



On-Campus Course Syllabus

REA 314, L00.A

Content Area Reading Instruction

Spring 2021

Class Information

Day and Time: Mondays, 4:15-7:00PM

Room Number: E 202

Contact Information

Instructor Name: Mrs. Ella L. Brown

Instructor Email: ebrown@criswell.edu

Instructor Phone: 214-672-9234

Instructor Office Hours: By appointment

Course Description and Prerequisites

Emphasis is placed on literacy instruction, assessment of all learners, and strategies for instruction using textbooks. Particular emphasis is placed upon literacy standards (Texas Essential Knowledge and Skills (TEKS) in the EC-6th grade core disciplines of English Language Arts, Math, Science and Social Studies.

(Prerequisite: REA 312)

Course Objectives

1. Identify the unique characteristic of a 4th-6th grade literate environment.
2. Practice research-based teaching strategies for increasing word analysis, fluency, vocabulary and comprehension in content specific reading.
3. Design lesson plans that integrate reading and writing into all content instruction.
4. Analyze content textbooks for readability levels and design various modification in order to meet the instructional needs of diverse learners.
5. Develop a program for the enhancement of students' study skills in the 4th-6th grade setting.
6. Investigate various technologies used to support reading instruction in the 4th-6th grade classroom.
7. Discuss the trends and terminology associated with reading assessment for 4th-6th grade students.

Required Textbooks

Gunning, Thomas. *Creating Literacy Instruction for All Students*. Allyn & Bacon, Boston, MA. 7th Ed. 2010. ISBN 0138140820

Recommended Reading

Zimmermann, Susan and Chryse Hutchins. *7 Keys to Comprehension: How to help your kids read it and get it*, New York: Three Rivers Press, 2003. ISBN: 9780761515494

Course Requirements and Assignments

***This course requires a minimum of nine (9) clock hours of on-site teaching sessions during a Field Experience.

Late Work Class Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted

1. **Woodcock Practice:** You will administer and score a Woodcock Reading Inventory to a child between the ages 9 and 12. The testing materials will be provided by the instructor. You are to score the testing and then write a 2-page analysis of the results. You must include a minimum of 5 Recommendations for Reading/Writing improvements based on the child's reading assessment.

DUE: 2/8/2021

Points: 10 points

2. **Textbook Readability Analysis:** You will select a content area textbook appropriate for students in 4th-6th grade. Using the assigned analysis tool, you will determine the readability level of text. This analysis is to be typed upon submission. This is the first project in a series of assignments that will pertain to this textbook. You will present your findings to your peers on the assigned class day.

DUE: 2/15/2021

Points: 5 points each

3. **Background Knowledge:** You will design 10 activities that will build background knowledge on your chosen topic from the content area textbook. These are to follow the assigned activity model. You will incorporate at least one of these activities into a lesson plan to be used in one of your on-site teaching sessions.

Due: 2/22/2021

Points: 15 points each

4. **Textbook Lesson Plan:** You will write a lesson plan for a specific topic using the content area textbook from the previous assignment. The plan must include reading and writing strategies that support 4th-6th grade learners. You will use this lesson plan during one of your on-site teaching sessions.

Due: 3/1/2021

Points: 5 points each

5-7. **Reader Modifications:** You will plan three (3) lessons that modify the use of your content area textbook used in the previous assignment. Selecting a specific topic in the textbook, you will create a lesson plan for a Second Language Learner, a Learning Differenced (Dyslexic) Learner, and a Gifted Learner. You will use each of these plans during your on-site teaching sessions.

Due: 3/8 to 3/29/2021

Points: 5 points each

8. **Vocabulary Game:** You will create a game which teaches vocabulary found in your content area textbook. This game is to be of professional quality and developmentally appropriate for 4th-6th grade students. You will use your vocabulary game during one of your on-site teaching sessions.

Due: 4/5/2021

Points: 5 points

9. Graphic Organizer: You will create a Graphic Organizer for use with your selected content area textbook that is appropriate for 4th-6th students. This “graphic” is to be used during one of your on-site teaching sessions. The organizer is to be original and of a professional quality that is developmentally appropriate for 4th-6th grade students.

