

PRAIRIE VIEW A&M UNIVERSITY  
A Member of The Texas A&M University System  
Prairie View, Texas

Whitlowe R. Green College of Education

Department of Curriculum and Instruction

Reading  
Program

**COURSE OUTLINE/SYLLABUS**

**RDNG3643 - Methods of Teaching Elementary Reading**

Instructor Name: Professor Clarissa Gamble Booker, Ed.D.  
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Room 315

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Snail Mail: None

Office Hours: Tuesday 8:00 a.m.-  
11:00 a.m. 3:30 p.m.-  
5:30 p.m.  
Thursday 8:00 a.m.-11:00 a.m.  
3:30 p.m.-5:30  
p.m.  
Wednesday By Appointment, Only  
Saturday 9:00 a.m.-11:00 a.m.  
2:00 p.m.-3:00  
p.m.

Virtual Office Hours: None

Course Location: Wilhelmina Fitzgerald Delco Building, room 305

Class Meeting Days and Time: Tuesday, Thursday 11:00  
a.m.-12:20 p.m.

Course Abbreviation and Number RDNG 3643

COURSE TITLE

**Methods of Teaching Elementary Reading.** (3-0) Credit 3 semester hours

COURSE DESCRIPTION

Analysis of various approaches and methods used in teaching reading in the elementary grades.

Prerequisites: None  
Co-requisites: None

Required Textbook:

Roe, B.D., Smith, S.H., & Burns, P.C. (2005). *Teaching reading in today's elementary schools* (9<sup>th</sup> ed.). Boston: Houghton Mifflin Company.

Reference:

Texas Education Agency. (1997). *Texas essential knowledge and skills: Language arts and reading*. Austin: Texas Education Agency.

<http://www.tea.state.tx.us>

Access to Learning Resources:

Prairie View A&M University Library  
Telephone: 936-261-1550  
Web: <http://www.tamu.edu/pvamu/library>

University Bookstore  
Telephone: 936-261-1990  
Web: <http://www.bkstr.com/Home/10001-10734-1?demoKey=d>

TrueOutcomes

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCt and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

TrueOutcomes also allows students to electronically post documents that can be used to create an electronic portfolio (e-portfolio) for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: [www.trueoutcomes.net](http://www.trueoutcomes.net).

**Required Assignment:**

Use TrueOutcomes

[www.trueoutcomes.net](http://www.trueoutcomes.net)

My Resume

Date announced: Tuesday, January 15, 2008

Due date posted: \_\_\_\_\_

COURSE GOALS: RDNG 3643 focuses on goals identified in the Whitlowe R. Green College of Education CONCEPTUAL FRAMEWORK:

**Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P)**, is fundamental to learning content in all areas and in teaching a diverse population. It is designed to achieve these outcomes:

1. Develop the reading teacher as a problem-solver, critical thinker, and decision maker.
2. Develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices.
3. Develop the reading teacher as a facilitator of student growth and development, by precept and example.
4. Develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness.

COURSE OBJECTIVES

Upon completion of RDNG 3643, the candidate will be able to demonstrate competencies and levels of achievement as listed below.

1. Discuss the teacher's role in the teaching of reading  
[STANDARD I EC-Grade 4; STANDARD I Grades 4-8].
2. Research and discuss several definitions of reading as defined by authorities in the field  
[STANDARD IV EC- Grade 4, STANDARD II Grades 4-8].
3. Understand various approaches to reading instruction  
[STANDARDS IV EC-Grade 4; STANDARD II Grades 4-8].
4. Discuss the historical overviews of various approaches used to teach reading  
[STANDARD II Grades 4-8].
5. Research and discuss, according to an evaluation instrument provided by the professor, the following approaches used to teach reading  
[STANDARDS II, V, VII, VIII-EC-Grade 4; STANDARDS II, IV, V, VII Grades 4-8].

