

Department of Curriculum & Instruction
HB Syllabus
EDRG 4389: Intermediate and Middle School

Objectives

Upon completion of this course students will be able to:

1. Demonstrate knowledge of reading development and apply instructional practices to promote student development for intermediate and middle school learners.
2. Determine standards-driven instruction that reflects evidence-based best literacy practices.
3. Determine informal and formal assessments for measuring progress in intermediate literacy development including diverse learners.

Required Textbook/Course Materials

1. A reading packet comprised of research-based and practitioner-based articles will be provided on Blackboard.
2. A young adult novel which will be determined during the first weeks of class.

Standards

Science of Teaching Reading (STR) Standards

Standard 19 TAC §235.101(b) Reading Development. (b) Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:

(4) phonics (decoding and encoding);

(5) reading fluency;

(6) vocabulary development;

(7) syllabication and morphemic analysis;

(8) comprehension of literary text;

(9) comprehension of informational text; and

(10) beginning strategies and reading comprehension skills.

Standard 19 TAC §235.101(c) Reading Pedagogy.

Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

(1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy);

(3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and

(4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

GENERALIST

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 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 IV: Literacy Development and Practice: Teachers of young students 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 students' 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.

ENGLISH LANGUAGE ARTS 4-8

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 Skills and Reading Fluency: Teachers understand the importance of word analysis skills (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.

SPECIAL EDUCATION EC-12

Standard VI. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard X. The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard XI. The special education teacher promotes students' performance in English language arts and reading.

Assignments Aligned to Standards

Assignment	Accompanying Standard
HQIM Lesson Plan Analysis	STR A-C, , Standard 19 TAC §235.101(b) Reading Development, Standard 19 TAC §235.101(c) Reading Pedagogy, PPR I-IV, Generalist I, IV, V, VII, VIII, English 4-8 I, II, III, Special Ed EC-12 VI, X, XI
Literature Circle	STR A-C, ,Reading Pedagogy, PPR I-III, Generalist I, IV, V, VII, VIII, English 4-8 I, II, III, Special Ed EC-12 XI
Final Project	STR A-C, ,Standard 19 TAC §235.101(b) Reading Development, Standard 19 TAC §235.101(c) Reading Pedagogy, PPR I-IV, Generalist I, IV, V, VII, VIII, English 4-8 I, II, III, Special Ed EC-12 VI, X, XI
IRI Assessment Assignment	STR A-C, Standard 19 TAC §235.101(b) Reading Development, Standard 19 TAC §235.101(c) Reading Pedagogy, PPR I-IV, Generalist I, IV, V, VII, VIII, English 4-8 I, II, III, Special Ed EC-12 VI, X, XI
240 Tutoring 293 Science of Teaching Reading Certification Exam-Practice Test 2-CRQ	STR A-C, Standard 19 TAC §235.101(b) Reading Development, Standard 19 TAC §235.101(c) Reading Pedagogy, PPR I-IV, Generalist I, IV, V, VII, VIII, English 4-8 I, II, III, Special Ed EC-12 VI, X, XI
Reading Reflections	STR A-C, Standard 19 TAC §235.101(b) Reading Development, Standard 19 TAC §235.101(c) Reading Pedagogy, PPR I-IV, Generalist I, IV, V, VII, VIII, English 4-8 I, II, III, Special Ed EC-12 VI, X, XI
240 Tutoring 293 Science of Teaching Reading Certification Exam-Practice Test 2	STR A-C, Standard 19 TAC §235.101(b) Reading Development, Standard 19 TAC §235.101(c) Reading Pedagogy, PPR I-IV, Generalist I, IV, V, VII, VIII, English 4-8 I, II, III, Special Ed EC-12 VI, X, XI