

Reading in the Elementary School
RED 5355 (Sections 17507, 17508)
Fall 2023
University of Florida

Instructor: Suzanne Chapman, Ph.D.

Email: schapman@coe.ufl.edu

Office Hours: by appointment

Required Texts

Honig, B., Diamond, L., & Gutlohn, L. (2018). *CORE: Teaching Reading Sourcebook (3rd ed.)*. Arena Press. ISBN-978-1-63402-235-4

Course Website Information

This course will involve interaction with UF's Online Learning Management System, also called Canvas. To access this course on Canvas, go to <http://online.education.ufl.edu/>. Click on the button to Log In to Canvas and enter your Gatorlink username and password. Click on the link for "RED 5355: Reading in the Elementary School, Fall 2023". Any difficulties related to Canvas should be directed to the UF Computing Help Desk or the COE technical support staff at onlinesupport@coe.ufl.edu. Class materials, presentation notes, discussion topics, course updates and announcements, assignment materials, and grades will be posted on this site as needed. Sometimes you will need to print materials from the Canvas site. However, Canvas will not be used for emailing the instructor. Please use the email address provided in the instructor's contact information.

Course Description

This course will expose students to the instructional components and current research involved in the teaching of reading to elementary school children and will focus on the mechanics of learning to read and strategies for reading to learn. This course will provide an overview of assessments and materials that may be used by the classroom teacher to observe and document children's reading performance, relate children's performance to appropriate reading instruction, and evaluate children's progress.

Goals of the Course

1. To promote the understanding of the current research and practices in teaching children how to read.
2. To become fluent in the use of terminology and concepts related to literacy instruction.

3. To describe and implement reading instructional practices based on scientifically-based reading research.
4. To identify and define the critical elements of reading instruction in grades K-6 and demonstrate an ability to plan for effective instruction in each of these critical areas.
5. To develop as a professional educator.

Meeting the Pre-Professional Florida Educator Accomplished Practices (FEAPs)

In this course, one or more assignments have been selected as “Key Tasks” that will assess your mastery of knowledge, skills, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the 6 Florida Educator Accomplished Practices (FEAPs).

Your mastery of each indicator will be measured by your performance on the Key Task. To pass this course, you must successfully complete all Key Tasks to receive a rating of “Developing,” “Accomplished,” or “Exceptional.” No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification.

Students who receive an “Unsatisfactory” rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor’s discretion.

This rating guide framework will be used to evaluate your performance on tasks assessing specific FEAP indicators covered in each of the EPI required courses. The language of each FEAP indicator can be used to complete the statements.

Exceptional	The candidate extensively integrates knowledge to be able to _____ _____. The candidate is prepared to apply this skill in a practical setting.
Accomplished	The candidate demonstrates knowledge of how to _____ _____. The candidate is prepared to apply this skill in a practical setting.
Developing	The candidate is acquiring the necessary knowledge to _____ _____. The candidate is not yet prepared to demonstrate this skill in a practical setting.
Unsatisfactory	The candidate demonstrates little knowledge of how to _____ _____.

Reading Competencies 1 & 2

Competency 1 encompasses the reading process with a focus on developing emergent literacy skills and progressing through the phases of word reading, resulting in comprehension as the final outcome. Teachers will develop substantive understanding of six components of reading as a process: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.

Competency 1: Foundations of Reading Instruction

Teachers will develop substantive understanding of six components of reading as a process: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.

Performance Indicator A: Oral Language

- 1.A.1: Understand how the students' development of oral language (i.e., phonology, morphology, syntax, semantic, and pragmatics) relates to language comprehension
- 1.A.2: Understand the differences between social and academic language
- 1.A.5: Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation

Performance Indicator B: Phonological Awareness

- 1.B.1: Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another
- 1.B.2: Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.
- 1.B.3: Understand evidence-based and multisensory practices to develop students' phonemic awareness (e.g., Elkonin boxes or magnetic letters)
- 1.B.6: Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.

Performance Indicator C: Phonics

- 1.C.1: Understand the structure of English orthography and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading
- 1.C.2: Understand grapheme-phoneme patterns and how they relate to spelling and written expression
- 1.C.3: Understand structural analysis and morphology of words
- 1.C.4: Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes)

Performance Indicator D: Fluency

- 1.D.1: Understand that the components of reading fluency are accuracy, rate, and prosody which impact reading comprehension
- 1.D.2: Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading and their purpose for reading to facilitate comprehension
- 1.D.3: Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension

- 1.D.4: Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text
- 1.D.5: Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate, and prosody

Performance Indicator E: Vocabulary

- 1.E.1: Understand the role and impact of receptive and expressive vocabulary on reading comprehension
- 1.E.2: Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development
- 1.E.3: Identify intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.)
- 1.E.4: Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary
- 1.E.5: Understand how to apply evidence-based reading and writing practices to enhance vocabulary
- 1.E.6: Understand how to provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary

