Department of Elementary Education
RDG 398.506 Literacy Needs of Diverse Learners

Spring 2019

Instructor: Elizabeth B. Gound
Course Time & Location: Online
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Office Hours: MWF By Appointment
Office Phone: 936 468 – 2001
Credit: 3 semester hours
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Prerequisites: RDG 318, RDG 320, RDG 390, and RDG 416; to be taken concurrently with MLG 403.

I. Course Description:
An examination of strategies and techniques to differentiate instruction for students across the content areas. It will emphasize working with ELLs, struggling readers, and RTI. An action research project will be conducted to address the needs of struggling learners.

II. Intended Learning Outcomes:
This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Middle Level Education (AMLE) and the TExES PPR and MLG 4-8 Content Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.
Program Learning and Student Learning Outcomes:

**MLG PLO 4** The teacher candidates will understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (MLG PLO 4).

**Element A: Subject Matter Content Knowledge**

**Element B: Middle Level Instructional Strategies**

- **SLO 3.1k MLG-ELA** Candidates know and understand that many students develop word analysis skills (including structural analysis) and reading fluency in a predictable sequence, recognizing that individual variations occur.
  - **SLO 3.1.1 Assessment: Vocabulary Strategy and Lesson Plan** – Including Semantic Mapping, Vocabulary Self-Collection, Contextual Redefinition, Semantic Feature Analysis, and Blogging Academic Vocabulary (ELAR 4/8 3.4k, 4.5ka, 4.19k; TS 2Ai, 3Ai iii, 3Bi iii; PPR 1.16k <InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g> PPR 1.6s, TS3Bi)

- **SLO 3.4k MLG-ELA** Candidates know and understand factors affecting students’ word analysis skills and reading fluency (e.g., home language, learning disability)
  - **SLO 3.4.1 Reading Articles and Discussion** (e.g., for home language: Rasinski et al.’s “Reading Fluency” in *Handbook of Reading Research, Vol. IV*, pp. 305-306: Fluency and ELLs; e.g., for learning disability: Stanberry & Swanson “Effective Reading Interventions for Kids with Learning Disabilities” at Reading Rockets website or Klingner, Vaughn, & Boardman *Teaching Reading Comprehension to Students with Learning Difficulties* chapter 1 pp. 3-5: What Do Good and Poor Readers Do Related to Reading Comprehension?) (ELAR 4/8 4.3k, 4.19k, 7.8s, 8.5s; TS 2Bi ii)

- **SLO 3.10k MLG-ELA** Candidates know and understand differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas
  - **SLO 3.10.1 Assessment: Fluency Strategy and Lesson Plan** (ELAR 4/8 3.2k, 3.11k, 4.19k; TS 2Ai, 3Ai iii, 2Bi iii, 3Bi i; PPR 1.16k <InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g> PPR 1.6s, TS3Bi)

- **SLO 4.2k MLG-ELA** Candidates know and understand reading comprehension as an active process of constructing meaning
  - **SLO 4.2.1 Assessment: Comprehension, Fluency, Vocabulary Quiz** (ELAR 4/8 4.2k, 3.11k, 4.5k; TS 3Bi)
  - **SLO 4.2.2 Literacy Google Document – Literacy Terms** (ELAR 4/8 2.9k, 4.20k; TS 1E i, 3Bi ii)

- **SLO 4.3k MLG-ELA** Candidates know and understand factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure, vocabulary)
  - **SLO 4.3.1 Assessment: Comprehension, Fluency, Vocabulary Quiz** (ELAR 4/8 4.2k, 3.11k, 4.5k; TS 3Bi; PPR 1.16k <InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g>)

- **SLO 4.5k MLG-ELA** Candidates know and understand the relationship between extensive reading, vocabulary development, and reading comprehension
  - **SLO 4.5.1 Assessment: Comprehension, Fluency, Vocabulary Quiz** (ELAR 4/8 4.2k, 3.11k, 4.5k; TS 3Bi)

