



On-Campus Course Syllabus

REA 314, L00.A

Content Area Reading Instruction

Spring 2023

Class Information

Day and Time: Tuesdays, 4:45-7:15PM

Room Number: E - 202

Contact Information

Instructor Name: Dr. Ella Brown

Instructor Email: ebrown@criswell.edu

Instructor Phone: 214-892-9722

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. Specific 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 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. 10th Ed. 2020. ISBN: 978-0-13-498648-7

Fountas, Irene C. & Gay Su Pinnell. *Genre Study: Teaching with Fiction and Nonfiction Books, Grades K-8*, Heinemann, Portsmouth, NH. 2012. ISBN 13: 978-0-325-02874-0

Recommended Reading

Freeman, Marcia S. *Non-fiction Writing Strategies using Content-Area Mentor Texts*, Maupin House, North Mankato, MN. 2001-2014. ISBN: 978-1-62521-512-3

Serravallo, Jennifer. *The Writing Strategies Book: Your everything guide to developing skilled writers*, Heinemann, Portsmouth, NH. 2017. ISBN 978-03250-78229

Shanker, James L., and Ward A. Cochran. (2019) *Ekwall/Shanker Reading Inventory, 7th ed.*, Pearson Education, Inc.

Stead, Tony & Linda Hoyt. *Explorations in Nonfiction Writing Mentor Texts – Grade 4*, Heinemann, Portsmouth, NH. 2012. ISBN 10: 0-325-04219-5

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. **Expository Reading/Writing Lesson Plan:** You will choose an expository text appropriate for grades 4th-6th and plan a reading/writing lesson. The lesson will include the elements of what the teacher will do before reading, during reading and after reading with a conclusion and extended activities for the students. This lesson can be used during your “on-site” teaching to students.

DUE: 1/30/2024

2. **Ekwall/Shanker Reading Inventory, 7th ed. & San Diego Quick Assessment:** You will administer and score a Ekwall/Shanker Reading Inventory & San Diego Quick Assessment 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: 2/6/2024

Points: 5 points each, 10 points total

3. **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: 2/6/2024

Points: 5 points

4. **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: 2/13/2024

Points: 5 points each, 10 points total

5. **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: 2/20/2024

Points: 10 points each

6. **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: 2/27/2024

Points: 5 points each

7-9. **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 (ELL), a Learning Differenced (Dyslexic) Learner, and a Gifted Learner. You will use each of these plans during your on-site teaching sessions.

Due: 3/5/2024: Gifted Reading/Writing Lesson plan

Due: 3/26/2024: Learning Differenced-Dyslexia Reading/Writing lesson plan

Due: 4/2/2024: Second Language Learner (ELL) Reading/Writing lesson plan

Due: 3/5, 3/26, 4/2/2024

Points: 5 points each (15 points total)

10. **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: 4/9/2024

Points: 5 points

11. **Writing a Biography:** You will select a famous historical person to gather facts and information. The student will learn about the different biographical texts of biography, autobiography, and memoir. The student will share interesting information on the person's life along with a timeline of the person's life. You will write a biography to be shared in class with your peers.

Due: 4/23/2024

Points: 10 points

12-14. **Writing Response:** You will select a topic from your content area textbook and create three (3) hands-on and students-centered reading/writing response activity lesson plans. You are to plan one activity for each of the skills: **vocabulary, comprehension, persuasive writing, and literature response.** **These are to be used during your on-site teaching sessions.**

Due: 4/9/2024 Vocabulary writing/reading lesson

Due: 4/16/2024 Comprehension reading/writing lesson

Due: 5/7/2024 Persuasive writing/reading lesson

DUE: 4/9, 4/16/, 5/7/2024

Points: 5 points/15 points total

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 (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to

demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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. Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring

Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
1/16/2024	Syllabus Explanation Ekwall/Shanker Assessment San Diego Quick Assessment What is Genre? (Genre Study Book)	Ekwall/Shanker Grade 3-6 Genre Study, Chapters 1 & 2	None – discussion and explanations Genre study: Selection of expository text for expository/writing lesson.
1/23/2024	Text Structure - Description Writing Journals Expository Writing	Mentor text – pg. 2 Genre Study, Chapters 3 & 4	Read: Yosemite National Park, pg. 2-7 Model Writing Journals Read: What students need to know about the Genres of Text? Pg. 19-30 Read: A Workshop Approach to Genre Study, pg. 31-41.
1/30/2024	Text Features/Structure Informational Investigation Graphic organizers	Mentor text – 8-9 Genre Study, Chapters 5 & 6	Read: A Soldier's Life, pg. 8-9. Read: Learning to process fiction and non-fiction texts, pg. 42-54 Read: Understanding fiction texts: Exploring Realism and Fantasy, pg. 57-72 <i>Expository Reading/Writing Lesson Plan due</i>
2/6/2024	Literacy for All Textbook Readability model/examples Understanding Realistic and Historical Fiction	Creating Literacy Instruction for all students, Ch. 2 Genre Study, Ch. 7	<i>Graphic organizer due</i> <i>Ekwall/Shanker Assessment due</i> Read: Realism in fiction texts: Contemporary Realistic and Historical fiction, pg. 73-88.
2/13/2024	Building Vocabulary Teaching Words, pg. 268. Model of Background Knowledge lesson	Creating Literacy Instruction for all students, Ch. 7, Genre Study, Ch. 9	<i>Textbook Readability due</i>
2/20/2024	Literature-based Approach/Reading Book: Sarah, Plain & Tall Model Textbook lesson plan	Building Vocabulary, Ch. 7, pg. 261	Background Knowledge <i>Background Knowledge Lesson Plan due</i>