Performance Indicator F: Comprehension

- 1.F.2: Understand that evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion)
- 1.F.3: Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts
- 1.F.4: Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students' capacity for comprehension
- 1.F.5: Understand how the interaction of reader characteristics (background knowledge, interests, strengths, and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.
- 1.F.6: Understand the importance of planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension
- 1.F.7: Understand cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts
- 1.F.8: Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading)
- 1.F.9: Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension

Integration of Reading Components

- 1.G.3: Understand the interdependence among the reading components and their effect upon reading as a process for all students

1.G.5: Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interest and reading proficiency

1.G.6: Understand the relationships among decoding, automatic word recognition, fluency, and comprehension

1.G.7: Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnections of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension

Competency 2: Applications of Evidence-based Instructional

Teachers will apply the principles of explicit, systematic and sequential evidence-based reading instruction and scaffold student learning while integrating the six components of reading.

Teachers will engage in the systematic problem-solving process to identify students with reading difficulties, including identification of students with characteristics of dyslexia, provide appropriate interventions and conduct effective progress monitoring.

Performance Indicator A: Oral Language

2.A.1: Apply intentional, explicit, systematic and sequential instruction practices for scaffolding development of oral/aural language skills

2.A.2: Create an environment where students practice appropriate social and academic language to discuss diverse texts

2.A.5: Provide and document opportunities for extended discussion in discerning text meaning and interpretation

Performance Indicator B: Phonological Awareness

2.B.1: Apply explicit, systematic and sequential evidence-based practice in phonological awareness and phonemic awareness

2.B.2: Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity

2.B.3: Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters)

2.B.6: Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills

Performance Indicator C: Phonics

2.C.1: Apply explicit, systematic and sequential evidence-based instruction in single- and multisyllable word reading, including orthographic mapping for regular and irregular words

2.C.2: Apply evidence-based instruction in grapheme-phoneme patterns in spelling and written expression

2.C.3: Apply evidence-based instruction in structural analysis and morphology of words

2.C.4: Incorporate evidence-based spelling and writing practices that connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes)

Performance Indicator D: Fluency

- 2.D.1: Apply intentional, explicit, systematic and sequential instructional practices to develop accuracy, rate, and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading)
- 2.D.2: Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading and their purpose for reading to facilitate comprehension
- 2.D.3: Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency with connected text
- 2.D.4: Teach readers explicitly how to activate their background knowledge, self-monitor, and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text
- 2.D.5: Provide daily opportunities for readers to practice reading, with support and corrective feedback, to increase accuracy, rate, prosody, and reading endurance

Performance Indicator E: Vocabulary

- 2.E.1: Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension
- 2.E.2: Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis
- 2.E.3: Apply intentional, explicit, systematic and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.)
- 2.E.4: Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain-specific vocabulary
- 2.E.5: Apply evidence-based reading and writing practices to enhance vocabulary
- 2.E.6: Provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary

Performance Indicator F: Comprehension

- 2.F.2: Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion)
- 2.F.3: Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student's strengths and needs
- 2.F.4: Provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students' capacity for comprehension
- 2.F.5: Use the interaction of readers' characteristics (background knowledge, interests, strengths and needs) along with motivation, text complexity and purpose for reading to impact comprehension and student engagement
- 2.F.6: Plan, provide and document daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance, and comprehension
- 2.F.7: Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational texts
- 2.F.8: Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading)
- 2.F.9: Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making

inferences, activating background knowledge), higher order thinking, comprehension monitoring and self-correcting to increase understanding of text

Performance Indicator G: Integration of the reading components

2.G.3: Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students

2.G.5: Use evidence-based practices for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency

2.G.6: Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in reading instruction

2.G.7: Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension

Reading Competency 1		
Task: Final Exam		
The candidates will participate in and complete a cumulative final exam that includes questions covering the five critical areas of reading, oral language development, and the integration of the reading components.		
Met	Met with Weakness	Not Met
The candidate achieves a score of 80-100 on this project.	The candidate achieves a score of 70-79 on this project.	The candidate achieves a score of less than 70 on this project.
Reading Competency 2		
Task: Lesson Plan Portfolio		
The candidates will complete and submit a comprehensive lesson plan including instruction in the five critical areas of reading and oral language. The candidates will demonstrate their understanding of how all this instruction is related and integrated into a cohesive lesson for 90-minutes of instruction.		
Met	Met with Weakness	Not Met
The candidate achieves a score of 80-100 on this project.	The candidate achieves a score of 70-79 on this project.	The candidate achieves a score of less than 70 on this project.

Course Policies

Make-Up Exams and Assignments

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

This is an entirely online course and you are required to participate online each week. Excused online absence of posts and assignments requires prior approval from the instructor. In case of an emergency, written documentation must be provided to the instructor.

Preparation of Assignments

Substance is the primary criterion for evaluating all written work in this course. That is, what you say (its clarity, depth, insights, etc.) is the most important factor. However, how you say it (e.g., writing style) is also an important consideration in evaluating your projects. In other words, qualities such as grammar, punctuation, spelling, neatness, and adherence to assignment guidelines will also affect your grade. Ask your instructor for assistance and resources if written composition is a challenging area for you.

