

**BILINGUAL EDUCATION/LITERACY STUDIES DEPARTMENT  
COLLEGE OF EDUCATION AND P-16 INTEGRATION**

**UTRGV COURSE TITLE AND NUMBER: 3324 - READING COMPREHENSION & ASSESSEMENT**

**INSTRUCTOR NAME** PATRICIA BUHIDAR

**TERM** SUMMER I 2017

**EMAIL:** PATRICIA.BUHIDAR@UTRGV.EDU

**OFFICE HOURS:** BY EMAIL OR APPT.

SECTION NUMBER	CLASS DAY/TIME	CLASSROOM LOCATION
3324.03	MONDAY & WEDNESDAY 6:00 PM – 9:45 PM	EDUC 2.222

**IMPORTANT DATES TO REMEMBER**

**JUNE 5, 2017 SUMMER 1 CLASSES BEGIN**

**JUNE 8, 2017 CENSUS DAY**

**JUNE 30, 2017 LAST DAY TO DROP A CLASS OR  
WITHDRAW**

**JULY 4, 2017 INDEPENDENCE DAY  
(NO CLASSES!)**

**JULY 10, 2017 STUDY DAY**

**JULY 11, 2017 FINAL EXAMS**

**NOTE: AT THE DISCRETION OF THE INSTRUCTOR, CHANGES MAY BE MADE TO THE SYLLABUS. THIS INCLUDES REQUIRED READINGS, COURSE ASSIGNMENTS OR ADDITIONAL QUIZZES/ASSIGMENTS DEEMED NECESSARY.**

**TEXTBOOK AND/OR RESOURCE MATERIAL**

**Required Text: PREFERRED 9<sup>TH</sup> Edition of: Vacca, J.L., Vacca, R.T., Gove, M.K., Burkey, L. Lenhart, L.A. , & McKeon, C. (2012). Reading and Learning To Read (9th Ed. ). Boston: Pearson.**

***If you purchase the 8<sup>th</sup> edition, no need to panic – it is still usable.***

**Recommended Readings: \*Additional Readings will be posted to Blackboard and/or handouts in class.**

**COURSE DESCRIPTION AND PREREQUISITES**

This course examines theories, issues and culturally-relevant instructional practices and assessments related to how children actively construct meaning from fiction and nonfiction print and digital texts across all content areas. Participants explore reading comprehension, including assessment, fluency, vocabulary instruction, digital literacies, building and accessing background knowledge, genre organization, and critical analysis of multimodal texts. This course offers an opportunity for Service Learning at the Edinburg Housing Authority sites (EHA).

**Learning Objectives/Outcomes for the Course**

**Student Learning Outcomes**

1. Teacher candidates will plan and prepare instruction demonstrating knowledge of content and pedagogy, knowledge of student diversity, and ability to select appropriate instructional goals in inclusive learning environments.
2. Teacher candidates will deliver instruction demonstrating ability to communicate clearly and accurately, to use questioning and discussion techniques, to use research-based strategies, and to engage and motivate diverse students to learn.
3. Teacher candidates will foster a positive classroom environment by creating a climate of respect and rapport, establishing a culture for learning, and managing classrooms.
4. Teacher candidates will know, understand and use formal and informal assessments to plan, evaluate and strengthen instruction that will promote academic achievement of diverse students.

**Service Learning Opportunity**

**On a volunteer basis, the university student may participate at the Edinburg Housing Authority sites to read books with the children, and to create engaging activities for the children. This opportunity will allow university student to observe children reading comprehension and engagement. University student will be given credit towards the Final Project, and 9 hours service hours credit. A reflection will be turned at the end of the Service Learning.**

**Service Learning (SL) is a thoughtfully organized service experience that addresses a need in the community by establishing a reciprocal and mutually beneficial relationship between students and service partners. It integrates a reflective component that relates the service experience to academic course objectives to facilitate student learning. At least 3 service learning hours should be included per course credit hour.**