Due: 4/12/2021

Points: 5 points

10-13. Writing Response: You will select a topic from your content area textbook and create four (4) hands-on and students-centered reading/writing response activity lesson plans. You are to plan one activity for each of the skills: **vocabulary, comprehension, expository writing and study strategies.** **These are to be used during your on-site teaching sessions.**

DUE: 4/19 to 5/10/2021

Points: 5 points/20 points total

14. Final Reading Portfolio: In this portfolio you will include your 9 journal entries from the Field Experience teaching, the scored practice Woodcock testing with recommendations, the Readability Analysis from your selected textbook, the 9 formal lesson plans from your onsite teaching sessions, and two-page professional self-assessment of your growth as a Reading teacher. You will discuss your learning experiences during the final class.

Due: 5/10/2021

Points: 20 points

Assignment	Due Date	Point Value
Woodcock Assessment	2/8/2021	10
Textbook Readability	2/15/2021	5
Background Knowledge Activities/Plan	2/22/2021	15
Textbook Lesson Plan	3/1/2021	5
Modified Lesson: ESL	3/8/2021	5
Modified Lesson: LD	3/22/2021	5
Modified Lesson: GT	3/29/2021	5
Vocabulary Game	4/5/2021	5
Graphic Organizer	4/12/2021	5
Lesson: Vocabulary	4/19/2021	5
Lesson: Comprehension	4/26/2021	5
Lesson: Expository Writing	5/3/2021	5
Lesson: Study Skills	5/10/2021	5
Final Reading Portfolio	5/10/2021	20
Total		100 Points

Course/Classroom Policies and Information

Pedagogy and Professional Responsibilities EC–12 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.

Pedagogy and Professional Responsibilities EC–12 Standard II

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

Pedagogy and Professional Responsibilities EC–12 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.

Pedagogy and Professional Responsibilities EC–12 Standard IV

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

Technology Applications Standard I

All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

Technology Applications Standard II

All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications Standard III

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Technology Applications Standard IV

All teachers communicate information in different formats and for diverse audiences.

Technology Applications Standard V

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Core Subjects EC-6 Standards:

English Language Arts and Reading EC–6 Standard VII

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

English Language Arts and Reading EC–6 Standard X

Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

English Language Arts and Reading EC–6 Standard XI

Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

English Language Arts and Reading EC–6 Standard XII

Viewing and Representing: Teachers understand how to interpret, analyze, evaluate and produce.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
1/25/2021	Syllabus Explanation	Ch. 11	
	Approaches to Teaching Reading		
2/1/2021	Literacy for All	Ch. 2	Woodcock Practice
2/8/2021	Building Vocabulary		Textbook Readability
2/15/2021	Building Vocabulary	Ch. 7	Background Knowledge Activities
			Background Knowledge Lesson Plan

2/22/2021	Comprehension Theory	Ch. 8	Textbook Lesson Plan
3/1/2021	Comprehension Theory	Ch. 8	Text Structure & Teaching Procedures
3/8/2021	Comprehension Structure & Teaching		ELL Lesson Plan
3/15/2021	**Spring Break**		
3/22/2021	Comprehension Structure & Teaching		Dyslexia Lesson Plan
3/29/2021	Comprehension Structure & Teaching		Gifted Learner Lesson Plan
4/5/2021	Comprehension Structure & Teaching	Ch. 10	Vocabulary Game
4/12/2021	Reading Literature	Ch. 12	Graphic Organizer
4/19/2021	Writing & Reading		Vocabulary Writing Response Plan
4/26/2021	Writing & Reading	Ch. 9	Comprehension Writing Response Plan
5/3/2021	Reading & Writing in Content Areas		Expository Writing Response Plan
5/10/2021	Final Reading Portfolio Presentation		Turn in all assignments

Selected Bibliography

Brozo & Puckett., *Supporting Content Area Literacy with Technology: Meeting the Needs of Diverse Learners*, 1/E, Pearson Publishing, New York, NY, 2008. ISBN-10: 0205511856

Frey & Fisher., *Reading for Information in Elementary School: Content Literacy Strategies to Build Comprehension*, 1/E, Pearson Publishing, New York, NY, 2006. ISBN-10: 0131707493

Pike & Mumper., *Making Nonfiction and Other Informational Texts Come Alive: A Practical Approach to Reading, Writing, and Using Nonfiction and Other Informational Texts Across the Curriculum*, 1/E, Pearson Publishing, New York, NY, 2003. ISBN-10: 020536609

