

Texas A&M University-Texarkana Course Syllabus

RDG 352 – Literacy Development for Upper Grades

Fall, 2022

Course Description:

This course will address research, strategies, and materials related to literacy development in the upper elementary grades. As guided by the TEKS in these grade levels, students will practice lesson planning incorporating research-based strategies for enhancing comprehension, vocabulary, written expression, morphemic awareness, spelling, fluency and advanced phonics.

Required Textbooks/Resources:

Honig, B., Diamond, L., & Gutlohn, L. (2018). <i>Teaching reading sourcebook</i> . Berkeley, CA: CORE (ISBN: 978-1-57128-690-1)

***NOTE: 3rd edition is recommended**

****NOTE: You will use this textbook in RDG 354 also, so please purchase rather than rent.**

Betancourt, J. (1995). <i>My Name is Brain Brian</i> . Scholastic.
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Student Learning Outcomes:

- Demonstrate knowledge of developmentally appropriate, research- and evidence-based instructional practices to promote all students' mastery of upper elementary, grade-level foundational reading skills including morphemic analysis, fluency, comprehension, vocabulary, advanced decoding, written expression, and spelling through the creation of grade appropriate lesson plans.
- Identify genre-specific characteristics, structures, and purposes of diverse traditional, contemporary, and classical literary texts, and apply knowledge of how authors use these elements and characteristics to achieve specific purposes.
- Identify the elements and characteristics of informational and argumentative texts, and apply knowledge of how authors use these elements and characteristics to achieve specific purposes.
- Identify the characteristics of various genres of written text and apply knowledge of strategies for developing well-organized, engaging, written texts that achieve specific purposes for specific audiences.
- Identify strategies for conducting focused inquiry and research and presenting the results in an appropriate, responsible, and ethical manner.

RDG 352 - Graded Components		
Assignments	Due Dates and Details	Points
	(May be adjusted as professor sees the need – ALWAYS see Blackboard Modules for more up to date information)	
Bookshelf Audit	Students will audit a set of 20 books to determine cultural diversity, age appropriateness, etc... DUE 1/30 by 11:59 p.m.	50
TEXT SET*	Student will find a minimum of 10 resources that may be used to enhance comprehension and background knowledge for assigned chapters in a novel DUE 2/27 by 11:59 p.m.	100
Discussion Board posts Methods of Evaluation:	8 at 25 points each – DUE as assigned throughout the course (excludes Introductory post) Initial post = 10 points Response to THREE peers (minimum of 100-words)= 5 points each	200
STAAR Deconstruction*	Student will create a spreadsheet analyzing question stems and brick and mortar vocabulary – 4 th grade STAAR Writing	75

	DUE 3/6 by 11:59 p.m.	
Culminating Research project regarding novel	Tentative DUE DATE – 4/3 by 11:59 p.m. (always check BB for MOST up to date information regarding the course and due dates)	50
Unit of Study* – chapter assignments based on novel	DUE 4/24 by 11:59 p.m.	200
Unit of Study presentation	Students will create a narrated video explaining their Unit of Study DUE 4/24 by 11:59 p.m.	50
Responses to Unit of Study presentations	Students will respond to all Unit of Study presentations DUE by 5/1 by 11:59 p.m.	100
Group Project – Literacy Strategies Presentation*	Students will be assigned to a group to complete a narrated video presentation of specific literacy strategies	100
Literacy Project DB Peer Responses	Students will post a substantive response (150-word minimum) for each literacy strategies presentation – weekly beginning week 3	100 (20 points per presentation)
Participation	Based on attendance and artifacts/practicum completed and submitted during class	220 20 points weekly @ 11 weeks
Rehearsals	Students will participate in two rehearsals as either a teacher, student, or observer. 2 at 50 points each	100
TOTAL POINTS		1345

***Artifacts to be submitted to TPP Portfolio for Program Review**

Detailed Explanation of Course Components:

1. Bookshelf Audit – Students will examine a portion (minimum of 20 titles) of a elementary appropriate “bookshelf” and provide insight into the types of books that would be available to students in their class. Are there genres, themes, or diverse subjects that need to be enhanced?
2. STAAR Deconstruction - Students will deconstruct a 4th grade reading (in class as a group) and writing STAAR test (on their own). Students will list all question stems utilized within the test and calculate the percentage of each one used. Students will then reflect on how knowing this should affect everyday instruction. Students will also identify brick and mortar vocabulary needed to be successful.
3. Literacy Strategies Group Project
4. Literacy Strategies Responses

5. Unit of Study - Student will sign up for a group of chapters in the assigned novel and create 4 lesson plans. The unit will be graded on integration of vocabulary, background knowledge/oral language, comprehension, and writing strategies incorporated daily, technology utilized, and differentiation planned for various learning differences affected by things such as reading difficulties, dyslexia, EL status, etc...
 1. Introduction to Unit
 2. Text Set
 3. Lesson Plans – to include SFLOs, ELPS, TEKS, formative assessment, accommodations for differentiation, oral language, vocabulary, comprehension and writing strategies DAILY
 4. Presentation - Students will create a narrated PowerPoint presentation of the Unit of Study Lesson Plans
 5. Discussion Board response to 5 peers' Units of Study
6. Research project based on novel – Students will create a research project based on anything related to the chosen novel we are reading in class. This should serve to extend students' knowledge, involve oral presentation skills, and align with the 4th grade research TEKS.
7. Participation Points - Points will be awarded for timely and active participation in class; attendance, and cordial responses to peers on the discussion board.
8. Reading Responses - Students will complete several different formats of writing activities in order to summarize each week's learning. These strategies are ones that you can also utilize within your content area classroom to build literacy skills (comprehension and writing).
9. Text Set - Students will create a text set containing multiple resources that can be utilized to enhance instruction during your Unit of Study. These may be videos or other multimedia resources/websites, picture books, graphic or regular novels/children's books/short stories/poems, or art. You will create a document that details each of the items chosen with links to videos or pictures of the books that you would order/locate to complete the instruction during your Unit of Study.
10. Rehearsals - the work of teaching can be considered a practice as we are always learning. However, much of this learning comes from actually practicing the art of teaching. Rehearsals provide opportunities for teacher candidates to practice specific high leverage practices within a safe environment and to receive constructive feedback.