2/27/2024	Comprehension Theory and Strategies Comprehension Text Structures and Teaching Procedures Gifted Lesson plan modeled	The Process of Comprehending Ch. 8, pg. 310 Genre Study, Ch. 15	<i>Textbook Lesson Plan due</i> Text Structures & Teaching Procedures Read: Learning about Fiction Genres through Minilessons and Group share, pg. 239-285.
3/5/2024	Reading Literature Types of Literature Book: Sarah, Plain & Tall	Literature-based Approach, Ch. 11, pg. 448 Genre Study, Ch. 16	<i>Gifted Reading/Writing Lesson Plan due</i> Based on Bk: Sarah, Plain & Tall Read: Learning about Nonfiction texts through minilessons and group share, pg. 286-312.
3/11-15/2024	**Spring Break** March 11-15, 2024	-----	No assignments – Make-up assignments to be completed and turned in to instructor after vacation.
3/19/2024	Writing and Reading Workshop Chapter 13, pg. 524 Dyslexia Lesson plan discussion	Writing and Reading, Ch. 13, pg. 510 Genre Study, Ch. 20	Vocabulary Game modeled in class. Read: The Reading and Writing Connection, pg. 392-440.
3/26/2024	Writing in Major Genres The Writing Process Assessment of Writing	Writing Workshop, Ch. 13, pg. 534 Genre Study, Ch. 18	<i>Dyslexia Reading/Writing Lesson Plan due</i> Read: Writing about Reading in a Reader's Notebook, pg. 334-377.
4/2/2024	Individualizes Reading/Writing Workshop – Model writing	Guided Reading, Ch. 9, pg. 379 Genre Study, Ch. 17	<i>ELL Reading/Writing Lesson Plan due</i> Read: Developing Understandings about Genre through Reading Conferences and Independent Reading, pg. 313-333.
4/9/2024	Reading and Writing in the Content Areas and Study Skills	During Reading Techniques, Ch. 10, pg. 406	<i>Vocabulary Reading/Writing Lesson for Grades 3-6 due</i>
4/16/2024	Understanding Genre Study Teaching Fiction & Nonfiction Writing biography lesson modeling	Mentor Texts, 20-22	<i>Comprehension Reading/Writing Lesson Plan for Grades 3-6 due</i>

4/23/2024	Writing & Reading Modeling Poetry	Genre Study, Ch.9, Pgs. 111-126	<i>Writing Biography Lesson due</i> Read: Understanding Biography: Learning from the lives of others, 111- 126.
4/30/2024	Creative writing – Poetry Book: Sarah, Plain & Tall book	Genre Study, Ch. 13, pg. 191-213.	<i>Poetry writing in class</i> Read: Poetry, pg. 191-213
5/7/2024	Final Reading Portfolio Presentation	Model Portfolio notebook presentation in class.	Turn in all assignments (NO late 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

Fletcher, Ralph. *Focus Lessons: How photography enhances the teaching of writing*, Heineman, Portsmouth, NH, 2019. ISBN: 978-0-325-10917-6

Fletcher, Ralph. *Joy Write: Cultivating High-Impact, Low-Stakes Writing*, Heineman, Portsmouth, NH, 2017, ISBN: 978-0-325-08880-8.

Fletcher, Ralph. *Mentor Author, Mentor Texts: Short texts, Craft notes and Practical classroom uses* (Grades 3rd-8th), Heineman, Portsmouth, NH, 2011. ISBN: 978-0-325-04089-9

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

Goudvis, Anne, Stephanie Harvey, and Judy Wallis. *Comprehension Intervention: Small Group lessons for the Comprehension Toolkit*, Heineman, Portsmouth, NH, 2010. ISBN: 978-0-325-03148-4

Goudvis, Anne, Stephanie Harvey, and Brad Buhrow. *Inquiry Illuminated: Researcher's Workshop across the Curriculum*, Heineman, Portsmouth, NH, 2019. ISBN: 978-0-325-07790

Harvey, Stephanie, and Anne Goudvis. *Content Literacy – Intermediate: Lessons and Texts for comprehension across the curriculum*, Heineman, Portsmouth, NH, 2016. ISBN: 978-0-325-06186-3

Hoyt, Linda, and Kelly Boswell. *Crafting Nonfiction Intermediate: Lessons on Writing Process, Traits, and Craft* (Grades 3-5), Heineman, Portsmouth, NH, 2012. ISBN: 978-0-325-03722-6.

Keene, Ellin Oliver. *Engaging Children: Igniting a drive for deeper learning*, Portsmouth, NH: Heineman, 2018, ISBN: 978-0-325-09949-1.

Keene, Ellin Oliver. *The Literacy Studio: Redesigning the Workshop for Readers and Writers, K-8th*, Portsmouth, NH: Heineman, 2022. ISBN: 978-0-325-12005-8

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