- Basal Reader Approaches
  - Literature-Based Approaches
  - Language Experience Approaches
  - Individualized Reading Approaches
  - Whole Language
    - Linguistics Approach
    - Phonics Approach
    - Programmed Instruction
    - Computer-Assisted Instruction
    - Eclectic Approaches
    - Other approaches as deemed necessary
6. Analyze methodologies used to teach reading in the elementary grades  
[STANDARD IV EC-Grade 4; STANDARD V Grades 4-8].
  7. Identify organizational strategies (e.g., grouping) for the reading program  
[STANDARD X EC-Grade 4; STANDARD X Grades 4-8].
  8. Identify components and characteristics of various reading programs (e.g., remedial, developmental)  
[STANDARD VIII Grades 4-8].
  9. Identify techniques and activities for improving students' word recognition skills  
[STANDARDS II, III, V EC-Grade 4; STANDARD III Grades 4-8].
  10. Identify techniques and activities for improving students' vocabulary skills  
[STANDARD VII EC-Grade 4; STANDARD IV Grades 4-8].
  11. Identify techniques and activities for improving students' comprehension skills  
[STANDARDS VI, VII EC-Grade 4; STANDARD IV Grades 4-8].
  12. Identify techniques and activities for improving students' study skills  
[STANDARDS VIII, IX EC-Grade 4; STANDARD VI Grades 4-8].
  13. Understand the role of oral reading  
[STANDARD VI EC-Grade 4; STANDARD III Grades 4-8].
  14. Prepare and demonstrate teaching lessons on five key areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension (National Reading Panel, 2000). See Texas Essential Knowledge and

Skills: Language Arts and Reading.  
[STANDARDS I, II, III, IV, V, VI, VII, VIII, IX  
EC-Grade 4 and  
STANDARDS I, II, III, IV, V, VI, VII Grades 4-8].

15. Design and demonstrate a reading project to the class. Refer to Appendices A and B.
16. Demonstrate the ability to use communication skills (oral, written, and presentation) in the reading program [STANDARDS I, II, IX EC-Grade 4; STANDARDS I, III, VII Grades 4-8].
17. Demonstrate the ability to integrate use of technology in the reading program [STANDARDS I, IV, VIII EC-Grade 4; STANDARD VII Grades 4-8].
18. Demonstrate an appreciation of cultural diversity [STANDARDS VI, VII EC-Grade 4; STANDARD III Grades 4-8].
19. Demonstrate an understanding of competencies for the *Texas Examination of Educator Standards (TExES)* [STANDARDS I-IX EC-Grade 4; STANDARDS I-VIII Grades 4-8].

#### STATE STANDARDS or COMPETENCIES

#### NEW EDUCATOR STANDARDS

Generalist (EC - Grade 4)

English Language Arts and Reading (EC - Grade 4)

English Language Arts and Reading (Grades 4 - 8)

#### **READING (EARLY CHILDHOOD-GRADE 4) TEACHER STANDARDS**

[http://www.sbec.state.tx.us/stand\\_framework/nes.subject.htm](http://www.sbec.state.tx.us/stand_framework/nes.subject.htm)

[http://www.sbec.state.tx.us/stand\\_framework/TExES/texas.htm](http://www.sbec.state.tx.us/stand_framework/TExES/texas.htm)

- Standard I. Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

- Standard II. Phonological and Phonemic Awareness: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.
- Standard III. Alphabetic Principle: Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
- Standard IV. Literacy Development and Practice: Teachers of young children understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young children's literacy.
- Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their word analysis and decoding abilities.
- Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.
- Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.
- Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.
- Standard IX. Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.
- Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.

