

# Teaching Language and Meaning Construction in Elementary Reading

RED 3211, Section 68M1, Class # 28633

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## Office Hours:

**Mondays, 11:30am to 12:30pm and**

**Thursdays, 11:30am to 12:30 pm**

Office Hours will be held in **NRN 1013 (classroom)** or  
**NRN 2802 (office)** each week.

Office hours are also available by appointment. The instructor will notify students via a course website announcement if office hours need to be rescheduled for a particular week. Notifications may also be posted on the office door.

## CLASS MEETINGS

This course is delivered in a “face-to-face” format during the scheduled class meeting times, **Mondays, periods 6 – 8 (12:50 – 3:50)**, according to the schedule provided in this syllabus. Class meetings will be held in **Norman Hall, room 1013**. Class will begin promptly and there *may* be a short break at an appropriate time during class activities.

Students will also participate in class via the online learning management system, Canvas. Materials, tasks, and assignments will be provided through the Canvas course shell to be completed during and outside of class meetings and submitted in Canvas according to due dates on the schedule provided in this syllabus.

## COURSE DESCRIPTION

RED 3211, Teaching Language and Meaning Construction in Elementary Reading, examines theory and practice for teaching reading in the elementary grades, K-6. Emphasis is on the language and comprehension strand within reading development. The purpose of this course is to provide students with theoretical and practical knowledge and experiences to build teaching literacy teaching skills for elementary school.

## COURSE OBJECTIVES

1. To demonstrate knowledge and understanding of the development of literacy in children (grades K-6) and the practices that enhance development at each stage.
2. To demonstrate knowledge and understanding of the theoretical and conceptual frameworks that guide effective literacy instruction.
3. To identify and define the critical elements of reading instruction and describe how they are integrated effectively in the classroom.
4. To identify and define the components of language and describe the link between language and literacy, including how language serves as a foundation for reading and comprehension for native English speakers and speakers from culturally and linguistically diverse backgrounds.
5. To identify and describe appropriate instructional practices for teaching oral language, vocabulary, and comprehension based on evidence-based reading research and which are inclusive and responsive to all learners.
6. To implement instructional strategies effectively for teaching oral language, vocabulary, and comprehension.
7. To demonstrate the ability to plan for integration of reading instruction across the curriculum.
8. To demonstrate the ability to create an information-intensive literacy learning environment that promotes critical thinking and active learning.
9. To demonstrate the ability to assess literacy skills, interpret multiple sources of data, and use assessment data to inform instruction for all learners.
10. To demonstrate the ability to design a framework for teaching reading that differentiates instruction for all learners and which includes culturally and linguistically sustaining pedagogy and universal design for learning.
11. To identify characteristics of language- and reading-related disabilities and provide effective literacy intervention and instruction for students displaying those characteristics.

## TECHNOLOGY REQUIREMENTS

To complete this course successfully, each student must have access to a device with audio and video recording capability. A reliable internet connection that is fast enough to upload video is also required. The university computer policy may be accessed at this site: <https://it.ufl.edu/policies/student-computing-requirements/>. This course will involve interaction with the University of Florida's Online Learning Management System, also called Canvas. Course materials, content, assignments, and assessments will be delivered through the Canvas site. To access this course on Canvas, go to <<http://education.ufl.edu/coe-online/log-in/>>. Click on the button to Log In to Canvas and enter your Gatorlink username and password. Click on the link for RED3211. Any difficulties related to Canvas should be directed to the UF Computing Help Desk by calling 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu). Class activity materials, presentation notes, assignment materials, course updates and announcements, and grades will be posted on the site regularly throughout the semester. Assignments must be submitted through Canvas, unless otherwise specified by the instructor.

## REQUIRED TEXTS AND MATERIALS

### Required Texts:

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching Reading Sourcebook for All Educators Working to Improve Reading Achievement*. 3<sup>rd</sup> Ed. Arena Press.

### Required Readings will also be assigned from the following texts:

- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2020). *Words their way* (7<sup>th</sup> ed.). Hoboken, NJ: Pearson.
- Duke, N., Caughlan, S., Juzwik, M. M., & Martin, N. M. (2012). Teaching genre with purpose. *Educational Leadership*, 69(6), 34-39.
- Fisher, D., Frey, N., & Lapp, D. (2016). *Text complexity: Stretching readers with texts and tasks*. Corwin.
- Gelzheiser, L., Hallgren-Flynn, L., Connors, M., & Scanlon, D. (2014). Reading thematically related texts to develop knowledge and comprehension. *The Reading Teacher*, 68(1), 53-63.
- Harvey, S., & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding, engagement, and building knowledge* (3<sup>rd</sup> Edition). Stenhouse.
- Hougen, M. C., & Smartt S. M. (2020). *Fundamentals of literacy instruction and assessment, Pre-K-6* (2<sup>nd</sup> Edition). Brookes.
- McElhone, D. (2014). *Text talk: Engaging readers in purposeful discussions*. International Reading Association. DOI:10.1598/e-ssentials.8045.
- Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Stenhouse.
- Mokhtari, K., Rosemary, C. A., & Edwards, P. A. (2007). Making instructional decisions based on data: What, how, and why. *The Reading Teacher*, 61(4), 354-359.
- Moss, B. (2005). Making a case and a place for effective content area literacy instruction in the elementary grades. *The Reading Teacher*, 59(1), 46-55.
- Reutzel, D. R., & Cooter, R. B. (2011). *Strategies for reading assessment and instruction*. Boston: Pearson.
- Schlick Noe, K. L., & Johnson, N. J. (1999). *Getting started with literature circles*. Christopher-Gordon Publishers.