- **SLO 4.6k MLG-ELA** Candidates know and understand the use of metacognitive skills in reading comprehension
SLO 4.6.1 Assessment: Critical Thinking Strategy and Lesson Plan—
(ELAR 4.6k, 4.19k; TS 2Ai, 3Aiii, 3Biii; PPR 1.16k <InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g> PPR 1.6s, TS3Bi)

SLO 4.11k MLG-ELA Candidates know and understand comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks

- SLO 4.11.1 Assessment: Narrative and Informative Text Strategies and Lesson Plans (ELAR 4/8 4.4s, 4.19k; TS 2Ai, 3Aiii, 3Biii; PPR 1.16k <InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g> PPR 1.6s, TS3Bi)

SLO 4.14k MLG-ELA Candidates know and understand the importance of providing students with direct, explicit instruction in the use of comprehension strategies

- SLO 4.14.1 Assessment: Critical Thinking Strategy and Lesson Plan –
(ELAR 4.6k, 4.19k; TS 2Ai, 3Aiii, 3Biii; PPR 1.16k <InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g> PPR 1.6s, TS3Bi)

SLO 4.15k MLG-ELA Candidates know and understand a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts)

- SLO 4.15.1 Assessment: Reading Strategy Lesson Plans (ELAR 4.6k; TS 2Ai, 3Aiii, 3Biii; PPR 1.16k <InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g> PPR 1.6s, TS3Bi)
- SLO 4.15.2 Assessment: Literature Circle Discussions (ELAR 4/8 4.4s, 4.15k, 6.5s; TS 1Ei)

SLO 4.18k MLG-ELA Candidates know and understand strategies for helping students comprehend abstract content and ideas in written materials (e.g., by using manipulatives, examples, diagrams)

- SLO 4.18.1 Assessment: Writing Strategy Lesson Plan (ELAR 4.12k, 4.14k, 4.15k, 4.19k; TS 2Ai, 3Aiii, 3Biii; PPR 1.16k <InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g> PPR 1.6s, TS3Bi)
- SLO 4.18.2 Assessment: Reading Strategy Lesson Plans (ELAR 4.6k, 4.19k; TS 2Ai, 3Aiii, 3Biii; PPR 1.16k <InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g>)

SLO 4.19k MLG-ELA Candidates know and understand the reading comprehension needs of students with different needs (e.g., English Language Learners, students with disabilities) and how to provide instruction for those students

- SLO 4.19.1 Assessment: Reading Strategy Differentiation (ELAR 4/8 4.19k; TS 1Ei, 2Ai, 2Biii; PPR 1.3k; <TS2Ci, InTASC 1h, 2f, 2g, 2m, 8a, 10j>; PPR 1.6k; <TS2Bii InTASC 2a, 2e, 2f, 2i, 4i, 4l>)

SLO 4.20k MLG-ELA Candidate knows and understand the use of technology in promoting reading comprehension and to discuss how it can be used to promote reading comprehension.

- SLO 4.20.1 Assessment: Literature Circle Technology (ELAR 4/8 7.1k, 7.2k)

Element C: Middle Level Assessment and Data-informed Instruction

SLO 3.11k MLG-ELA Candidates know and understand a variety of informal and formal procedures for assessing on an ongoing basis students’ word analysis skill and reading fluency.

- SLO 3.11.1 Assessment: Assessment Collection Project – Data Usage (ELAR 4/8 8.4k; PPR1.27k; TS5Aii<InTASC 3e, 6e, 6f, 6g, 6h>)
• SLO 4.21k MLG-ELA Candidates know and understand a variety of informal and formal procedures for monitoring and assessing students’ reading comprehension and instructional practices to meet individual students’ needs
  o SLO 4.21.1 Assessment: Add Assessments and Instructional Practices to Lesson Plans (ELAR 4/8 4.21k, 7.1s; TS 1Ei; PPR 1.27k; TS5Aii<InTASC 3e, 6e, 6f, 6g, 6h>)