Information regarding COVID-19

Hi Students,

As our semester begins, it is the intentions of Criswell College to provide a safe environment for their students. As a result, there are guidelines posted on the Criswell website. Some general guidelines are as follows:

- **Those who have tested positive for COVID:**
 - Quarantine for 10 days after symptom onset, including a final 24 hours during which symptoms seriously diminish (must be fever free for the last 24 hours) without the use of medications.
 - If an employee, notify your supervisor and HR, if a student, notify the Director of Student Services and your professors and, arrange to participate virtually as is possible.
- **Those who have COVID-like symptoms:**
 - Stay home and do not come onto campus.
 - If an employee, notify your supervisor and HR, if a student, notify the Director of Student Services and your professors and, arrange to participate virtually as is possible.
 - Seek medical counsel as needed.
 - If tested and receive a positive test, follow instructions above.
 - Otherwise, quarantine for 10 days after symptom onset, including a final 24 hours during which symptoms seriously diminish (must be fever free for the last 24 hours) without the use of medications.
- **Those who have been exposed to someone who has tested positive:**
 - Stay home and do not come onto campus.
 - If an employee, notify your supervisor and HR, if a student, notify the Director of Student Services and your professors and arrange to participate virtually as is possible.
 - Closely monitor your health and seek medical counsel as needed.
 - If tested and receive a positive test, follow instructions above.
 - On a case-by-case basis, those who have come in close contact (less than 6 feet for more than 15 minutes) with someone who has COVID-19 must quarantine.
 - Otherwise, quarantine for 14 days after exposure.
 - If COVID-like symptoms appear, follow the instructions above. (The quarantine timeframe for exposure is longer due to the CDC's suggestion regarding the incubation period).

Special instructions for students who will be living on campus beginning January 15, 2021 and all employees

- All employees and students who will be living on campus as of January 15, 2021 will be required to present a negative test prior to January 15. This means that the individual will need to be tested between January 5th and the 11th in order to present a negative test by January 14. The test outcome for employees will need to be made available to HR by January 14 and students who will be living on campus will need to present their negative test outcome to Luis Juárez by January 14. Either the original or a clear copy of the test result documentation must be submitted to Luis Juárez or Martha Batts.
- Testing Information

- Free tests are available at numerous locations
- Employee insurance covers 100% of most tests
- Employees are welcome to get their tests between the 5th and 11th during business hours
- Testing Locations:
 - CareNow Urgent Care Center
 - CVS Pharmacy
 - <https://www.dshs.state.tx.us/coronavirus/testing.aspx> (state website for free testing)

In accordance with national and local guidance, the college will continue the following practices:

- All wishing to enter the campus will wear a facemask and will be screened for COVID-19 symptoms and any persons who have new or worsening symptoms of possible COVID-19 shall be asked to leave the campus.
- Federal, state, and local social-distancing, PPE, and hygiene guidelines will be observed in all areas.
- Course instruction and coursework may take place in the classrooms on campus, but social-distancing, PPE, and hygiene guidelines will be observed in all areas, including the required six-feet of separation between all classroom occupants.
- Classroom and office surfaces shall be sanitized between scheduled interactions and meetings.
- All visitors and guests will check-in with the Front Receptionist and remain in the Front Lobby until they are received by a Criswell College employee.

The CDC has updated its guidelines, stating that persons with COVID-19 who have symptoms and were directed to care for themselves at home for 14 days may discontinue isolation under the following conditions:

- At least 10 days have passed since symptom onset and
- At least 24 hours have passed since the resolution of fever without the use of fever-reducing medications and
- Other symptoms have improved.

The COVID-19 page has been updated to reflect those changes.

The CDC has recently removed its 14-day self-quarantine advisory for out-of-state and international travels ([Washington Post article](#) and [updated CDC Travel Guidelines](#)). In accordance with these updates, Criswell College is no longer requiring that its employees and students stay home for 14-days after traveling out-of-state or internationally, unless they travel to a heavily coronavirus-impacted area.