**ENGLISH LANGUAGE ARTS AND READING  
(Grades 4-8) STANDARDS**

[http://www.sbec.state.us/stand\\_framework/nes.subject.htm](http://www.sbec.state.us/stand_framework/nes.subject.htm)

[http://www.sbec.state.tx.us/stand\\_framework/TEES/texas.htm](http://www.sbec.state.tx.us/stand_framework/TEES/texas.htm)

- Standard I. Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.
- Standard II. Foundations of Reading: Teachers of students in grades 4-8 understand the foundations of reading and early literacy development.
- Standard III. Word Analysis and Reading Fluency: Teachers understand the importance of word analysis (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.
- Standard IV. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.
- Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.
- Standard VI. Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote student's development in applying study and inquiry skills.
- Standard VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.
- Standard VIII. Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

#### VOCABULARY

Vocabulary terms are listed below.

Directions: Define and provide one example of the following terms. Be sure to document data.

- |                         |                 |
|-------------------------|-----------------|
| 1. alphabetic principle | 3. automaticity |
| 2. analytic approach    | 4. blending     |

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|--------------------------------------|------------------------------------|
| 5. context clues                     | 22. onsets                         |
| 6. criterion-referenced test         | 23. phonemes                       |
| 7. decoding                          | 24. phonemic awareness             |
| 8. experiential background           | 25. phonics                        |
| 9. expository text                   | 26. phonological awareness         |
| 10. fables                           | 27. phonology                      |
| 11. fiction                          | 28. poetry                         |
| 12. fluency                          | 29. predictable sequence           |
| 13. graphophonemic knowledge         | 30. Process Writing Approach       |
| 14. grouping                         | 31. rimes                          |
| 15. Informal Reading Inventory (IRI) | 32. schema                         |
| 16. letter-sound relationships       | 33. semantics                      |
| 17. metacognition                    | 34. sight words                    |
| 18. myths                            | 35. spelling patterns              |
| 19. narrative text                   | 36. structural analysis            |
| 20. non-fiction                      | 37. Sustained Silent Reading (SSR) |
| 21. norm-referenced test             | 38. syntax                         |
| 39. synthetic approach               | 41. word study                     |
| 40. trade books                      |                                    |

Harris, T.L., & Hodges, R.E. (Eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.

See References.

**COURSE EVALUATION:**

Course evaluation will be based upon:

Classroom Attendance, Classroom Participation  
and High Quality Completion  
of Assignments

**50%**

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**Mid-Term Examination and Portfolio**

**20%**

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Scheduled Practice Examinations

**No Credit Given**

**Final Examination**

**20%**

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Professional Development  
and Leadership

10%

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1. Attendance and Participation at Professional Meetings
2. Membership in Professional Organizations
3. Attendance and Participation at Century II Book Reviews
4. Reading and Writing of Professional Articles
5. Professional Attire and Decorum
6. Professional Leadership Characteristics
7. Documented Community Service
8. Other Examples

GRADING SYSTEM FOR UNDERGRADUATE STUDENTS\*

Grades in the course will be assigned as follows:

- |   |        |    |  |
|---|--------|----|--|
| A | 90-100 | I  | Incomplete                                 |
| B | 80-89  | W  | Withdrawal from a course                   |
| C | 70-79  | WV | Withdrawal from the University Voluntarily |

D  
60-69

MW

Military

-  
F 0-59

### PENALTIES FOR LATE ASSIGNMENTS

Unless a candidate has a documented written statement granting an excused absence, late or past due assignments will not be accepted.

### POLICY CONCERNING ASSIGNMENTS AND MAKE-UP EXAMINATIONS

- Submit all assignments and papers on the scheduled due date(s) and during the regular scheduled class time.
- Submit quality reports for all assignments. **Document data.**
- **Keep a duplicate of all written work submitted. Document data.**
- Complete all professional reading and writing assignments according to directions provided by the professor of the course. Place data in reading portfolio. Submit required assignments on due dates.
- Examinations are to be completed on the dates administered by professor of the course.

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\*This Grading System is in accordance with the *University's undergraduate catalog, 2005-2007*, p. 104.

### BASIC METHODS OF INSTRUCTION

Basic methods of instruction will include:  
Lectures, examinations, individual research reports  
(oral and written), small and large group discussions,  
performance assessment, book reviews, book fairs,  
films, videos, cassettes, simulation activities,  
consultants, guest speakers, research reviews and summaries,  
reading workshops and conferences, field trips, demonstra-  
tions, modeling, and power point presentations.