• SLO 8.1k MLG-ELA Candidates know and understand the characteristics and uses of formal and informal literacy assessments (e.g., screening devices, norm-referenced achievement tests, criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories)
  o SLO 8.1.1 Assessment: Administer an Informal Reading Inventory (ELAR 4/8 8.2k, 8.3k, 8.4k 8.6k; PPR 1.27k; TS5Aii<InTASC 3e, 6e, 6f, 6g, 6h>)

• SLO 8.2k MLG-ELA Candidates know and understand formative and summative uses of assessment.
  o SLO 8.2.1 Assessment: Formative and Summative Video Analysis (ELAR 4/8 7.2s, 7.5s, 7.3k, 8.2k; PPR 1.27k; TS5Aii<InTASC 3e, 6e, 6f, 6g, 6h>)

• SLO 8.4k MLG-ELA Candidates know and understand how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS)
  o SLO 8.4.1 Assessment: Assessment Collection Project – Data Usage (ELAR 4/8 4.20k, 8.4k; PPR 1.27k; TS5Aii<InTASC 3e, 6e, 6f, 6g, 6h>)

**Element D: Technology Applications for Beginning Teachers**

• SLO 1.3k MLG-ELA Candidates will know how to demonstrate creative thinking, construct new knowledge, and develop innovative products and processes that use technology.
  o SLO 1.3.1 Assessment: Socratic Student Quiz (ELAR 4.20k; TS 1Ei; ISTE: 5a, 5b, 5c, 6d;)

• SLO 1.3s MLG-ELA Candidates will analyze trends and forecast possibilities and develop steps for the creation of an innovative process or product.
  o SLO 1.3.1 Assessment: Informal Reading Inventory - Develop a plan of action for student progress (ELAR 8.5s; TS 1Ei; ISTE: 7c)

• SLO 1.4s MLG-ELA Candidates will apply prior knowledge to develop new ideas, products, and processes.
  o SLO 1.4.1 Assessment: Reading Strategy Lesson Plans (ELAR 4.19k; 1Ei; TS ISTE: 5a, 5b, 5c, 6c, 7a, 7b; PPR 1.16k<InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g> PPR 1.6s, TS3Bi)

• SLO 2.1k MLG-ELA Candidates will know how to design and format digital information for appropriate and effective communication.
  o SLO 2.1.1 Assessment: Reading Strategy Lesson Plans (ELAR 4.19k; ISTE: 2a, 4d, 5a, 6d, 7d; PPR 1.16k<InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g> PPR 1.6s, TS3Bi)

• SLO 2.4k MLG-ELA Candidates will know how to use a variety of digital tools to create and manage personal and professional learning networks for collaboration, communication, and instruction.
  o SLO 2.4.1 Assessment: Assessment Collection Project (ELAR 4.20k; TS 1Ei;
• **SLO 2.3s MLG-ELA** Candidates will employ technological collaboration such as sharing information through online communications to complete tasks.
  - **SLO 2.3.1 Assessment: Literature Circle Discussions** (ELAR 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.3s, 7.4s, 7.5s, 7.6s, 7.9s; ISTE: 4c)

• **SLO 2.5s MLG-ELA** Candidates will use technology in self-directed activities to create products for and share products with defined audiences.
  - **SLO 2.5.1 Assessment: Literature Circle Discussions** (ELAR 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.3s, 7.4s, 7.5s, 7.6s, 7.9s; ISTE: 4a, 4b, 4c, 4d, 5a, 5b, 6d)

• **SLO 3.1k MLG-ELA** Candidates will know how to use strategies for acquiring information from electronic resources in a variety of formats.
  - **SLO 3.1.1 Assessment: Class Activities – Bell Ringers, Admit Slips, Exit Slips Chapter Discussion/Memes** (ELAR 7.4k, 7.6k; PPR 1.24k <InTASC 3b> ISTE: 3b)