### Course Reserves:

Required readings and assignment materials not included in the required textbooks **will be posted online through ARES**, the UF libraries course reserves system, available in Canvas. Instructions for accessing items on course reserves are posted in the ARES portal within Canvas and on the UF library website.

*You must be able to access ARES through the UF VPN or through an on-campus computer. The UF VPN is NOT the same as using UF Wi-Fi or the UF library remote access proxy. Information and directions may be found here: <https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/>*

### Children's Books:

Although not required to purchase, students may need to have access to a selection of literary and informational children's books for some assignments. These books can be hard copy books or electronic books. It is **strongly** recommended that students obtain a library card with the Alachua County Library District or the local library in their county to gain access to the library's collection of electronic children's books for free. Please visit the ACLD here: <https://www.aclib.us/>.

## REQUIRED ASSIGNMENTS AND EVALUATION

Attendance and Professionalism	5%
Reading Responses	10%
Participation and Application Exercises	10%
Microteaching	10%
Exams	30%
Data Analysis and Instructional Planning	10%
<u>Integrated Lesson Planning</u>	25%
<b>Total</b>	<b>100%</b>

1. Attendance and Professionalism:

Attendance and conduct of a professional nature is expected of all students for every class session. Professional conduct includes academic honesty, submission of work reflective of professionals, and respectful behavior by instructors and classmates. Students are expected to attend all class sessions and training sessions as indicated on the schedule in this syllabus. Points will be deducted for unexcused absences, tardiness, and early departure for each occurrence. **Please see the Attendance Policy section of this syllabus for detailed information regarding absences, makeup work, and missed exams.** Points for attendance and demonstration of professionalism represent **5%** of the final grade.

2. Reading Responses:

Students will compose and submit electronic written responses to questions about the assigned course readings throughout the semester relevant to teaching reading to native English speakers and English learners. Entries will be expected for each week's reading assignment and for additional prompts provided periodically during class. Entries completed in class may be submitted on a mobile device or may be handwritten and photographed or scanned to submit electronically after the class session. Guidelines and a structured format for each response will be provided in a separate document. Students will receive points for each entry based on thoroughness in answering the questions, depth of thinking, and specificity to the readings. Points for the reading response log represent **10%** of the final grade.

3. Participation and Application Exercises:

Students will complete various application exercises relevant to each topic that require demonstration of understanding and skill in implementing concepts. Students are expected to participate in all class activities, discussions, and tasks in the online course website. Participation credit is calculated separately from attendance and all participation and practice activities will be listed in the assignments list in the online course site. These activities may include: discussion posts, data analysis tasks, demonstration of correct sound pronunciation, UFLI training tasks, and other practice activities related to areas of reading instruction at the discretion of the instructor. Due to the group and experiential nature of some participation activities completed in class, alternative activities may be provided in the case of *excused* absences only. Points for participation and application exercises represent **10%** of the final grade.

4. Microteaching:

During the course, students will learn the components of reading instruction, the features of effective instruction, and instructional strategies for each component. Following the delivery of the content related to each, students will prepare written scripts and present a mock teaching lesson demonstrating appropriate instructional strategies. Students will participate in classmates' presentations and complete peer reviews of those lessons. The goal is to demonstrate features of effective instruction and effective strategies for teaching the components of reading instruction, and to model appropriate forms of English

for English learners. Rubrics will be provided for feedback from peers and evaluation from the instructor; the grade for this assignment comes from the instructor evaluation only. Microteaching lesson preparation and presentation **will be completed in pairs**. The instructor will provide guidelines and an array of activity choices. Points for Microteaching represent **10%** of the final grade.

5. Exams:

Students will take two comprehensive exams, a Midterm and a Final, that include both content knowledge and application/scenario tasks relevant to teaching reading to native English speakers and English learners. Exams will cover material presented in class presentations, practice activities, and assigned readings and items may include multiple choice, matching, short response, outline, essay, and group application activities. The Final Exam is comprehensive and success on this exam will be dependent on retention of material covered throughout the entire course. Points for each exam represent 15%, for a total of **30%**, of the final grade.

6. Data Analysis and Instructional Planning:

Using a class data set provided by the instructor, students will demonstrate the ability to summarize and analyze assessment data for adequate progress, organize students into homogeneous and heterogeneous groups for small group instruction, and plan instruction to address the needs and developmental skills of the groups based on data provided. Students will identify targeted skills/standards for whole group instruction and for each homogenous small group. This activity **will be completed in randomly assigned groups**, and will be facilitated by your instructor during a class session. All members of the group will receive the same grade for this assignment. Points for the Data Analysis and Instructional Planning project represent **10%** of the final grade.