Here is an excerpt from the [updated CDC Travel Guidelines](#):

After You Travel

You may have been exposed to COVID-19 on your travels. You may feel well and not have any symptoms, but you can be contagious without symptoms and spread the virus to others. You and your travel companions (including children) pose a risk to your family, friends, and community for 10 days after you were exposed to the virus. Regardless of where you traveled or what you did during your trip, take these actions to protect others from getting sick after you return:

- When around others, stay at least 6 feet (about 2 arms' length) from other people who are not from your household. It is important to do this everywhere, both indoors and outdoors.
- Wear a mask to keep your nose and mouth covered when you are outside of your home.
- Wash your hands often or use hand sanitizer (with at least 60% alcohol).
- Watch your health and look for symptoms of COVID-19. Take your temperature if you feel sick.

In accordance with local and national guidance, all students, employees, and guests coming on campus should continue to:

- Practice good hygiene.
- Practice social distancing and maintain 6 feet of distance between you and any individual.
- Wash your hands often with soap and water for at least 20 seconds.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Wear a mask when meeting with people on campus and in interior public spaces on campus.
- Cover coughs and sneezes.
- Clean and disinfect surfaces you touch regularly, which includes tables, doorknobs, light switches, desks, phones, keyboards, etc.

[Please click this link for instructions on how to apply for CARES Act funds.](#)

[Please click this link to review the CARES Act budget and expense report for the 3rd Quarter.](#)

[Please click this link to review the CARES Act budget and expense report for the 4th Quarter.](#)

As Criswell administrators continue to monitor the latest guidance at federal, state and local levels, we continue to meet regularly to plan a safe return to campus for students, staff, and the community.

- In accordance with local and national guidance, an employee returning to campus should:
 - Practice good hygiene.
 - Practice social distancing and maintain 6 feet of distance between you and any individual.
 - Wash your hands often with soap and water for at least 20 seconds.
 - Avoid touching your eyes, nose, and mouth with unwashed hands.
 - Wear a mask when meeting with people on campus and in interior public spaces on campus.
 - Cover coughs and sneezes.
 - Clean and disinfect surfaces you touch regularly, which includes tables, doorknobs, light switches, desks, phones, keyboards, etc.

Travel

Criswell College is committed to the health and wellbeing of our students, faculty, and staff, and because of this we are requesting all students and employees disclose recent travel destinations and planned trips for Spring Break and the upcoming several months. Any student, faculty, or staff member returning from any international location and/or domestic locations such as greater New York City, Seattle, and San Francisco/Sacramento—must stay home and monitor their health for 14 days. Students who fall into this category should notify the Director of Student Services at 214.818.1345 or ljuarez@criswell.edu. Faculty and staff who fall into this category should notify the Director of Human Resources at 214.818.1317 or mbatts@criswell.edu. Students, staff, or faculty impacted by this procedure should work with their supervisors or instructors to determine the appropriate work-from-home or study-from-home plan.

Contact

If students, faculty, or staff should come into contact with someone diagnosed with COVID-19 OR have a fever of over 100.5 degrees or other symptoms consistent with COVID-19, they should stay home and monitor their health for 14 days. Students who fall into this category should notify the Director of Student Services at 214.818.1345 or ljuarez@criswell.edu. Faculty and staff who fall into this category should notify the Director of Human Resources at 214.818.1317 or mbatts@criswell.edu.

The college will be communicating with students via their student email accounts, and the community via the website and social media account which will be updated regularly for the college community. Additional information will be disseminated regarding college-sponsored travel and on-campus events, so check in frequently.

Frequently Asked Questions:

What is the Coronavirus (COVID-19)?

The Center for Disease Control has in-depth information available for the public at the following link: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

How can I protect myself and others?

Students, faculty, and staff are encouraged to follow the tips provided by CDC to help prevent the potential spread of the coronavirus:

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

- Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Facemasks should be used by people who show symptoms of COVID-19 to help prevent the spread of the disease to others.
- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water if hands are visibly dirty.

What should I do if I feel sick?

We encourage you to see a doctor and to go through the proper procedures necessary for health.

We encourage all students who are traveling to exercise caution, and should illness occur to seek medical attention. If your illness is confirmed to be the coronavirus, contact Director of Student Services Luis Juarez at 214-818-1345 or by email at ljuarez@criswell.edu.



On-Campus Course Syllabus ADDENDUM FOR SP-21 REA 314, L00.A

Content Area Reading Instruction, Spring 2021

In the event that Criswell College has to close the campus to on-campus classes during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. The course will go to a Zoom platform with assignment being turned on through email of professor.