• **SLO 3.3s MLG-ELA** Candidates will know how to use strategies for acquiring information from electronic resources in a variety of formats.
  - **SLO 3.3.1 Assessment: Reading Strategy Lesson Plans and Assignments** (ELAR 4.19k, 4.20k; TS 1Ei; ISTE: 3b; PPR 1.16k <InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g> PPR 1.6s, TS3Bi)

• **SLO 4.7s MLG-ELA** Candidates will know to transfer current knowledge to the learning of newly encountered technologies.
  - **SLO 4.7.1 Assessment: PollEverywhere, Socrative Student, Kahoot** (ELAR 4.29k, 7.1k, 7.2k, 7.3k; TS 2Ai; PPR 1.24k <InTASC 3b> ISTE: 2c)

• **SLO 5.5s MLG-ELA** Candidates will understand and explain the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy of software, music, video, and other media.
  - **SLO 5.5.1 Assessment: Literature Circle Assignments** (ELAR 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.3s, 7.4s, 7.5s, 7.6s, 7.9s; ISTE: 3a)

• **SLO 7.6k MLG-ELA** Candidates will recognize strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts.
  - **SLO 7.6.1 Assessment: Reading Strategy and Lesson Plan Assignments** (ELAR 4.19k, 4.20k; TS 1Ei; ISTE: 5b, 6a; PPR 1.16k <InTASC 4f, 5c, 5p, 7k, 7m, 8g, 8o, 8r, 10g> PPR 1.6s, TS3Bi)

• **SLO 7.1s MLG-ELA** Candidates will use a range of instructional strategies for individuals and small/whole groups to plan applications-based technology lessons.
  - **SLO. 7.1.1 Assessment: Literature Circle Project** (ELAR 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.3s, 7.4s, 7.5s, 7.6s, 7.9s; ISTE: 5c)

• **SLO 7.10s MLG-ELA** Candidates will use a variety of instructional strategies to ensure all students’ reading comprehension of content-relates texts, including helping students link the content of texts to their lives and connect related ideas across different texts.
  - **SLO 7.10.1 Assessment: Assessment Collection Project** – (ELAR 4.20k, 7.6k; TS 1Ei; ISTE: 3d; PPR 1.27k; TS5Aii<InTASC 3e, 6e, 6f, 6g, 6h>)

### III. Course Assignments, Activities, Instructional Strategies, and Use of Technology:

Each of the assignments is designed to reinforce the shared vision and purpose of the SFASU College of Education. The assignments, readings, and activities will help build knowledge, skills, and dispositions important to the College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review...
the SFASU College of Education’s Conceptual Framework: 
http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

D2L Support –

For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail. • For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu. To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

Dropbox / Discussions / Quizzes to Complete (subject to change) – Course assignments will be submitted via D2L Dropbox. Course discussions will be completed via D2L Discussions. Course quizzes/tests/exams will be completed via D2L Quizzes. Plan ahead so that you will not miss a due date in the event of personal issues or technical difficulties. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned.

All assignments must be typed and submitted as a Microsoft Word (or Rich Text Format) document online through D2L. You are responsible for checking your attachment to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero. In order to enhance learning in this course, assignments may be altered, or additional assignments may. Candidates are expected actively participate by completing class activities and assignments.

• **Warm-up Module Participation** (100 points) – Students will create various products that reflect class topics and models of instructional and comprehension strategies they can later apply to assignments with students in the classroom. They will include, but are not limited to: Bell Ringer Activities, Google Doc Assignments, Admit Slips, Exit Slips, and Socratic Student Quizzes. These would be turned in through D2L at the beginning, middle or end of each module.

• **Reading Comprehension Strategies** (150 points) – Students will create six Reading Comprehension Strategies and Lesson Plans. You will select a TEKS related to grades 4-8 and will base your strategy on teaching the selected TEKS. There will be a strategy template and lesson plan template to follow for each comprehension strategy. The purpose of this assignment is to work on including literacy and differentiation to your lesson planning.