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**ALIGNMENT OF COURSE OBJECTIVES TO NATIONAL AND STATE STANDARDS**

TEXES EC-6 GENERALIST	COMMON CORE CCR	SBRR	STATE BOARD OF EDUCATOR CERTIFICATION	INTASC	TEACHER PROFICIENCY	NAEYC STANDARDS	NCATE STANDARDS
STANDARD 004	RL. K -6.1-3; RI. K-6. 1-3	PHONEMIC AWARENESS	RULE § 228.30 CURRICULUM TOPICS	THE LEARNER AND LEARNING STANDARD 1, 2, 3,	LEARNER-CENTERED KNOWLEDGE	STANDARD 4: USING DEVELOPMENTALLY EFFECTIVE APPROACHES	STANDARD 1: KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS
STANDARD 005	RL. K -6.4-6; RI. K-6. 4-6	PHONICS		CONTENT KNOWLEDGE STANDARD 4, 5	LEARNER-CENTERED INSTRUCTION	STANDARD 5: USING CONTENT KNOWLEDGE TO BUILDING MEANINGFUL CURRICULUM	
STANDARD 005	RL. K -6. 7-9 RI. K-6. 7-9	FLUENCY		INSTRUCTIONAL PRACTICE STANDARD 6,7,8	EQUITY IN EXCELLENCE FOR ALL LEARNERS		
STANDARD 006	RL. K-6.10; RI. K-6.10	VOCABULARY		PROFESSIONAL RESPONSIBILITY STANDARD 9, 10	LEARNER-CENTERED COMMUNICATIONS		
STANDARD 007	RF. K-5	TEXT COMPREHENSION			LEARNER-CENTERED PROFESSIONAL DEVELOPMENT		
STANDARD 008							
STANDARD 010							
STANDARD 011							

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**MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION**

**Assignments and Assessments**

\*Please keep in mind that candidates in initial programs must be prepared to teach Texas Essential Knowledge and Skills (TEKS) aligned to college and career readiness standards (CCRS) effectively.

\*Please keep in mind that candidates must model and apply technology in their instruction

**GRADING POLICIES**

WEEKLY ASSIGNMENTS/  
LITERACY PROJECTS (INCLUDING WRITING REFLECTIONS; GROUP PRESENTATIONS, ETC.)

500 POINTS/

LITERACY AUTOBIOGRAPHY

50% OF YOUR  
GRADE

FINAL READING PROJECT

500 POINTS/50%  
OF YOUR GRADE

TOTAL POINTS = 1,000 POINTS/100% OF YOUR GRADE

UTRGV's grading policy is to use straight letter grades (A, B, C, D, or F).

GRADE EQUIVALENT: 900 - 1000 = A

800-899 = B

700-799 = C

600-699 = D

599 AND BELOW = F

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## **UTRGV University Policies**

### **STUDENTS WITH DISABILITIES:**

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at [accessibility@utrgv.edu](mailto:accessibility@utrgv.edu). **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at [accessibility@utrgv.edu](mailto:accessibility@utrgv.edu).

### **MANDATORY COURSE EVALUATION PERIOD:**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

### **ATTENDANCE:**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. **YOU** are responsible for all class meetings, activities, and assignments whether you are present or not. If you are absent or late, it is your responsibility to find out what you missed by contacting your peers. **I will not re-teach the lecture for students who are absent.**

### **SCHOLASTIC INTEGRITY:**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are

attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

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### **SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:**

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

### **COURSE DROPS:**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

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### **COMMUNICATION**

ALL COMMUNICATION WILL BE THROUGH UTRGV EMAIL, BLACKBOARD OR BY APPT. **THERE WILL BE NO RESPONSE TO PERSONAL EMAIL ADDRESSES. PLEASE USE YOUR UTRGV EMAIL ADDRESS!**

### **ATTENDANCE**

STUDENTS ARE EXPECTED TO ATTEND ALL SCHEDULED CLASSES AND MAY BE DROPPED FROM THE COURSE FOR EXCESSIVE ABSENCES. UTRGV'S ATTENDANCE POLICY EXCUSES STUDENTS FROM ATTENDING CLASS IF THEY ARE PARTICIPATING IN OFFICIALLY SPONSORED UNIVERSITY ACTIVITIES, SUCH AS ATHLETICS; FOR OBSERVANCE OF RELIGIOUS HOLY DAYS; OR FOR MILITARY SERVICE. STUDENTS SHOULD CONTACT THE INSTRUCTOR IN ADVANCE OF THE EXCUSED ABSENCE AND ARRANGE TO MAKE UP MISSED WORK OR EXAMINATIONS. YOU ARE RESPONSIBLE FOR ALL CLASS MEETINGS, ACTIVITIES, AND ASSIGNMENTS WHETHER YOU ARE PRESENT OR NOT. IF YOU ARE ABSENT OR LATE, IT IS YOUR RESPONSIBILITY TO FIND OUT WHAT YOU MISSED BY CONTACTING YOUR PEERS. I WILL NOT TEACH THE CLASS OVER FOR YOU.