7. Integrated Lesson Planning:

Throughout the course, students will learn the components of reading instruction and evidence-based classroom practices for each of the components individually and for integrated literacy instruction. To apply this knowledge of theory and content, students will complete an integrated lesson planning project that includes the reading components associated with language, vocabulary, and comprehension and that includes integration with a content area topic. The final written product will include standards and objectives for reading and the content area topic, sample detailed lesson plans, a daily schedule and weekly plans that encompass the reading block, content area objectives and activities integrated with reading instruction, a selection of appropriate texts, and differentiation opportunities for struggling students, English learners, and students with identified disabilities. Points for the Integrated Lesson Planning project represent **25%** of the final grade.

Detailed guidelines and/or a description and rubric for each major assignment will be provided. The instructor will post grades on Canvas as they are available and will provide comments and guiding questions as needed on graded assignments. Students are encouraged to seek feedback throughout the semester for on-going projects.

Percentages will determine the final grade according to the following scale. Please note that grades are not rounded up at the .5 decimal place. Please visit the UF undergraduate catalog for more information on UF Grading Policies at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

	88.0 – 90.99 B+	78.0 – 80.99 C+	68.0 – 70.99 D+
94.0 – 100 A	84.0 – 87.99 B	74.0 – 77.99 C	64.0 – 67.99 D
91.0 – 93.99 A-	81.0 – 83.99 B-	71.0 – 73.99 C-	61.0 – 63.99 D-

## POLICIES

### Academic Honesty:

Students are bound by the guidelines and regulations established by the University of Florida's policies on academic honesty and integrity. The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral to the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium. The following is The Honor Pledge as stated in the student handbook: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."* The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. Examples of violations include plagiarism, unapproved collaboration on projects, submission of any part of another student's work (past or present), resubmission of your own past work, using significant portions of text found on websites or in other resources regardless of correct citations, and unauthorized collaboration and discussion on out-of-class activities. Please note, although this is clearly covered by the requirement to submit original work described above, it is **unacceptable to use any artificial intelligence (AI) such as chatGPT or any other technology to generate your answers or work**. Students who submit work generated by anyone or anything other than themselves, at the instructor's discretion, will, at minimum, earn a zero for the assignment and may face additional consequences. Use of AI to generate original work is unacceptable. For more information, please review the guidelines: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

### Attendance:

Class attendance is MANDATORY and essential to success in the course. Students are expected to attend ALL class sessions on time and demonstrate professional participation during all activities both in and out of class. Students are responsible for satisfying all academic objectives and requirements of the course and will be held accountable for all material covered in missed classes. Unexcused absences and tardiness will result in grade reduction.

- All absences due to illness must be reported to the course instructor. **Medical documentation/verification must be submitted** to the course instructor if the student is requesting to submit work past the due date or to make-up a missed quiz or exam. Work submitted late with no medical documentation will have a 20% grade reduction.
- Extreme circumstances (e.g., a death in the family) and emergencies will be addressed on a case-by-case basis at the discretion of the instructor. Communication about extreme or sudden events is highly encouraged as it becomes possible.
- In-class participation activities and application exercises may be made up outside of class for *excused* absences only. Due to the group and experiential nature of some activities that cannot be replicated outside of class, alternate activities may be provided for *excused* absences only.
- Absences related to personal reasons (e.g., family visits or trips, outside work commitments, social or sorority/fraternity events, etc.) will NOT be excused.

- Make-up exams, quizzes, or extended due dates for assignments will not be allowed for any absence **without prior notification**, *except in the event of an emergency*. Make-ups or extended due dates may be arranged for emergency absences and absences **with prior notification** and **submitted medical documentation** and at the discretion of the instructor.

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

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

### **Timeliness and Format of Assignment Submissions:**

All assignments must be typed using a word processing program and are required to be submitted electronically on Canvas according to direction from the instructor – *unless specifically indicated otherwise by the instructor*. Assignments are due at the beginning of class on the dates indicated. Students are advised to retain a copy of all assignments in both hard copy and electronic format when possible, in the event of loss or damage to submitted assignments. If you are having difficulty meeting assignment time lines, please contact the instructor **prior** to due dates. The instructor has the discretion to adjust due dates and accept late submissions; however, **assignments submitted late may lose up to 20% from the final grade, regardless of due date adjustments**.

### **Accommodations:**

Students with disabilities who experience learning barriers and who would like to request academic accommodations should connect with the Disability Resource Center ([www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Students must meet with the instructor individually to discuss how the accommodations will apply to the course. Please schedule a meeting during office hours after receiving documentation from the DRC.

### **Student Health and Wellness Services:**

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 an instructor and to seek confidential assistance at the UF Counseling and Wellness Center, 352-392-1575. Visit their website for more information: <http://www.counseling.ufl.edu/>. Also, crisis intervention is always available 24/7 from: Alachua County Crisis Center: 352-264-6789.

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

#### **Student Academic Resources:**

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

[Career Connections Center:](#) Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support:](#) Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center:](#) Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio:](#) 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

#### **Evaluations:**

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/>.

#### **Uniform Core Curriculum:**

The state of Florida requires all entry-level educators to master the knowledge, skills and dispositions of the Florida Educator Accomplished Practices (FEAPs). In addition, there are Florida Reading Endorsement Competencies (RECs) and Florida ESOL Performance Standards that each entry-level educator must meet in order to fulfill program requirements and seek state certification.

This course addresses select FEAPs and ESOL standards for which students will complete a key task as measurement of mastery of each indicator. These tasks will be rated as “Exceptional,” “Accomplished,” “Developing,” or “Unsatisfactory.” To pass this course, you must complete the task successfully and receive a rating of “Developing” or higher.