  - **Vocabulary** – Semantic Mapping, Vocabulary Self-Collection, Contextual Redefinition, Semantic Feature Analysis, and Blogging Academic Vocabulary
  - **Fluency** – Readers Theatre, Paired Reading, Audio Books: Model, Radio Reading, and Morphemic Analysis
  - **Narrative Text** – Annotation, Interactive Think-Aloud, Inference Strategy Guide, The Inquirer Strategy, and Active Interpretation of Film

E. Gound/Aug 2018
Informative Text – Questioning the Author, Text Structure, Connect to It, Inquiry Charts, and Digital Pattern Folders

Critical Thinking – SCAMPER, Six Thinking Hats, Academic Controversy, Three-Level, Reading Guide, Request Reciprocal Teaching

Writing – Concept Star, Concept Mind Map, Research for Choice, Shared Pen, and Targeted Text

- Literature Circle Assignments (100 points) – Students will read a young adult novel as part of a literature circle. Your book group read and discuss the book, out-of-class discussion activities related to your book. After participating in the literature circle, you explore several digital tools (e.g., Wordle, gaming, Google Docs) and will write a reflection discussing how such digital tools could be used to promote reading comprehension. You will submit this reflection via D2L.

- Assessment Project Collection (100 points) – Students will create an assessment collection that applies the information from the 40 Strategies of Middle and Secondary Classrooms and the Differentiated Instructional Management texts to the concepts of Word Analysis and Reading Fluency. This collection will showcase your knowledge of the variety of informal and formal procedures (i.e., reading comprehension strategies) for assessing on an ongoing bases students’ Word Analysis and Reading Fluency Skills. Students will reflect on another student’s assessment collection and give feedback using a feedback rubric provided.

- Quizzes (50 points) - These quizzes will include information presented in the course textbooks and covered within the course. Each quiz will be completed within D2L. Please pay careful attention to the window of availability (start date and time/end date and time) and make sure to complete each quiz when it is available. Once the quiz has closed, it will not be reopened. If you do not complete the quiz during the window of availability, a grade of zero will be earned. Please plan ahead in case of technical difficulties. If you experience trouble with D2L while attempting to access, complete, or submit a quiz, please call OIT at 936-468-1919. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing a quiz; in the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the professor ahead of time, you must contact the instructor via D2L email within 24 hours of missing a quiz to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to make up a missed quiz, in which case a grade of zero will be earned. Only one (1) attempt is allowed for each quiz; there are no “re-do” opportunities.

  Syllabus Quiz (10 points) - This quiz covers information presented in the course syllabus and should be completed the first week of class.

  Vocabulary, Fluency, and Comprehension Quiz (20 points) – This quiz focuses mainly on material in Sections I, II, III, and IV of the 40 Strategies textbook.

  Final Exam (20 points) – This quiz will cover the last section of the course, DIM textbook, and Discussion Board posts.

All course work (including but not limited to discussion board postings, activities, quizzes, and tests) must be completed and submitted on time.

Missed work may result in a grade of zero.

Plan ahead – work ahead of deadlines so that you have a ‘buffer’ in the event of computer issues or other difficulties. A computer issue does not constitute an extenuating circumstance.

Professional tone and the use of Standard English is expected in all communication (including but not limited to discussion postings and emails).

E. Gound/Aug 2018
Students must be online 3+ times per week.

5 bonus points will be awarded for completion of the course evaluation. For example, this will allow for a maximum final grade of 505 out of 500 points.

**IV. Evaluation and Assessments (Grading):**

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<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>TOTAL POSSIBLE POINTS</th>
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<tbody>
<tr>
<td>Bell Ringers/Exit Slips</td>
<td>10 at 10 points each</td>
<td>100</td>
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<tr>
<td>Reading Comprehension Strategies</td>
<td>6 at 25 points each</td>
<td>150</td>
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<td>Informal Reading Inventory</td>
<td>Points</td>
<td>100</td>
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<tr>
<td>Literature Circle Assignments</td>
<td>5 at 20 points each</td>
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<td>Discussions (DIM)</td>
<td>5 at 20 points each</td>
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<td>Assessment Project Collection</td>
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<tr>
<td>Syllabus Quiz</td>
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<td>Vocabulary, Fluency Quiz</td>
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<td>Final Exam</td>
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<td><strong>Totals</strong></td>
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<td><strong>600</strong></td>
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Grading Scale:

A 500-600 points (100-90%)
B 400-499 points (89-80%)
C 300-399 points (79-70%)
F 200-299 points (69% or below)

Please note that grades will not be rounded up. (For example, a final score of 89.5 points out of 100 [89.5%] will be entered as a B) – at the instructor’s discretion.

