Reflection on teaching Participation Presentation 	AMLE – 2 NCTE/CAEP – 2.1, 2.2 DDP – 1, 3, 6, 7, 10 TTS-1.c, 3.a, 3.a1, 3.a2, 3.c2 TS – 1.7s, 2.8s, 2.10s, 4.7s, 4.10s, 4.14s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.11s, 5.12s, 5.13s, 7.7s ISTE – 1, 2, 3, 4 ILA- 1.2, 4.1, 5.2
3. Candidates develop activities and assignments that are appropriate for 4-8 students and actively engage them in the learning process.	<ul style="list-style-type: none"> Genre Study Text Set/Book Review Group Lesson Plan and Chapter Presentation Disciplined-based Lesson Plans/Reflections American Idol Day Field Experiences 	<ul style="list-style-type: none"> Disciplined-based Literacy Strategies Rubrics assessing product(s) Lesson plans and Reflection on teaching Participation Presentation 	AMLE – 1,2 NCTE/CAEP-3.3,3.4, 3.6, 4.2, 4.3, 4.4 DDP- 1, 3, 6, 7, 9, 10 TTS-4.a, 4.a1, 4.a3, 4.b, 4.c2 TS – 2.4s, 2.5s, 2.6s, 2.7s, 2.11s, 3.1s, 3.9s, 4.1s, 4.2s, 4.3s, 4.5s, 4.6s, 4.9s, 4.10s, 4.11s, 4.13s, 4.14s, 4.16s, 4.17s, 5.6s, 6.2s, 6.3s, 7.5s, 7.6s, 7.7s ISTE-1, 2, 3, 4 ILA- 1.2, 4.1, 5.2

4. Candidates will explore phonemic awareness, decoding skills, vocabulary, and demonstrate strategies for teaching technical and other specialized vocabularies.	<ul style="list-style-type: none"> Group Lesson Plan and Chapter Presentation Phonemic Awareness Test Disciplined-based Literacy Strategies 	<ul style="list-style-type: none"> Disciplined-based Literacy Strategies Rubrics assessing product(s) Lesson plan Test 	AMLE – 4 DDP- 1, 3, 6, 7, 9 TTS- 5.a2, 3.b2 TS – 2.1s, 2.2s, 2.7s, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 4.5s, 4.11s, 4.18s CAEP - 1c, 1d, 3b, 3c ILA-1.1
5. Candidates will use multiple and varied assessments before and after instruction to guide instruction, monitor progress, address specific concerns, and teach students to monitor and self-assess.	<ul style="list-style-type: none"> Texas Middle School Fluency Assessment (TMSFA) Three Minute Reading Assessment for Grades 5-8 Disciplined-based Literacy Strategies Rubrics assessing product(s) Disciplined-based Lesson Plans/Reflections Field Experience 	<ul style="list-style-type: none"> Texas Middle School Fluency Assessment (TMSFA) Three Minute Reading Assessment for Grades 5-8 Disciplined-based Literacy Strategies Rubrics assessing product(s) Disciplined-based Lesson Plans/Reflections 	AMLE -3, 4, 5 NCTE/CAEP – 5.2, 5.3, 5.4 DDP-1, 3, 6, 7, 9 TTS- 5.a, 5.a, 5.a1, 5.a2, 5.b2, 5.d TS – 1.1K, 1.2k, 2.4s, 2.5s, 2.6s, 2.7s, 3.1k, 3.1s, 3.8s, 3.9s, 4.1s, 4.6s, 4.9s, 8.1s, 8.2s, 8.4s ISTE – 1, 2, 3 ILA-2.3, 3.2
6. Candidates will demonstrate awareness of diversity in students' abilities, cultural backgrounds and language, and ability to use these understandings to develop appropriate instructional strategies and practices.	<ul style="list-style-type: none"> Texas Middle School Fluency Assessment (TMSFA) Three Minute Reading Assessment for Grades 5-8 Disciplined-based Literacy Strategies Rubrics assessing product(s) Disciplined-based Lesson Plans/Reflections Field Experiences 	<ul style="list-style-type: none"> Texas Middle School Fluency Assessment (TMSFA) Three Minute Reading Assessment for Grades 5-8 Disciplined-based Literacy Strategies Rubrics assessing product(s) Disciplined-based Lesson Plans/Reflections 	AMLE – 1,4,5 NCTE/CAEP – 5.1 DDP – 1, 3, 5, 6, 7, 9 TTS-4.a1, 4.b2 TS – 1.2k, 1.6s, 2.5s, 2.6s, 2.7s, 2.11s, 3.1s, 3.7s, 3.9s, 4.2s, 4.3s, 4.12s, 7.6s, 7.7s ISTE – 1, 2, 3 ILA- 4.1, 4.2, 4.3
7. Candidates will demonstrate ability to select interesting trade	<ul style="list-style-type: none"> Responses to readings, small and large group discussions 	<ul style="list-style-type: none"> Text Set/Book Review Writing Participation 	AMLE – 3, 4, 5 NCTE/CAEP – 1.1, 1.2 DDP – 1, 7 TTS-4.a, 4.a1, 4.a3, 4.b, 4.c2

books that are related to content area at appropriate reading level.	<ul style="list-style-type: none"> • Text Set/Book Review • Genre Study: Writing • Field Experiences 	<ul style="list-style-type: none"> • Presentation 	TS – 2.4s, 2.5s, 2.6s, 2.7s, 4.3s, 4.8s, 4.9s ILA- 5.2
8. Candidates will demonstrate an ability to reflect on their own learning processes, seek answers to questions, and participate in and lead collaborative tasks.	<ul style="list-style-type: none"> • Responses to readings, small and large group discussions • Genre Study: Writing • Disciplined-based Lesson Plans/Reflections • Group Lesson Plan and Chapter Presentation • Field Experiences 	<ul style="list-style-type: none"> • Disciplined-based Lesson Plans/Reflections • Group Lesson Plan and Chapter Presentation • Participation 	AMLE – 5 NCTE/CAEP – 7.1, 7.2 DDP – 2, 3, 4, TTS-6.a1, 6.a2 ILA- 4.1, 4.2, 6.1
9. Candidates demonstrate their ability to communicate with other professionals in order to learn about and share current literacy practices	<ul style="list-style-type: none"> • Discussion with Mentor teachers • Informal debriefing sessions after small group sessions • Word Wall • Field Experiences 	<ul style="list-style-type: none"> • Mentor teacher evaluation of Candidate • Instructor observation 	AMLE – 5 NCTE/CAEP – 7.1, 7.2 DDP 2, 3, 4 TTS-6.a1, 6.a2 TS – 1.13s, 2.13s, 3.11s, 4.20s, 5.15s, 6.5s, 7.9s, 8.6s ILA- 4.1, 4.2, 6.1

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- Vacca, R. T., Vacca, J. L., & Mraz, M. (2011). *Content area reading: Literacy and learning across the curriculum* (10th ed.). Boston, MA: Allyn & Bacon.



College of Education Information:

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.