This course addresses select RECs for which students will complete a key task as measurement of mastery of each indicator. These tasks will be rated as “Unsatisfactory” or “Accomplished.” To pass this course, you must complete all the tasks successfully and receive a rating of “Accomplished.”

No exceptions are made to these rules even if you do not plan to teach after graduation. Students who do not complete all key tasks with a passing rating, will receive either an “Incomplete” or a failing grade for the course.

Students who receive an “Unsatisfactory” rating will have the opportunity to redo a Key Task or remediate and in some cases, complete a comparable task assigned by the instructor.

The rating guide frameworks below will be used to evaluate your performance on tasks assessing specific FEAPs and RECs indicators covered in this course. The language of each FEAP or REC indicator completes the statements. For more information, please visit the LiveText Student Portal.

FEAPs	
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 _____.

RECs	
Accomplished	The candidate demonstrates knowledge of how to _____. The candidate is prepared to apply this skill in a practical setting.
Unsatisfactory	The candidate demonstrates little knowledge of how to _____.

## FLORIDA READING ENDORSEMENT COMPETENCIES

(F) = formative assessment task

(S) = summative assessment task (rated in LiveText)

Competency 1: Foundations of Reading Instruction	
Performance Indicator A: Oral Language	
1.A.1 Understand how the students’ development of <b>oral language</b> (i.e., <b>phonology, morphology, syntax, semantics</b> and <b>pragmatics</b> ) relates to language <b>comprehension</b> .	(F) Reading Responses (S) Exams
1.A.2 Understand the differences between social and <b>academic language</b> .	(F) Application Exercises (S) Exams
1.A.4 Understand that the variation in students’ <b>oral language</b> exposure and development requires <b>differentiated</b> instruction, including <b>evidence-based</b> practices for students with reading difficulties and characteristics of <b>dyslexia</b> .	(F) Reading Responses (S) Exams
1.A.5 Understand the importance of providing and documenting extended discussion in discerning <b>text</b> meaning and interpretation.	(F) Reading Responses (S) Exams
1.A.8 Understand the role of <b>oral language informal</b> and <b>formal assessment</b> , including documentation of results to inform instruction determined by individual student strengths and needs.	(F) Application Exercises (S) Data Analysis and Instructional Planning
Performance Indicator B: Phonological Awareness	
Performance Indicator C: Phonics	

1.C.3 Understand <b>structural analysis</b> and <b>morphology</b> of words.	(F) Application Exercises (S) Exams
<b>Performance Indicator D: Fluency</b>	
1.D.4 Understand that independent readers activate their <b>background knowledge, self-monitor</b> and self-correct (i.e., <b>metacognition</b> ) to enhance <b>fluency</b> as a bridge to <b>comprehension</b> of text.	(F) Reading Responses (S) Exams
<b>Performance Indicator E: Vocabulary</b>	
1.E.1 Understand the role and impact of <b>receptive</b> and <b>expressive vocabulary</b> on reading <b>comprehension</b> .	(F) Reading Responses (S) Exams
1.E.2 Understand <b>morphology</b> (e.g., <b>morphemes, inflectional</b> and <b>derivational morphemes, morphemic analysis</b> ) and <b>contextual analysis</b> as it relates to <b>vocabulary</b> development.	(F) Reading Responses (S) Exams
1.E.3 Identify intentional <b>explicit, systematic</b> and <b>sequential evidence-based</b> practices for <b>vocabulary</b> development and <b>scaffolding</b> concept development (e.g., <b>figurative language, dialogic reading, semantic mapping</b> , etc.).	(F) Reading Responses (S) Exams
1.E.4 Understand the importance of teaching basic and sophisticated <b>vocabulary</b> , high-frequency <b>multiple meaning words</b> and the particular demands of <b>domain-specific vocabulary</b> .	(F) Reading Responses (S) Exams
1.E.5 Understand how to apply <b>evidence-based</b> reading and writing practices to enhance <b>vocabulary</b> .	(F) Reading Responses (S) Exams
1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and <b>digital texts</b> , both informational and literary, to enhance <b>vocabulary</b> .	(F) Reading Responses (S) Exams
1.E.9 Understand the role of <b>vocabulary informal</b> and <b>formal assessment</b> , including documentation of results, to inform instruction to meet individual student strengths and needs.	(F) Application Exercises (S) Data Analysis and Instructional Planning
<b>Performance Indicator F: Comprehension</b>	
1.F.1 Understand that <b>evidence-based oral language</b> and written experiences (i.e., <b>language experiences</b> , dictation, summary writing) facilitate <b>comprehension</b> .	(F) Reading Responses (S) Exams
1.F.2 Understand <b>evidence-based comprehension</b> practices (e.g., student question generation, summarizing, extended <b>text</b> discussion).	(F) Reading Responses (S) Exams
1.F.3 Understand the varying demands of <b>text</b> on readers' <b>comprehension</b> , including the demands of domain-specific <b>texts</b> .	(F) Reading Responses (S) Exams
1.F.5 Understand how the interaction of reader characteristics ( <b>background knowledge</b> , interests, strengths and needs), motivation, <b>text complexity</b> and purpose of reading, impacts <b>comprehension</b> and student engagement.	(F) Reading Responses (S) Exams
1.F.7 Understand <b>cognitive targets</b> (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational <b>texts</b> .	(F) Reading Responses (S) Exams
1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and <b>digital texts</b> and for a variety of purposes, utilizing a variety of methods (i.e., <b>active reading</b> ).	(F) Reading Responses (S) Exams
1.F.9 Understand that effective <b>comprehension</b> relies on using well developed language, multiple <b>higher order thinking</b> processes (i.e., making inferences, activating <b>background knowledge</b> ) and self-correction to monitor <b>comprehension</b> .	(F) Reading Responses (S) Exams