All course work as listed above must be completed. **Failure to complete course work will result in a grade of zero for the assignment, unless previous communication with the professor results in a later date.**

**V. Tentative Course Outline/Calendar**

(*Please note: This calendar is tentative and may change. If due dates, assigned readings, assignments, or other information changes, the instructor will notify students via D2L).  
*DCAL= *40 Strategies for Middle and Secondary Classrooms: Developing Content Area Literacy* textbook  
*DIM= *Differentiated Instructional Management* textbook  
**Modules will be weekly, reading and assignments due by Friday, Saturday, or Sunday nights at 11:30 pm. Each module will open on Monday at 8 am. You will be able to see the coursework assignments and their due date, although you will not be able to see the module until that week, please plan accordingly. You will have textbook and article readings due each week, as well as authentic reading comprehension strategies and lesson plans due at the end of the week. You must read through all the reading assignments and the entire module in order to make sense of the assignments. The chapters are set up as introductions then choosing the strategy you want to create. They are not long chapters, although the textbooks are great resources.  
Alternative due dates are:  
*Informal Reading Inventory*
**Literature Circle Discussions.**

***DIM Text Discussions***

****The first module is two weeks and the module at Easter is two weeks. Play close attention to the due dates.

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<thead>
<tr>
<th>Date</th>
<th>D2L Module</th>
<th>Assigned Readings</th>
<th>Work that is Due/Date</th>
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<td>-Informal assessments</td>
<td>DCAL</td>
<td>Due dates are on Fr, Sa, Su evenings at 11:30 pm. If there are circumstances that</td>
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<td>-Textbook and article readings</td>
<td>DIM</td>
<td>prevent you from submitting by that time, you will need to advise the instructor.</td>
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<td>-Reading Comprehension Strategies/</td>
<td>Module Information, Articles, and Readings (content info,</td>
<td>There will be no late work accepted.</td>
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<td>Lesson Plans</td>
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<td>-Authentic Assignments</td>
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<td>-Quizzes</td>
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<td>-Reading Strategy Assignments</td>
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<td>Week 1-2</td>
<td><strong>Module Two</strong></td>
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<td>Syllabus Quiz – <strong>Due 1/27</strong> Questions and emails</td>
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<td>*Two week</td>
<td>Vocabulary</td>
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<td>SLO 3.1, 3.1.1, 4.19,</td>
<td>Read DCAL Section I</td>
<td>**Literacy Google Doc – <strong>Due 2/3</strong></td>
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<td>4.19.1, 4.2, 4.2.1, 4.5, 4.5.1, 7.6,</td>
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<td>Week 3</td>
<td><strong>Module Three</strong></td>
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<td>#2 Fluency Strategy – Use template <strong>Due 2/17</strong></td>
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<td>Fluency &amp; Informal Reading Inventories</td>
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<td>SLO 3.10, 3.10.1, 4.19, 4.19.1, 4.2,</td>
<td>Read DCAL Section II</td>
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<td>4.2.1, 7.6, 7.6.1</td>
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<td>Week 4</td>
<td><strong>Module Four</strong></td>
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<td>#3 Narrative Strategy – Use Template <strong>Due 2/24</strong></td>
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<td>Comprehension of Narrative Text</td>