Course Requirements and Assignments

~~***This course requires a minimum of nine (9) clock hours of on-site teaching sessions during a Field Experience.~~

~~***Late Work Class Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted***~~

All Course work will be submitted through email (ebrown@criswell.edu) of professor.

1. **Woodcock Practice:** You will administer and score a Woodcock Reading Inventory to a child between the ages 9 and 12. The testing materials will be provided by the instructor. You are to score the testing and then write a 2-page analysis of the results. You must include a minimum of 5 Recommendations for Reading/Writing improvements based on the child's reading assessment.

DUE: 2/8/2021

Points: 10 points

2. **Textbook Readability Analysis:** You will select a content area textbook appropriate for students in 4th-6th grade. Using the assigned analysis tool, you will determine the readability level of text. This analysis is to be typed upon submission. This is the first project in a series of assignments that will pertain to this textbook. You will present your findings to your peers on the assigned class day.

DUE: 2/15/2021

Points: 5 points each

3. **Background Knowledge:** You will design 10 activities that will build background knowledge on your chosen topic from the content area textbook. These are to follow the assigned activity

model. You will incorporate at least one of these activities into a lesson plan to be used in one of your on-site teaching sessions.

Due: 2/22/2021

Points: 15 points each

4. **Textbook Lesson Plan:** You will write a lesson plan for a specific topic using the content area textbook from the previous assignment. The plan must include reading and writing strategies that support 4th-6th grade learners. You will use this lesson plan during one of your on-site teaching sessions.

Due: 3/1/2021

Points: 5 points each

5-7. **Reader Modifications:** You will plan three (3) lessons that modify the use of your content area textbook used in the previous assignment. Selecting a specific topic in the textbook, you will create a lesson plan for a Second Language Learner, a Learning Differenced (Dyslexic) Learner, and a Gifted Learner. You will use each of these plans during your on-site teaching sessions.

Due: 3/8 to 3/29/2021

Points: 5 points each

8. **Vocabulary Game:** You will create a game which teaches vocabulary found in your content area textbook. This game is to be of professional quality and developmentally appropriate for 4th-6th grade students. You will use your vocabulary game during one of your on-site teaching sessions.

Due: 4/5/2021

Points: 5 points

9. **Graphic Organizer:** You will create a Graphic Organizer for use with your selected content area textbook that is appropriate for 4th-6th students. This "graphic" is to be used during one of your on-site teaching sessions. The organizer is to be original and of a professional quality that is developmentally appropriate for 4th-6th grade students.

Due: 4/12/2021

Points: 5 points

10-13. **Writing Response:** You will select a topic from your content area textbook and create four (4) hands-on and students-centered reading/writing response activity lesson plans. You are to plan one activity for each of the skills: **vocabulary, comprehension, expository writing and study strategies. These are to be used during your on-site teaching sessions.**

DUE: 4/19 to 5/10/2021

Points: 5 points/20 points total

14. **Final Reading Portfolio:** In this portfolio you will include your 9 journal entries from the Field Experience teaching, the scored practice Woodcock testing with recommendations, the Readability Analysis from your selected textbook, the 9 formal lesson plans from your onsite teaching sessions, and two-page professional self-assessment of your growth as a Reading teacher. You will discuss your learning experiences during the final class.

Due: 5/10/2021

Points: 20 points

Assignment	Due Date	Point Value
Woodcock Assessment	2/8/2021	10
Textbook Readability	2/15/2021	5
Background Knowledge Activities/Plan	2/22/2021	15
Textbook Lesson Plan	3/1/2021	5
Modified Lesson: ESL	3/8/2021	5
Modified Lesson: LD	3/22/2021	5
Modified Lesson: GT	3/29/2021	5
Vocabulary Game	4/5/2021	5
Graphic Organizer	4/12/2021	5
Lesson: Vocabulary	4/19/2021	5
Lesson: Comprehension	4/26/2021	5
Lesson: Expository Writing	5/3/2021	5
Lesson: Study Skills	5/10/2021	5
Final Reading Portfolio	5/10/2021	20
Total		100 Points

Class Attendance

Class attendance will be taken by presence and participation on the Zoom platform for the class. All students are expected to attend the classes and complete assignments.

Remote Class Sessions: Identity and Participation Verification

Students will be expected to attend all sessions held on Zoom. Students can use their phone or computer for viewing. Students will be expected to read materials and be ready to participate in class discussions.