RDG 352: Course Calendar, Spring 2022
Dr. Aaron Marvel

Module	Dates	Topic	Assignments
Week 1	Jan. 18-23	Introduction	Discussion Board: Introductions Reading: <ul style="list-style-type: none"> • 7 Steps to a Language Rich Interactive Classroom • Chapter 8 in Steps to Success Select Literacy Presentation Group Members Cornell Notes Assignment: <ul style="list-style-type: none"> • Bookshelf Audit Due by January 30th
Week 2	Jan. 24-30	Vocabulary: Specific Word Instruction	Reading <ul style="list-style-type: none"> • Teaching Reading Sourcebook: pgs. 407-435 Assignment <ul style="list-style-type: none"> • Evaluating a Specific Work Instruction Activity Choose a chapter for Literacy Strategies Presentation
Week 3	Jan. 31-Feb.6	Vocabulary: Word-Learning Strategies	Reading <ul style="list-style-type: none"> • Teaching Reading Sourcebook: pgs. 487-505 Discussion Board: Designing a Morphemic Analysis Activity Choose your lesson model for the Literacy Strategies Presentation
Week 4	Feb. 7-Feb. 13	Vocabulary: Word Consciousness and more Morphemic Analysis	Reading <ul style="list-style-type: none"> • My Name is Brain Brian: Chapters 1-4 • Teaching Reading Sourcebook: pgs. 569-579 Identify and Submit Tier 1, 2, and 3 words from Chap. 1-4
Week 5	Feb. 14-20	Vocabulary: Putting it Together	View Literacy Strategies Presentation Example Assignments <ul style="list-style-type: none"> • Vocabulary Lesson Plan Discussion Board Post

Week 6	Feb. 21-27	Comprehension: General	<p>Reading</p> <ul style="list-style-type: none"> • Teaching Reading Sourcebook: Introduction to Section VI: Comprehension • My Name is Brain Brian: Chapter 5-7 <p>Assignments:</p> <ul style="list-style-type: none"> • Text Set Assignment • STAAR Deconstruction Assignment
Week 7	Feb. 28-Mar. 6	Comprehension: Literary	<p>Reading:</p> <ul style="list-style-type: none"> • Teaching Reading Sourcebook: Chapter 14: Literary Text <p>Assignments:</p> <ul style="list-style-type: none"> • Using Story Structure as a Foundation for Comprehension
Week 8	Mar. 7-13	Comprehension: Literary (Micro-Comprehension Skills)	<p>Reading:</p> <ul style="list-style-type: none"> • Reading for Teaching article • Microcomprehension article <p>Assignments:</p> <ul style="list-style-type: none"> • Module 8 KWL Chart • Unit of Study Component 1: Reading for Teaching Graphic Organizer • Microcomprehension Practice Assignment
Week 9	Mar. 21-27	Comprehension: Informational	<p>Reading:</p> <ul style="list-style-type: none"> • Teaching Reading Sourcebook: Chapter 15: Informational Text <p>Assignments:</p> <ul style="list-style-type: none"> • Module 9 Anticipatory Set • Identifying Informational Text Structure
Week 10	Mar. 28-Apr. 3	Comprehension: Incorporating Writing	<p>Reading:</p> <ul style="list-style-type: none"> • Writing to Read Executive Summary <p>Assignments:</p> <ul style="list-style-type: none"> • Unit of Study Component 2: Introduction to the Unit of Study

Week 11	Apr. 4-10	Comprehension: MTSS (RTI) and Differentiation	<p>Reading:</p> <ul style="list-style-type: none"> Teaching Reading Sourcebook: pgs. 743-754 <p>Assignments:</p> <ul style="list-style-type: none"> Unit of Study Component 3: Lesson Plans for Unit of Study Due by 4/24 Unit of Study Component 4: Lesson Plans Presentation dy by 4/24
Week 12	Apr. 11-17	Implementing Norms and Routines: Close Reading	<p>Reading:</p> <ul style="list-style-type: none"> Implementing Norms and Routines Decomposition Rainey (2016) Disciplinary Literacy in English Language ARTs <p>Zoom Meeting</p>
Week 13	Apr. 18-24	Implementing Norms and Routines: Close Reading	<p>Reading:</p> <ul style="list-style-type: none"> Primer: Literary Literacy Practices Esperanza Rising: Las Uvas <p>Assignment:</p> <ul style="list-style-type: none"> Begin Planning for Rehearsal
Week 14	Apr. 25-May 4	Rehearsal: Implementing Norms and Routines: Close Reading	<p>Assignment:</p> <ul style="list-style-type: none"> Plan for and Present Rehearsal <p>Responses to Unit of Study Presentations Due by 5/1</p>
Week 15	May 6-11	Reflecting on My Rehearsal	<p>Assignment:</p> <ul style="list-style-type: none"> Academic Writing: Rehearsal Reflection