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<td><strong>Module Five</strong></td>
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<td>#4 Informative Strategy – Use Template <strong>Due 3/3</strong></td>
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<td>Read DCAL Section IV</td>
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<td>7.6.1</td>
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<tr>
<td>Week 6</td>
<td>No Module this week</td>
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<td><strong>Informal Reading Inventory and Analysis Due Saturday, 3/9</strong></td>
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<td>– finish Informal Reading Inventory</td>
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<td>and take Vocabulary,</td>
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<td><strong>-Quiz Vocabulary, Fluency,</strong></td>
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E. Gound/Aug 2018
| Week 8 | **Module Six**  
Critical Thinking  
SLO 4.19, 4.19.1, 4.6, 4.6.1, 4.14, 4.14.1, 7.6, 7.6.1 | Read DCAL Section VI | #5 Critical Thinking Strategy – Use Template **Due 3/16 (Saturday)**  
*Sign up for Literature Circle Novel (Discussion Tab– Purchase YA novel before 4/1)* |
| Week 8 | **Spring Break** | Enjoy your time off!!! Make sure to order you YA novel! | |
| Week 9 | **Module Seven**  
Writing in the Content  
SLO 4.18, 4.18.1, 4.19, 4.19.1, 7.6, 7.6.1 | Read DCAL Section VII | #6 Writing Strategy – Use Template **Due 3/31** |
| Week 10 | **Module Eight**  
Media and Digital Literacies  
SLO 2.3, 2.3.1, 2.5, 2.5.1, 3.1.1, 4.2, 4.2.1 | Read DCAL Section V-Questions/Discussion 1  
Literature Circle (LC)Discussion and Assignment | Media and DL Questions/Discussion 1  
(Look at examples in Resource page)  
(Post Due 4/5  
Responses 4/7)  
LC Discussion Week 1  
(Post **Due 4/5**  
Responses Due 4/7) |
| Week 11 | **Module Nine**  
Differentiated Learning Environment  
SLO 3.4, 3.4.1, 4.1, 4.1.1 | Read DIM Ch 1&2 – Meme/Discussion 2  
LC Discussion and Assignment | Differentiation Meme/Discussion 2  
(Post due 4/12  
Response due 4/14)  
LC Discussion Week 2  
(Post **Due 4/12**  
Responses Due 4/14) |
| Week 12 | **Module Ten**  
Instructional Strategy - Planning  
SLO 4.11, 4.11.1, 4.14, 4.14.1, 4.15, 4.15.1, 4.19, 4.19.1 | Read DIM Section 4 & 6–Discussion 3 | Instructional Planning Chapter 4&6 Questions/Discussion 3  
(Post Due **Monday 4/22**  
Response Due **Wednesday 4/24**)  
LC Discussion Week 3  
(Post **Due 4/26**  
Responses Due 4/28) |
| Week 13 | **Module Eleven**  
Grouping  
SLO 2.3, 2.3.1, 4.2, 4.2.1 | Reading DIM Section 3–Discussion 4 | Grouping Questions/Discussion  
(Post **Due 5/3**  
Responses **Due 5/5**) |
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Module Twelve</th>
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<td>Assessment Collection Assignment</td>
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<tr>
<th>Week 14</th>
<th>LC Technology Reflection</th>
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<td>LC Discussion Week 4 Technology/Reflection* (Post Due 5/3 Responses Due 5/5)</td>
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<tr>
<th>Week 15</th>
<th>The exam will open on Monday, May 13</th>
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<td>Final Exam – 5/13</td>
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### VI. Readings:

#### Required Textbooks


![Image](image1.png)


![Image](image2.png)

3. One of the following YA novels. (Required, sign up under Communication Tools, Group)

   - Mango
   - Shaped Space
   - Staying Fat for Sarah Byrnes
   - Tears of a Tiger
   - Slammed
   - The Absolute True Diary of a Part-Time Indian

There are no livetext assignments in this course.

5. References

**JOURNALS**

Exceptional Children, Council for Exceptional Children.
Instructor, Scholastic, Inc.
Journal of Adolescent and Adult Literacy, International Reading Association.
Language Arts, National Council of Teachers of English.