#### **Formatting Documents:**

Microsoft Word is the standard word processing tool used at Prairie View A&M University. If you're using other word processors, be sure to use the "save as" tool; and save the document in either the Microsoft Word, Rich-Text, or plain text format.

#### **Professional Organizations**

1. International Reading Association
2. Prairie View A&M University Reading Council
3. KAPPA DELTA PI  
International Honor Society in Education  
**MU EPSILON CHAPTER 293**  
**Prairie View A&M University**
4. The Century II Reading Committee
5. Others

### OUTLINE OF COURSE CONTENT AND SCHEDULE OF TOPICS

#### WEEK 1

- Introduction to the Course, State and National Standards
- a. **Discuss UNIVERSITY CLASS ATTENDANCE POLICY**
  - b. Introduction to TrueOutcomes  
[www.trueoutcomes.net](http://www.trueoutcomes.net)  
Use Technology Laboratory
  - c. Discuss The Americans with Disabilities Act
  - d. Discuss Whitlowe R. Green College of Education  
CONCEPTUAL FRAMEWORK  
**Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P)**
  - e. Discuss Texas Essential Knowledge and Skills:  
Language Arts and Reading (TEKS)  
**Manual and Video Tapes**
  - f. Discuss Research, Documentation, Use of Rubrics

- g. Discuss NEW EDUCATOR STANDARDS
  - READING (EARLY CHILDHOOD-GRADE 4) TEACHER STANDARDS
  - ENGLISH LANGUAGE ARTS AND READING (Grades 4-8) STANDARDS
- h. Discuss Assignments and Reading Research Criteria

- **Assignment 1**  
 EXAMINATION OF AN  
 APPROACH  
 USED TO TEACH READING  
 See APPENDIX A.

**Due date**

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- **Assignment 2** RESEARCH-  
 BASED PROJECT  
 See APPENDIX A.

**Due date**

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- **Assignment 3** Teaching Lesson Plans  
 See APPENDIX A.

**Due date**

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- Criteria for assigned oral and written presentations
- Criteria for maintaining a reading portfolio

- I. Administer PRE-ASSESSMENT: Survey for Reading and Language Arts
- j. Discuss Research Skills and Documentation of Data

NOTE:

**General Student Assembly**  
**Wednesday, January 23, 2008**

**All Students Attend**

**WEEK 2**

**Reading Study Guides**

- Taxonomy of an Elementary Reading Program
- The Reading Act
- Emergent Literacy
- Major Approaches and Materials for Reading Instruction
- Mini-Lesson Plans, Thematic Units  
PowerPoint Presentations
- Class Discussion and Group Presentations

**WEEK 3**

- Word Recognition
- Oral and Written Research-Based Reports
- Mini-Lesson Plans, Thematic Units  
PowerPoint Presentations

**WEEK 4**

- Meaning Vocabulary
- Class Discussion and Group Presentations
- Mini-Lesson Plans, PowerPoint Presentations

NOTE: **BLACK HISTORY MONTH General Assembly**

Scheduled Date: \_\_\_\_\_

**WEEK 5**

- Comprehension
  - a. Part 1
  - b. Part 2
- Mini-Lesson Plans, Thematic Units  
PowerPoint Presentations

Research Based Reading Project

Due dates: \_\_\_\_\_

**WEEKS 6-7**

- Major Approaches and Materials  
for Reading Instruction
- Oral and Written Research-Based Reports  
PowerPoint Presentations

- Basal Reader Approaches
- Literature-Based Approaches
- Language Experience Approach (LEA)
- Individualized Reading Approaches
  - Whole Language
  - Phonics Approaches
  - Linguistics Approach
  - Programmed Instruction
  - Technology and Reading
  - Eclectic Approaches

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\_ Vocabulary Terms

Due dates: \_\_\_\_\_

**WEEK 8**

Mid Term  
Examination  
**March 6, 2008**

**(Formal Examination)**  
**Reading Portfolio** (Include the following:  
 Table of Contents, Course Syllabus, Teacher  
 Expectations, New Educator Standards, *Texas  
 Essential Knowledge and Skills* (TEKS), class  
 notes, rubrics handouts, mini-lesson plans,  
 research articles, use of technology, book  
 reviews, professional meetings attended,

educational programs, etc.)

