

EDRG 4389: Intermediate and Middle School

Instructor Name: Mary Bethel, Ph.D.	A&M-San Antonio email: mbethel@tamusa.edu
Office Hours and Location: PHEB 214V or Zoom Office Hours: 2:00 pm – 4:00 pm Mon., Tues, Thurs Meeting with Dr. Bethel	Course Location & Time: Physical Health and Education Building, Room 128 Monday, 8:30 pm – 9:45 pm

REQUIRED TEXTBOOK:

- A young adult novel which will be determined during the first weeks of class.

Recommended Course Materials:

- Microsoft Office suite for a PC. All work must be submitted either as Word or .PDF files and there can be compatibility issues with the Mac word processing programs
- Regular and reliable access to the internet and ability to print copies for class

COURSE DESCRIPTION:

This course focuses on the science of teaching reading through a detailed analysis of advanced phonics, fluency, vocabulary, and comprehension, specifically for students in the intermediate and middle school grades. Literacy theories and strategies for each will be presented. In addition, this course will also offer information on new literacies and speaking and listening skills utilized in grades 4-8. This course *may* require up to 10 hours of experiential learning.

MAJOR COURSE COMPONENTS:

Topics

1. **Oral Language**
2. **Phonics**
3. **Fluency**
4. **Vocabulary**
5. **Comprehension**
6. **Assessment**

STANDARDS:

SCIENCE OF TEACHING READING

(a) Science of Teaching Reading (STR) Standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Texas Prekindergarten Guidelines and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 6, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all early learners and address vertical alignment. Candidates in the following categories of classroom teachers will be assessed by the STR standards:

- (1) Early Childhood: Prekindergarten-Grade 3;
- (2) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;
- (3) Core Subjects with Science of Teaching Reading: Grades 4-8;
- (4) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8; and
- (5) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.

(b) Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section demonstrate an 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:

- (1) oral language development;
- (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.

(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);
- (2) implementing both formal and informal methods of measuring student progress in early reading development;

(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 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.

COURSE POLICIES

Assignment	Accompanying Standard	Points
Reading and Writing Lesson Plan	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	10 pts.
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	10 pts.
Alternative Book Report	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	15 pts.
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	10 pts.
Instructional Strategies Journal	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	4 x 5 pts. = 20 pts. total
240 Tutoring 293 Science of Teaching Reading Certification Exam-Check ins	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	10 pts. total
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	15 pts.
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	10 pts.
Total		100 pts.

Grading Policy:

1. All assignments in the course are intended to provide both the student and the instructor with a gauge of your level of understanding of the course content and ideas throughout the semester.
2. All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM CST.
3. All assignments will be explained throughout the semester and will have corresponding written explanations, descriptions, and/or grading rubrics provided in Blackboard.
4. I will update grades typically no more than 5 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the A&M-SA grading Policy (see below):

Letter Grade	Range	Grade Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 & Below	0.0

Grading Scale

✓ A	90 or above	90-100 points = A
✓ B	< 90% to 80%	80-89 points = B
✓ C	< 80% to 70%	70-79 points = C
✓ D	< 70% to 60%	60-69 points = D
✓ F	< 60%	59 and below = F

In compliance with the Code of Federal Regulations, Title 45, § 46.104, you are being notified that throughout the semester coursework you produce (e.g., assignments, reflections, surveys, projects) may be used as part of a research study (e.g. presentations and/or publications) at some point in the future. The data will also be used to improve instructional practices and learning strategies for students. All data will be de-identified and only aggregate data will be published. If you do not wish to have your de-identified coursework

included, you may notify the instructor at any time. Your participation is voluntary and your decision whether or not to allow this data to be part of a future study will not affect your grade or standing in this class. This data will be securely stored by the researcher until it is no longer useful. Any research project that will be undertaken using these materials will have IRB approval sought for the project. Please feel free to contact your instructor if you have questions or concerns about potential research projects. For information on research participants' rights, contact the TAMUSA IRB Office @ 210-784-2317 or irb@tamusa.edu.

COURSE POLICIES

ATTENDANCE:

Class attendance will be checked during every class session. It is the responsibility of the student to ensure that his/her presence has been noted. Punctuality is expected as part of professional responsibility and courtesy. Arriving late and/or leaving early in a class period is considered unprofessional. You are expected to show up to class on time and, once in class, to conduct yourself in a professional manner. You are expected to have your camera on during the entire class.

Going to college is a commitment, just like a job. On a job, employees often have “no excuses asked” leave days. *You have 2 “leave days,” and no excuses were asked for this course. I do not need to be notified that you are missing class unless it is a university-authorized absence.*

- More than *TWO* absences will result in a loss of points. A *one-point reduction in the final grade is incurred* for each absence beyond the one absence allowed.

University regulations authorize absences of students when representing the University (e.g. at athletic, student government, student development, or fine arts events). Other authorized absences are those that may be necessary to fulfill course requirements. A student is held responsible for all class assignments.

LATE WORK POLICY:

Completing all work on time is crucial to keeping up with the content. The course requirements and due dates are provided to you on the first day of class. Please be sure to keep track of the due dates and stay on top of your work. Each day an assignment is turned in late equals a one-point penalty. No late work will be accepted after two days of the due date.

I understand that emergencies or crisis situations cause a student to miss a deadline. If such an emergency arises, it is the student's responsibility to contact me as soon as possible altering me to the situation.

ASSIGNMENT SUBMISSION IN BLACKBOARD:

All assignments must be neatly typed (unless indicated that handwriting is acceptable) and submitted in Blackboard by the due dates indicated in the Bb module. Submit your assignments in Word, ~~PPT~~, ~~Google~~, ~~Images~~, ~~Links~~, or pdf format; do not upload pages (Mac users)/ Policy updated 3/16/26 and notified on Blackboard. All TAMU-SA students receive access to Microsoft 365 as part of tuition. Please contact IT if you have questions about the software available to you. (210) 784-4357 or HelpDesk@tamusa.edu If you do not understand how to submit an assignment in Blackboard, please find out during the first week of class (Blackboard Student Help Link: [Submit Assignments](#))

All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

AI Policy:

- **AI may NOT be used for editing, grammar, and formatting.**
- **AI may NOT be used to generate the core ideas, analysis, responses, or final prose.**
- **Any AI assistance must be disclosed.**

Disclosure method

You are required to create an AI use statement, and for any assignment where AI is used beyond basic editing, require the student to include:

- the tool name,
- what it was used for,
- and a link, transcript, or screenshot of the chat.

That is consistent with syllabus guidance recommending disclosure and attribution of AI. If using Grammarly type your assignment first and take a screenshot and then use Grammarly to

correct and a new screenshot.

Responsibility: It is the responsibility of the student to ensure that their work adheres to the guidelines outlined in this policy. Faculty and instructors may employ plagiarism detection tools to verify the originality of submitted work.

Consequences of Violation: Violation of this policy, including but not limited to plagiarism or excessive reliance on AI for content creation, may result in disciplinary action, including failing grades or academic probation.

By adhering to these guidelines, students can effectively leverage AI for editing and revising their work while upholding academic integrity and fostering their own creativity and originality.