1.F.12 Understand the role of <b>comprehension informal</b> and <b>formal assessments</b> , including documentation of results, to inform instruction to meet individual student strengths and needs.	(F) Application Exercises (S) Data Analysis and Instructional Planning
<b>Performance Indicator G: Integration of reading components</b>	
1.G.2 Identify appropriate <b>evidence-based</b> practices to develop students' metacognitive skills in reading, including English learners (e.g., <b>text coding</b> , two-column notes).	(F) Reading Responses (S) Exams
1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.	(F) Reading Responses (S) Integrated Lesson Planning
1.G.4 Understand how <b>oral language</b> and an information intensive environment impact reading and writing development.	(F) Reading Responses (S) Integrated Lesson Planning
1.G.5 Understand <b>evidence-based</b> practices for selecting literature and domain specific print and <b>digital text</b> appropriate to students' age, interests and reading proficiency.	(F) Reading Responses (S) Exams
1.G.6 Understand the relationships among <b>decoding</b> , automatic word recognition, <b>fluency</b> and <b>comprehension</b> .	(F) Reading Responses (S) Exams
1.G.11 Understand the role of <b>informal</b> and <b>formal reading assessments</b> , including documentation of results, to make instructional decisions to address individual student strengths and needs.	(F) Reading Responses (S) Data Analysis and Instructional Planning
<b>Competency 2: Applications of Evidence-based Instructional Practices</b>	
<b>Performance Indicator A: Oral Language</b>	
2.A.1 Apply intentional, <b>explicit</b> , <b>systematic</b> and <b>sequential</b> instructional practices for <b>scaffolding</b> development of oral/aural language skills.	(F) Application Exercises (S) Integrated Lesson Planning
2.A.2 Create an environment where students practice appropriate social and <b>academic language</b> to discuss <b>diverse texts</b> .	(F) Application Exercises (S) Integrated Lesson Planning
2.A.3 Use word building and writing experiences to enhance <b>oral language</b> (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).	(F) Application Exercises (S) Integrated Lesson Planning
2.A.4 <b>Differentiate</b> instruction to account for variation in students' <b>oral language</b> exposure and development, including <b>evidence-based</b> practices for students with reading difficulties and characteristics of <b>dyslexia</b> .	(F) Application Exercises (S) Integrated Lesson Planning
2.A.5 Provide and document opportunities for extended discussion in discerning <b>text</b> meaning and interpretation.	(F) Application Exercises (S) Integrated Lesson Planning
2.A.8 Administer and document appropriate <b>oral language informal</b> and <b>formal assessments</b> to inform instruction determined by individual student strengths and needs.	(F) Application Exercises (S) Data Analysis and Instructional Planning
<b>Performance Indicator B: Phonological Awareness</b>	
<b>Performance Indicator C: Phonics</b>	
2.C.3 Apply <b>evidence-based</b> instruction in <b>structural analysis</b> and <b>morphology</b> of words.	(F) Application Exercises (F) Microteaching (S) Integrated Lesson Planning
<b>Performance Indicator D: Fluency</b>	
2.D.4 Teach readers explicitly how to activate their <b>background knowledge</b> , <b>self-monitor</b> and self-correct (i.e., <b>metacognition</b> ) to enhance <b>fluency</b> as a bridge to <b>comprehension of text</b> .	(F) Microteaching (S) Integrated Lesson Planning