**SPRING BREAK**

**10-15, 2008**

**March**

**WEEKS 9-10**- Language and Literature

- Reading/Study Techniques
- Reading in the Content Areas
- Oral and Written Research-Based Reports  
PowerPoint Presentations
- Class Discussion
- Field Trip

**WEEKS 11-12**

- Use of Technology for Literacy Learning
- Mini-Lesson Plans  
PowerPoint Presentations
- Field Trip

**WEEK 13**

- Assessment of Student Progress and Text Difficulty
- Oral and Written Presentations
- SPONSOR SPRING READING WORKSHOP

**WEEK 14**

- Classroom Organization and Management
- Readers with Special Needs
- Oral and Written Research-Based Reports
- Review of the Course
- Self Evaluation of RDNG 3643
- POST ASSESSMENT: Survey for Reading and Language Arts

**WEEK 15**

Final Examination

**(Formal Examination)**

**UNIVERSITY POLICIES**

**1. Eligibility for Enrollment in the Class**

Registration consists of registering for courses and paying required fees. Fees are due the day you register for courses. If you do not pay your tuition and fees when due, you are not officially enrolled in the courses selected. Your name will be dropped from the class roll on the Census Day (Drop Day).

**Caution: You are still responsible for withdrawing from the University**

*(Registration and Term Information Spring 2007*

*Bulletin, p. 9).*

2. Read published **UNIVERSITY CLASS ATTENDANCE POLICY.**

Effective September 1, 1998.

*(Registration and Term Information Spring 2007 Bulletin,*

*p. 19; Undergraduate catalog, 2005-2007, p.111).*

- **Class Attendance**

- **Unexcused Absences**

- **Excused Absences**

- **Absences on Religious Holy Days**

3. The American with Disabilities Act (ADA) and Section 504 as applied to Colleges and University. An Overview

**The Americans with Disabilities Act (ADA) and Section 504 as applied to Colleges and Universities: An Overview**

**Who is considered to be “otherwise qualified” under the ADA and Section 504?**

Students who can meet the technical and academic qualification for entry into the school or program.

**What are the obligations of students with disabilities?**

The student may self-identify (meaning that they may identify their disability and register with the office for Disability Services as having a disability that is recognized under ADA, section 504 guidelines). The student must submit all required documentation in order to receive consideration for accommodation.

**What are the college’s obligation under section 504 and the ADA?**

The colleges must provide reasonable accommodations for the student's known disability in order to provide an equal opportunity to participate in the college’s programs, courses, and activities. A college may not discriminate against any individual solely on the basis of disability.

Students with a disability requiring accommodation should contact the Office of Disability Services, Evans Hall, Room 317 (936) 857-2610

(Registration and Term Information Spring 2007 Bulletin, p. 41;  
Undergraduate catalog, 2005-2007, p. 61).

4. **UNIVERSITY POLICY on ACADEMIC DISHONESTY**

Course credit, degrees, and certificates are to be earned by students and may not be obtained through acts of dishonesty. Students are prohibited from participation in acts of academic dishonesty including tampering with records or falsifying admissions or other information. Disciplinary action will be taken against any students who alone or with others engages in any act of academic fraud or deceit. The university's policy on academic dishonesty is stated below:

It is the responsibility of students and faculty members to maintain academic integrity at the university by refusing to participate in or tolerate academic dishonesty. Each instance of academic dishonesty should be reported to the department in which the student has declared a major so that it can become a part of the student's file; to the department head of the instructor of the course in which the alleged infraction occurred; and to the Office of Academic and Student Affairs as deemed necessary.