Reading Research Quarterly, International Reading Association.
The Elementary School Journal, University of Chicago Press.
The Reading Teacher, International Reading Association.
Voices from the Middle, National Council of Teachers of English.

**OTHER RESOURCES**


Scholastic Publishers.


TExES English Language Arts and Reading 4–8 (117) 66


Texas Education Agency. Texas essential knowledge and skills (TEKS).

Merrill/Prentice Hall.


**ONLINE RESOURCES**

Education Resources Information Center (ERIC) — www.eric.ed.gov

GovSpot, StartSpot Mediaworks, Inc. — www.govspot.com

International Reading Association — www.reading.org


National Council of Teachers of English — www.ncte.org

readwritethink — www.readwritethink.org

Searchlight, The University of Texas at Austin — http://searchlight.utexas.org

Texas Education Agency — www.tea.state.tx.us

Vaughn Gross Center for Reading and Language Arts, The University of Texas at Austin — www.meadowscenter.org/vgc

**COURSE ASSIGNMENTS (Restated list form)**

1) 1 Syllabus quiz
2) 1 Informal Reading Inventory (IRI)
3) 6 Reading Comprehension Strategies
4) 4 Online Literature Circle Discussions
5) 1 Literature Circle Reflection
6) 4 Discussion Chats
7) 1 Content Quiz
8) 1 Assessment Collection
9) 1 Final Exam
10) Bell Ringer – participation weekly
11) Course Evaluation (for bonus points)
All course work as listed above must be completed. **Failure to complete course work will result in a grade of zero for the assignment.**

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the College of Education faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

5 bonus points will be awarded for completion of the course evaluation.

**VIII. Student Ethics and Other Policy Information:**

**Class Attendance and Excused Absence: Policy 6.7**

**Face to Face**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Online**
Participant are expected within this course beginning on the first day of the semester and continuing through the end of final exams week. Attendance for this online course includes logging on to the D2L course several (3+) times per week and visiting course content. Participation involves logging in to the course several times per week, completing and submitting all course work (including Bell Ringers, Discussions, Quizzes, and Dropbox assignments), and reading course-related emails and announcements. Please be aware that SFA policy requires attendance/participation reporting; teacher candidates who do not attend and/or do not demonstrate course participation within a given course will be dropped from financial aid for that course. Please refer to the missing work policy within the syllabus for additional information regarding course
participation and final course grade. I will check in D2L.

**Academic Accommodation for Students with Disabilities Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- Incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not
attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Email communication - When you email me, remember that you are emailing a professor—look at what you have typed before you send the email. Remember to begin the email with an appropriate salutation and to end by signing your name. Make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. During the week, I will do my best to answer your email within 48 hours. If you do not receive an answer in 48 hours (during the week), please re-send the email. I may not check email on the weekends and may not check my email outside of normal working hours. If you email Friday night, you may not receive a response until Monday; if you email at midnight during the week, do not be surprised if I do not answer until normal working hours during the next business day. Please also make sure to check your email each day we have class so that you do not miss course information and announcements.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due TBA. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete a state-mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Marten at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Expectations:

1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are expected at all times, on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are experiencing difficulty with standard English and the conventions of speaking and writing, you should seek assistance at the campus
Academic Resource Center. Call 468-4108. You may also visit the following website for assistance in writing: www.columbia.edu/acis/bartleby/strunk

2. All submitted work must be typed unless the instructor provides a (i.e. class assignments). Handwritten work will not be accepted.

3. In order to pass this course ALL WORK must be completed and submitted to the instructor.

4. Students are expected to read all assignments and be prepared to participate in all class discussions. Participation will be noted according to the depths and comprehension of your responses on the discussion boards. Participation will contribute to your final grade.

**Professionalism:**

Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator.

Completing assignments in a timely manner and meeting deadlines also reflect on your professionalism. Late assignments will receive a reduction of grade at the discretion of the instructor and all assignments must be completed to pass the course. Late assignments will also impact your professionalism grade. Attendance at face-to-face meetings is also mandatory. Please contact the instructor immediately if problems arise.