<b>Performance Indicator E: Vocabulary</b>	
<b>2.E.1</b> Apply <b>evidence-based</b> instruction in <b>receptive</b> and <b>expressive vocabulary</b> to enhance reading <b>comprehension</b> .	(F) Application Exercises (S) Integrated Lesson Planning
<b>2.E.2</b> Incorporate <b>evidence-based vocabulary</b> instruction in <b>morphology</b> (e.g., Greek and Latin roots and <b>affixes</b> ) and <b>contextual analysis</b> .	(F) Application Exercises (S) Integrated Lesson Planning
<b>2.E.3</b> Apply intentional, <b>explicit, systematic</b> and <b>sequential evidence-based</b> practices to <b>vocabulary</b> development and <b>scaffolding</b> concept development (e.g., <b>figurative language, dialogic reading, semantic mapping, etc.</b> ).	(F) Application Exercises (S) Integrated Lesson Planning
<b>2.E.4</b> Provide <b>explicit</b> instruction in basic and sophisticated <b>vocabulary</b> , high-frequency <b>multiple meaning words</b> and <b>domain-specific vocabulary</b> .	(F) Application Exercises (S) Integrated Lesson Planning
<b>2.E.6</b> Provide a classroom learning environment that supports wide reading of print and <b>digital texts</b> , both informational and literary, to enhance <b>vocabulary</b> .	(F) Application Exercises (S) Integrated Lesson Planning
<b>2.E.9</b> Administer and document appropriate <b>vocabulary informal</b> and <b>formal assessments</b> to inform instruction to meet individual student strengths and needs.	(F) Application Exercises (S) Data Analysis and Instructional Planning
<b>Specific Indicator F: Comprehension</b>	
<b>2.F.1</b> Use both <b>evidence-based oral language</b> and writing experiences (i.e., <b>language experiences</b> , dictation, summary writing) to enhance <b>comprehension</b> .	(F) Application Exercises (S) Integrated Lesson Planning
<b>2.F.2</b> Apply <b>explicit, systematic</b> and <b>sequential evidence-based comprehension</b> practices (e.g., student question generation, summarizing, extended <b>text</b> discussion).	(F) Microteaching (S) Integrated Lesson Planning
<b>2.F.3</b> Apply appropriate instructional practices to improve <b>comprehension</b> in domain-specific <b>texts</b> as determined by the student's strengths and needs.	(F) Application Exercises (S) Integrated Lesson Planning
<b>2.F.7</b> Determine appropriate <b>cognitive targets</b> (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational <b>texts</b> .	(F) Application Exercises (S) Integrated Lesson Planning
<b>2.F.8</b> Select from a wide variety of print and <b>digital texts</b> that are appropriate to provide <b>comprehension</b> instruction utilizing a variety of methods (i.e., <b>active reading</b> ).	(F) Application Exercises (S) Integrated Lesson Planning
<b>2.F.9</b> Apply intentional, <b>explicit, systematic</b> and <b>sequential evidence-based</b> practices for <b>scaffolding</b> development of well-developed language, <b>comprehension</b> skills (i.e., making inferences, activating <b>background knowledge</b> ), <b>higher order thinking, comprehension</b> monitoring and self-correcting to increase understanding of <b>text</b> .	(F) Microteaching (S) Integrated Lesson Planning
<b>2.F.12</b> Administer and document appropriate <b>comprehension informal</b> and <b>formal assessments</b> to inform instruction determined by individual student strengths and needs.	(F) Application Exercises (S) Data Analysis and Instructional Planning
<b>Specific Indicator G: Integration of Reading Components</b>	
<b>2.G.2</b> Employ appropriate <b>evidence-based</b> practices to develop students' metacognitive skills in reading, including English learners (e.g., <b>text coding</b> , two-column notes).	(F) Application Exercises (S) Integrated Lesson Planning
<b>2.G.3</b> Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.	(F) Reading Responses (S) Integrated Lesson Planning
<b>2.G.4</b> Use <b>oral language</b> and an information intensive environment to impact reading and writing development.	(F) Application Exercises (S) Integrated Lesson Planning
<b>2.G.5</b> Use <b>evidence-based</b> practices for selecting literature and domain specific print and <b>digital text</b> appropriate to students' age, interests and reading proficiency.	(F) Application Exercises (S) Integrated Lesson Planning
<b>2.G.6</b> Apply knowledge of the relationships among <b>decoding</b> , automatic word recognition, <b>fluency</b> and <b>comprehension</b> in reading instruction.	(F) Application Exercises (S) Integrated Lesson Planning

<b>2.G.11 Triangulate</b> documented data from appropriate <b>informal</b> and <b>formal reading assessments</b> to inform instruction to address individual student strengths and needs.	(F) Reading Responses (S) Data Analysis and Instructional Planning
<b>Competency 3: Foundations and Applications of Assessments</b>	
<b>3.1</b> Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs.	(F) Application Exercises (S) Data Analysis and Instructional Planning
<b>3.11</b> Analyze data to identify trends that indicate adequate progress in student reading development.	(F) Application Exercises (S) Data Analysis and Instructional Planning
<b>Competency 4: Foundations and Applications of Differentiated Instruction</b>	
<b>4.4</b> Identify factors impeding student reading development in each of the reading components or the integration of these components based on <b>informal</b> and <b>formal assessments</b> .	(F) Application Exercises (S) Data Analysis and Instructional Planning
<b>4.5</b> Recognize how characteristics of both language and cognitive development impact reading proficiency to <b>differentiate</b> instruction.	(F) Application Exercises (S) Exams
<b>4.7</b> Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform <b>differentiated</b> instruction.	(F) Application Exercises (S) Exams
<b>4.15</b> Implement <b>evidence-based</b> practices for developing students' <b>higher order thinking</b> as part of <b>differentiated</b> instruction.	(F) Application Exercises (S) Integrated Lesson Planning
<b>4.16</b> Implement <b>evidence-based</b> practices for developing students' <b>background knowledge</b> as needed through <b>differentiated</b> instruction, enhancing the ability to read critically.	(F) Application Exercises (S) Integrated Lesson Planning
<b>4.17</b> Implement <b>evidence-based differentiated</b> instructional practices using writing to develop students' <b>comprehension</b> of <b>text</b> .	(F) Application Exercises (S) Integrated Lesson Planning
<b>Competency 5: Demonstration of Accomplishment</b>	

## FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

	<i>There are no FEAPs attached to this course.</i>	
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## FLORIDA ESOL PERFORMANCE STANDARDS