**OFFENSES and DISCIPLINARY ACTIONS**

**Offenses:**

Acquiring Information  
Providing Information  
Plagiarism and Dual Submissions  
Conspiracy  
Fabrication of Information  
Misrepresentations, alterations of documents, forgery,  
et cetera

**Disciplinary Actions:**

Grade Penalty  
Letter of Reprimand  
Probation  
Suspension  
Dismissal  
Expulsion  
(Undergraduate catalog, 2005-2007, pp. 111-116).

5. **Expectations of the Candidate:**

- Be on time for each class and remain in class for the

full time.

- **Purchase required textbook for RDNG 3643.**
- Read handout on **Teacher Expectations**.
- Attend lectures on announced dates. Refer to OUTLINE OF COURSE CONTENT AND SCHEDULE OF TOPICS
- Use TrueOutcomes in the Course [www.trueoutcomes.com](http://www.trueoutcomes.com)
- Participate and make meaningful contributions to class discussions.
- Participate in professional meetings as scheduled.
- Attend scheduled Century II Book Reviews.
- Participate in all field-based assignments as scheduled.
- Present quality assigned individually and /or group oral and written research report(s) in the course.
- Successfully pass all examinations as scheduled by the professor and by the university:
- Complete Practice Examinations, Mid Term Examination and Final Examination.
- All papers are to be typed, double-spaced, and submitted on white erasable bond paper.
- References are to be properly cited and written according to the *Publication manual of the American Psychological Association*, (5<sup>th</sup> ed.), 2001.
- Complete professional readings as assigned by the professor of the course. Refer to References.
- Integrate use of technology in completing class assignments.
- Complete learning experiences and writing assignments according to the format given to each candidate by the professor of the course.

- Arrange to see the professor of the course for a minimum of two (2) conferences during the semester. Please check posted Office Hours for arranging conferences with the professor of the course.

## 6. Policies on Assignments and Papers

Unless a candidate has a documented written statement granting an excused absence, late or past due assignments will **not** be accepted.

- Submit all assignments and papers on the scheduled due date(s) and during the regular scheduled class time.
- Submit quality reports for all assignments. **Document data.**
- **Keep a duplicate of all written work submitted. Document data.**
- Complete all professional reading and writing assignments according to directions provided by the professor of the course. Place data in reading portfolio.

Notes:

## ACADEMIC CALENDAR - SPRING SEMESTER 2008

<http://www.pvamu.edu>

Instruction Begins

**Monday, January 14, 2008**

**Census Date (12<sup>th</sup> Class Day)**

**Wednesday, January 30, 2008**

**- Courses Dropped for Non-Payment**

**- Last Day to Withdraw from Course(s) without Record**

**Saturday, February 2, 2008**

## Graduation Application Deadline for Spring 2008

**February 4-9, 2008**

**Monday-Saturday**

Late Graduation Application Deadline period for Spring 2008

**Monday, March 31, 2008**

Withdrawal from Course(s) with record (“W”) Ends.

**Saturday, May 10, 2008**

**COMMENCEMENT**

FEE PAYMENT PLANS

SPRING 2008

<http://www.pvamu.edu>

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Prairie View A&M University offers the following fee payment plans for the payment of tuition and fees during the Fall and Spring Semesters:

1. Full payment of tuition and fees in advance of the beginning of the semester.  
**(Fees are due the same day you select courses.)**

2. Installment Payment Plan:

Installment # 1 one-half payment of tuition and fees in advance of the beginning of the semester. **(Fees are due the same day you select courses.) Payment must be received no later than January 30, 2008.**

Installment #2 - one-quarter payment prior to the start of the sixth class week, **(February 15, 2008).**

Installment #3 - one-quarter payment prior to the start of the eleventh class week, **(March 21, 2008 <http://www.pvamu.edu> )**

(\**Registration and Term Information Spring 2007 Bulletin*, p. 22.)