Academic Integrity

All students registered at the University of Florida have agreed to comply with the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University”. In addition, on all work submitted for credit the following pledge is either required or implied: “On my honor I have neither given nor received unauthorized aid in doing this assignment”. If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines at:

<http://www.dso.ufl.edu.sccr.honorcodes/conductcode.php>

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and may result in a reduction in course grade and a report to the university officials.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students with academic concerns related to this course should contact the instructor in person or via email. Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with your instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/> Also, crisis intervention is always available 24/7 from Alachua County Crisis Center: 352-264-6789.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or email to Learning-support@ufl.edu

Career Resource Center, Reitz Union, 352-392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask> Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:
http://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Online Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Course Schedule:

This class will operate as an asynchronous online course offered through Canvas. Each week, a new module will open and the

TRS=The Reading Sourcebook text

Week & Dates	Agenda/Topics	Assignments
Week 1 8/23-8/27	Course Introduction Course Syllabus and Requirements Introductions Guided Notes Mini Lessons & Final Lesson Plan	Read the syllabus Familiarize yourself with the course website Create and post an introduction of yourself
Week 2 8/28-9/3	Word Structure Introduction to the Reading Process & Strands of Instruction Florida Standards (CPALMS) Common Core State Standards	TRS: p. 1-18 (The Big Picture); Section 1 Intro; Chapters 1-2 Guided Notes

Week 3 9/4-9/10	Oral Language Development	Oral Language Development and Its Relationship to Literacy Guided Notes
Week 4 9/11-9/17	Early Literacy Part 1 Print Awareness & Letter Knowledge	TRS- Section 2 Intro; Chapters 3-4 Guided Notes
Week 5 9/18-9/24	Early Literacy Part 2 Phonological & Phonemic Awareness (Phonology) Letter Sounds	TRS: Chapter 5 Guided Notes Phonological Awareness Lesson Due (9/24)
Week 6 9/25-10/1	Decoding and Word Study Part 1 Phonics	TRS: Section 3 Intro: Chapter 6 Guided Notes
Week 7 10/2-10/8	Decoding and Word Study Part 2 Irregular Word Reading Multisyllabic Word Reading	TRS: Chapters 7-8 Guided Notes Phonics Lesson (10/8)
Week 8 10/9-10/15	Reading Fluency Fluency Assessment & Instruction	TRS: Section 4 Intro, Chapters 9-10 Guided Notes Fluency Lesson (10/15)
Week 9 10/16-10/22	Vocabulary Part 1 Vocabulary Introduction Specific Word Instruction	TRS: Section 5 Intro; Chapter 11 Guided Notes
Week 10 10/23-10/29	Vocabulary Part 2 Word Learning Strategies Word Consciousness	TRS: Chapters 12-13 Guided Notes Vocabulary Lesson (10/29)
Week 11 10/30-11/5	Comprehension Part 1 Literary Text Children's Literature	TRS: Section 6 Intro; Chapter 14 Guided Notes
Week 12 11/6-11/12	Comprehension Part 2 Informational Texts	TRS: Chapter 15 Guided Notes Comprehension Lesson (11/12)
Week 13 11/13-11/19	Integration of Reading Components The Reader, the text, and the task Scarborough's Reading Rope	Guided Notes
Week 14 11/27-12/3	Work on Final Lesson Plan	Final Lesson Plan Due (12/3) Final Reflection Due (12/3)
Week 15 12/10	Final Exam	Final Exam due 12/10

Grading

<u>Assignment</u>	<u>Points</u>
Guided Notes	0 total
Guided Notes (Week 2)	
Guided Notes (Week 3)	
Guided Notes (Week 4)	
Guided Notes (Week 5)	
Guided Notes (Week 6)	
Guided Notes (Week 7)	
Guided Notes (Week 8)	
Guided Notes (Week 9)	
Guided Notes (Week 10)	
Guided Notes (Week 11)	
Guided Notes (Week 12)	
Guided Notes (Week 13)	
Lesson Plan Portfolio (Draft 1)	100 total
Phonological Awareness Lesson (20)	
Phonics Lesson (20)	
Fluency Lesson (20)	
Vocabulary Lesson (20)	
Comprehension Lesson (20)	
Final Lesson Plan Submission	100
Final Reflection	50
Final Exam	100
Total Points	350

Note: There are 350 possible points. Your final grade will be determined based upon the total points out of 350 earned. The total number of points earned will be divided by 350, in order to provide a percentage. The grade will be based on the percentage scale noted below.

Grading Scale:

A =94-100

A- =90-93.9

B+ = 88-89.9

B = 84-87.9

B- = 80-83.9

C+ = 78-79.9

C = 74-77.9
C- = 70-73.9
D+ = 68-69.9
D = 64.0-67.9
D- = 60-63.9
E = 59 and below