		Course Objective	Readings	Activities	Assessment
2.1.a	Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.	4, 11	Teaching Reading Sourcebook: p. 1-18, <i>The Big Picture</i> ; Section 5 Introduction, <i>Vocabulary</i> , Chapter 13, <i>Word Consciousness</i>	Large group class discussion	Exams, Reading Responses

2.1.b	Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.	5, 6, 10, 11	Teaching Reading Sourcebook: Chapter 11, <i>Specific Word Instruction</i> , Chapter 12, <i>Word Learning Strategies</i>	Large group class discussion, morphemic analysis practice, vocabulary extension activities	Exams, Integrated Lesson Planning
2.1.d	Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.	6	Teaching Reading Sourcebook: p. 1-18, <i>The Big Picture</i> ;	Application exercises	Microteaching
2.2.b	Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.	1, 2, 4	Teaching Reading Sourcebook: p. 1-18, <i>The Big Picture</i> ;	Large group class discussion	Exams, Reading Responses, Integrated Lesson Planning
2.3.b	Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.	1	PPT based on <i>What Does Research Tell Us About Teaching Reading to English Language Learners?</i> and <i>Using Cognates to Develop Comprehension in English</i>	Large group class discussion	Reading Responses, Exams
2.3.c	Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.	1, 2, 4	PPT based on <i>What Does Research Tell Us About Teaching Reading to English Language Learners?</i> and <i>Using Cognates to Develop Comprehension in English</i>	Large group class discussion about cognates and vocabulary; ELL comprehension activity	Exams, Reading Responses, Integrated Lesson Planning
4.1.c	Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.	5, 10	<i>Strategies for reading assessment and instruction</i> : Chapter 2, <i>Response to Intervention: Differentiating Reading Instruction for all Readers</i> ; <i>Flexible grouping during literacy centers: A model for differentiating instruction</i> (Bates); <i>The Handbook of Effective Literacy Instruction</i> : Chapter 3, <i>Grouping Practices, Independent Learning Activities, and Effective Instruction</i>	Large group class discussion, application exercises	Integrated Lesson Planning
5.2.c	Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.	9	<i>Strategies for reading assessment and instruction</i> : Chapter 1, <i>Reading Assessment in the Classroom</i>	Assessment reviews	Data Analysis and Instructional Planning
5.3.a	Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.	9	<i>Strategies for reading assessment and instruction</i> : Chapter 1, <i>Reading Assessment in the Classroom</i>	Assessment reviews	Data Analysis and Instructional Planning
5.3.b	Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.	9	<i>Strategies for reading assessment and instruction</i> : Chapter 1, <i>Reading Assessment in the Classroom</i>	Assessment reviews	Data Analysis and Instructional Planning

## COURSE SCHEDULE

The following schedule is offered as a guide. *CHANGES MAY OCCUR* as the course progresses and adjustments may need to be made regarding topics, readings, and/or assignment due dates. **All readings should be completed before the class session on the day for which they are assigned. Tasks should be completed by or on the day of the class session for which they are listed.** *Italics indicates that a task will be completed during the class session.*

**\*Assignment\*** = indicates that an assignment description and rubric will be discussed during the class session

TRS = *Teaching Reading Sourcebook* text

All readings outside of the required textbooks can be located on ARES, the UF Course Reserves system.

Sessions	Topics	Readings	Tasks
Session 1 August 28	Introduction to Course Expectations Syllabus <b>*Reading Responses*</b>	<ul style="list-style-type: none"> <li>– read the syllabus</li> <li>– read assignment description for Reading Responses</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Post introduction video</li> <li><input type="checkbox"/> Complete information form</li> <li><input type="checkbox"/> Sign up for a chapter in STW</li> <li><input type="checkbox"/> Complete knowledge survey pre-test</li> </ul>
Session 2 September 11	The Reading Process Stages of Reading Development Components of Reading Instruction	<ul style="list-style-type: none"> <li>– TRS – <i>The Big Picture</i></li> <li>– TRS – Section 2 Introduction</li> <li>– TRS – Section 3 Introduction pages 161-163 only</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Post reading response</li> <li><input type="checkbox"/> <i>Complete application exercise on stages of reading development</i></li> </ul>
Session 3 September 18	Oral Language Development The Language Gap Academic Language Oral Language Assessment	<ul style="list-style-type: none"> <li>– TRS – <i>The Big Picture</i></li> <li>– TRS – Section 5 Introduction, pgs. 412-413</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Post reading response</li> <li><input type="checkbox"/> <i>Complete Academic vs. Social Language practice</i></li> <li><input type="checkbox"/> <i>Submit assessment practice forms</i></li> </ul>
Session 4 September 25	Methods of Reading Aloud Types of Texts Concepts of Print	<ul style="list-style-type: none"> <li>– TRS – Chapter 14, pgs. 648-649</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Post reading response</li> <li><input type="checkbox"/> Complete CROWD practice</li> </ul>
Session 5 October 2	Florida B.E.S.T. Standards Effective Instruction Lesson Planning <b>*Microteaching*</b> <b>*Integrated Lesson Planning*</b>	<ul style="list-style-type: none"> <li>– Excerpt – <i>Features of Effective Instruction (pgs. 26-29)</i> in <i>Fundamentals of literacy instruction and assessment, Pre-K-6, 2<sup>nd</sup> ed.</i>, (Hougen &amp; Smartt)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Post reading response</li> <li><input type="checkbox"/> Sign up for Integrated Lesson Planning (ILP) group</li> </ul>
Session 6 October 9	Vocabulary Direct Instruction of Specific Words	<ul style="list-style-type: none"> <li>– TRS – Section 5 Introduction</li> <li>– TRS – Chapter 11</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Post reading response</li> <li><input type="checkbox"/> <i>ILP – Submit Vocabulary lesson organizer #1</i></li> </ul>