**FEES ARE DUE THE DAY YOU REGISTER FOR COURSES!!!**

(\**Registration and Term Information Spring 2007 Bulletin*, p. 23).

## References

Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Alvermann, D. E., & Stephen F. Phelps, S.F. (1998). *Content reading and literacy: Succeeding in today's diverse classrooms* (2<sup>nd</sup> ed.). Needham Heights: Allyn and Bacon,

- Anderson, R.S., & Speck, B.W. (2001). *Using technology in K-8 literacy classrooms*. Columbus, OH: Merrill Prentice Hall.
- Beck, I.L., McKeown, M.G., Hamilton, R.I. & Kucan, L. (1997). *Questioning the author: An approach for enhancing student engagement with text*. Newark, DE: International Reading Association.
- Blachowicz, C., & Ogle, D. (2002). *Reading comprehension: Strategies for independent learners*. New York: Guilford Press.
- Braunger, J., & Lewis, J.P. (2006). *Building a knowledge base in reading* (2nd ed.). Newark, DE: International Reading Association.
- Cunningham, P.M. (2000). *Phonics they use: Words for reading and writing* (3<sup>rd</sup> ed.). New York: Addison-Wesley Longman.
- Cunningham, P.M., & Allington, R.L. (1999). *Classrooms that work: They can all read and write* (2<sup>nd</sup> ed.). New York: Longman, An imprint of Addison Wesley Longman, Inc.
- Dow, R.S., & Baer, G.T. (2007). *Self-paced phonics; A text for educators*. Columbus, OH: Pearson Merrill Prentice Hall.
- Eldredge, J.L. (1999). *Phonics for teachers: Self-instruction, methods, and activities*. Upper Saddle River, NJ: Merrill.
- Frey, N., & Fisher, D. (2007). *Reading for information in elementary school: Content literacy strategies to build comprehension*. Columbus, OH: Pearson Merrill Prentice Hall.
- Galda, L., & Cullinan, B.E. (2002). *Literature and the child* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth/Thompson Learning.
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*Electronic Learning*

*Journal of Adolescent & Adult Literacy*

*Language Arts*

*Middle School Journal*

*Phi Delta Kappan*

*Reading Improvement*

*The Reading Teacher*

*Voices from the Middle*

#### FULL-TEXT LITERATURE ON THE WEB

Alice's Adventure in wonderland

<http://www.megabrands.com/alice/alice.html>

Folk tales and fairy tales

<http://itpubs.ucdavis.edu/richard/tales/>

Works of Louisa May Alcott, Mark Twain and others

<gopher://lib.nmsu.edu/11.subjects/Education/.childlit/.childbooks>

NEWSPAPERS AND WORLD WIDE WEB ADDRESSES

*Education Weekly*

*The Dallas Morning News* <http://www.DallasNews.com>

*Houston Chronicle* <http://www.houstonchronicle.com>

*The New York Times* <http://www.nytimes.com>

REGION XIII Educational Materials and Videos by REGION IV  
EDUCATION SERVICE CENTER, Houston, Texas and  
REGION XIII EDUCATION SERVICE CENTER, Austin, Texas

**Educational Materials from the Vaughn Gross Center for Reading  
and Language Arts**

The University of Texas at Austin College of  
Education

[info@texasreading.org](mailto:info@texasreading.org)

Searchlight <http://www.searchlight.utexas.org>

- ELEMENTARY INSTITUTE Effective Instruction for Elementary Struggling Readers: Research-Based Practices, Revised
- English Language Arts and Reading TEKS
  1. TEKS Overview
  2. Grades K-2 TEKS
  3. Grades 3-5 TEKS
  4. Grades 6-8 TEKS
- Examining Phonics and Word Recognition Instruction in Early Reading Programs

WORLD WIDE WEB SITES

Alta Vista  
<http://www.altavista.digital.com>

American Library Association  
<http://www.ala.org>

Children's Book Council  
<http://www.cbcooks.org>

Infoseek

<http://www.infoseek.com/>  
International Reading Association  
<http://www.ira.org>  
Library of Congress  
<http://www.loc.gov>  
National Association for the Education of Young Children  
<http://www.naeyc.org>  
National Council of Teachers of English  
<http://www.ncte.org>  
National Institute of Child Health and Human Development  
<http://www.nichd.nih.gov>  
United States Department of Education  
<http://www.ed.gov>

## **APPENDIX A**

### **COURSE ASSIGNMENTS (Tentative)**

Each candidate will be expected to complete the following assignments during the course.

1. EXAMINATION OF AN APPROACH USED TO TEACH READING

PowerPoint Presentation

- a. Discuss an approach used to teach reading. Select an approach from such topics as the basal reader approach, literature-based approach, language experience in reading approach, individualized reading approach, phonics approach, whole language, etc.
  - b. Review the material (history, philosophy, scope and sequence of reading skills, organizational strategies, strengths and weaknesses of the approach, etc.) and review the literature (books, journals, ERIC, etc.) to discover the theoretical base, research investigations, and practical applications of one approach used to teach reading. Present your findings orally to the class.
  - c. Definition: "Aspect" for the purposes of the assignment, relates to reading skill development, i.e., word identification, vocabulary development, comprehension, study skills, literary appreciation, language, etc. **BE SPECIFIC IN YOUR CHOICE OF TOPIC.**
2. Prepare, present, and submit mini-lesson plans on the five key areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension (National Reading Panel, 2000).in class according to due dates. Be sure to use approved lesson plan format provided by the instructor of the course.
    - PowerPoint Presentation

3. READING PROJECT

Using the same "aspect" of the one approach selected and researched in the teaching of reading for Assignment 1, prepare a reading project which is explained and demonstrated to the class.

The reading project should include these data:

- a. Title of reading skill
- b. Grade Level
- c. Reading Level
- d. TEKS objective(s)
- e. STANDARDS: EC-Grade 4; Grades 4-8
- f. Procedures
- g. Instructional materials and equipment
- h. Evaluation of teaching effectiveness
- I. Use of Technology---Power Point Presentation
- j. References

- View DVD Reading First Teacher Education Network (RFTEN) 2003 Grant from the U.S. Department of Education, the National Council for Accreditation of Teacher Education with Dr. Timothy Shanahan and Dr. Boyce C. Williams.  
[http://www. RFTEN.org](http://www.RFTEN.org)

"Time itself is an invaluable gift. It is wise to cherish it carefully and give it away generously."

- Dr. Maya Angelou

## APPENDIX A

### READING (EARLY CHILDHOOD-GRADE 4) TEACHER STANDARDS

[http://www.sbec.state.tx.us/stand\\_framework/nes.subject.htm](http://www.sbec.state.tx.us/stand_framework/nes.subject.htm)

- Standard I. Oral Language: Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.
- Standard II. Phonological and Phonemic Awareness: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.
- Standard III. Alphabetic Principle: Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
- Standard IV. Literacy Development and Practice: Teachers of young children understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young children's literacy.
- Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their word analysis and decoding abilities.
- Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.

**APPENDIX B**  
**ENGLISH LANGUAGE ARTS AND READING**  
**(Grades 4-8) STANDARDS**

[http://www.sbec.state.us/stand\\_framework/nes.subject.htm](http://www.sbec.state.us/stand_framework/nes.subject.htm)

[http://www.sbec.state.tx.us/stand\\_framework/TEExES/texas.htm](http://www.sbec.state.tx.us/stand_framework/TEExES/texas.htm)

- Standard I. Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.
- Standard II. Foundations of Reading: Teachers of students in grades 4-8 understand the foundations of reading and early literacy development.
- Standard III. Word Analysis and Reading Fluency: Teachers understand the importance of word analysis (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

Standard IV. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

Standard VI. Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote student's development in applying study and inquiry skills.

Standard VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

Standard VIII. Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.