Session 7 October 16	Independent Word Learning Strategies <i>Microteaching</i>	<ul style="list-style-type: none"> <li>– TRS – Chapter 12</li> <li>– Chapter – <i>Word Study for the Derivational Relations Stage</i> (Chapter 8) in <i>Words Their Way</i> (Bear, Invernizzi, Templeton, &amp; Johnston)</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> Submit word extension practice activities <input type="checkbox"/> Submit morphemic analysis practice sheets <input type="checkbox"/> Submit contextual analysis practice
Session 8 October 23	Word Consciousness Vocabulary Assessment Exam information and review <i>Microteaching</i>	<ul style="list-style-type: none"> <li>– TRS – Chapter 13</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> Submit word play activities <input type="checkbox"/> Submit Coyne Vocabulary Protocol practice <input type="checkbox"/> Submit PPVT practice forms
Session 9 October 30	Midterm Exam		
Session 10 November 6	Comprehension Comprehension Skill/Strategy Instruction <i>Microteaching</i>	<ul style="list-style-type: none"> <li>– TRS – Section 6 Introduction, pgs. 609-631</li> <li>– Chapter – <u>assigned chapter</u> in <i>Strategies That Work</i> (Harvey &amp; Goudvis)</li> <li>– Chapter – <i>Schema</i> (Chapter 5) in <i>Reading with Meaning</i> (Miller)</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> Submit strategies vs. skills application exercise <input type="checkbox"/> ILP – Submit Comprehension lesson organizer <input type="checkbox"/> ILP – Submit Vocabulary Lesson plan – First Draft
Session 11 November 13	Questioning and Discussion <i>Microteaching</i>	<ul style="list-style-type: none"> <li>– TRS – Section 6 Introduction, pgs. 631-632</li> <li>– Chapter – <i>Discussion</i> (Chapter 5) in <i>Getting Started with Literature Circles</i> (Schlick Noe &amp; Johnson)</li> <li>– Article – <i>Text talk: Engaging readers in purposeful discussions</i> (McElhone)</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> Submit question type and level practice
Session 12 November 20	Text Structure Close Reading Comprehension Assessment <i>Microteaching</i>	<ul style="list-style-type: none"> <li>– TRS – Chapters 14-15</li> <li>– Article – <i>Teaching Genre with Purpose</i> (Duke, Caughlan, Juzwik, &amp; Martin)</li> <li>– Chapter – <i>Exploring Teacher-Led Tasks: Closely Reading Complex Texts</i> (Chapter 6, pgs. 109-117) in <i>Text Complexity: Stretching readers with texts and tasks</i> (Fisher, Frey, &amp; Lapp)</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> Submit expository text structure practice <input type="checkbox"/> Submit Genre Characteristics activity <input type="checkbox"/> Submit close reading practice activities <input type="checkbox"/> Submit assessment review forms <input type="checkbox"/> ILP – Submit Comprehension Lesson Plan – First Draft

Session 13 November 27	Content Area Literacy The Literacy Environment <i>Microteaching</i>	<ul style="list-style-type: none"> <li>– Chapter – <i>Content Literacy: Reading, Writing, and Researching in Science and Social Studies</i> (chapter 13) in <i>Strategies that Work</i> (Harvey &amp; Goudvis)</li> <li>– Chapter – <i>Researcher's Workshop: Inquiry Across the Curriculum</i> (chapter 14) in <i>Strategies that Work</i> (Harvey &amp; Goudvis)</li> <li>– Article – <i>Making a case and a place for effective content area literacy instruction in the elementary grades</i> (Moss)</li> <li>– Article – <i>Reading Thematically related texts to develop knowledge and comprehension</i> (Gelzheiser, Hallgren-Flynn, Connors, &amp; Scanlon)</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> ILP – Submit Topic Study organizer
Session 14 December 4	Assessment Cycle Using Data to Drive Instruction and Differentiation Exam information and review  <b>Data Analysis and Instructional Planning</b>	<ul style="list-style-type: none"> <li>– TRS – pgs. 10-12</li> <li>– TRS – <i>MTSS for Reading Success</i></li> <li>– Chapter – <i>Strategic Reading Instruction</i> (Chapter 1) in <i>Strategies for reading assessment and instruction</i> (Reutzel &amp; Cooter)</li> <li>– Article – <i>Making instructional decisions based on data: What, how, and why.</i> (Mokhtari, Rosemary, &amp; Edwards)</li> </ul>	<input type="checkbox"/> Post reading response <input type="checkbox"/> Submit data analysis and instructional planning documentation <input type="checkbox"/> Complete knowledge survey post-test
Finals Week December 11-12	<b>Final Exam – December 12, 1:00pm-3:00pm</b>		<input type="checkbox"/> ILP – Submit final Integrated Lesson Planning project – <b>December 11, by 5:00pm</b>