IT IS IMPORTANT TO UNDERSTAND THAT THE INSTRUCTOR WILL USE ATTENDANCE AS ONE CRITERION FOR GRADING. AS SUCH, BE AWARE THAT AN ABSENCE IS AN ABSENCE AND THERE ARE NO SUCH THINGS AS EXCUSED ABSENCES AT THE UNIVERSITY LEVEL. ATTENDANCE WILL BE MONITORED AND UPON ACCUMULATING TWO ABSENCES, THE FINAL COURSE GRADE DROPPED ONE LETTER GRADE. THE THIRD ABSENCE WILL RESULT IN BEING DROPPED FROM THE COURSE WITH A DP OR DF. LEAVING CLASS EARLY WILL RESULT IN AN ABSENCE. **FOR EVERY ABSENCE THERE WILL BE 3 POINTS DEDUCTED; 1 POINT DEDUCTED FOR EVERY TARDY FROM THE FINAL GRADE.**

### **PARTICIPATION, EFFORT & PROFESSIONALISM**

ATTEND CLASS REGULARLY. PARTICIPATE IN DISCUSSIONS AND ACTIVELY COMPLETE ASSIGNED ACTIVITIES. YOU ARE EXPECTED TO ATTEND ALL SESSIONS, ARRIVE ON TIME, AND STAY UNTIL THE END OF CLASS. IF YOU ARRIVE LATE AND LEAVE EARLY, TIME OF ARRIVAL OR DEPARTURE WILL BE DOCUMENTED AND SERIOUSLY AFFECT YOUR FINAL GRADE. YOU ARE ALSO EXPECTED TO CONTRIBUTE TO CLASS DISCUSSIONS AND TO BE PREPARED FOR EVERY ASSIGNMENT. COMPLETE TEXT AND ARTICLE READINGS PRIOR TO CLASS. TREAT EVERYONE WITH RESPECT, REGARDLESS IF YOU AGREE OR DISAGREE WITH THEM.

**DO NOT RECORD LECTURES. DO NOT USE CELLPHONES DURING CLASS. PLEASE TURN OFF YOUR CELLPHONE DURING CLASS. TEXT MESSAGING WILL NOT BE ALLOWED DURING CLASS! BE COURTEOUS AND RESPECTFUL TO ONE ANOTHER!**

### **LATE WORK POLICY**

ACCEPTANCE OF LATE WORK IS AT THE DISCRETION OF THE PROFESSOR. ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS, IF ASSIGNMENT IS TURNED IN AFTER CLASS HAS BEGUN, 5 POINTS WILL BE DEDUCTED FROM THE TOTAL SCORE. LATE WORK WILL NOT RECEIVE FULL CREDIT AND WILL BE PENALIZED ONE LETTER GRADE PER DAY THAT IT IS LATE. ARRANGEMENTS MUST BE MADE WITH THE PROFESSOR FOR SUBMITTING LATE ASSIGNMENTS. IT IS THE RESPONSIBILITY OF EACH STUDENT TO CHOOSE A "BUDDY" FROM THE CLASS IN ORDER TO OBTAIN INFORMATION OF MISSED ASSIGNMENTS OR CLASS DISCUSSIONS.

**NOTE: THERE WILL BE NO MAKE-UP EXAMS OR QUIZZES UNLESS ARRANGEMENTS ARE MADE WITH THE INSTRUCTOR PRIOR TO THE EXAM DATE. ALLOWING A MAKE-UP EXAM OR QUIZ IS STRICTLY AT THE DISCRETION OF THE INSTRUCTOR.**

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**THE FOLLOWING IS A GENERAL OVERVIEW OF THE TYPE OF ACTIVITIES TO BE EXPECTED.  
 FURTHER INSTRUCTION WILL BE GIVEN BY THE INSTRUCTOR.**

**CALENDAR OF ACTIVITIES**

**TENTATIVE COURSE TOPICS, CALENDAR OF ACTIVITIES, ASSIGNMENTS, TEST DATES**

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 DEEMED NECESSARY.**

<b>Week</b>	<b>Modules/Topics/Activities</b>	<b>Readings/Quizzes</b>	<b>Alignments</b>
1 June 5-9	<p><b><u>Chapter 1 Knowledge and Beliefs About Reading</u></b></p> <p>Create Your Literacy Autobiography –<b>Due Thursday, June 8, 2016 12:00 PM (Noon)</b> Directions in the Syllabus! Please read! The purpose of this chapter is to help teachers think about their knowledge and beliefs about reading, because these will influence their instructional decisions and practices. This chapter explores the reading process from cognitive, linguistic, and social perspectives and presents three models of reading. This chapter also defines new literacies as they affect the way teachers instruct reading and identifies the literacy coach as an important contact for teachers to plan and develop classroom reading instruction.</p>	<p><b>Readings &amp; Quizzes from Vacca Text:</b></p> <p><b>Chapter 1</b></p>	<p>ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis &amp; Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills</p> <p>SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction</p>
1 June 5-9	<p><b><u>Chapter 2 Approaches to Reading Instruction</u></b></p> <p>The purpose of this chapter is to help teachers develop a comprehensive approach to the teaching of reading. In this chapter, readers further explore the relationships between beliefs and instructional approaches to teaching reading from a bottom-up perspective to a top-down perspective. The instructional approaches explored in this chapter include basal programs, language-experience approaches, literature-based programs, individual instruction, experience, and programs that incorporate technology into the curriculum.</p>	<p><b>Readings &amp; Quizzes from Vacca Text:</b></p> <p><b>Chapter 2</b></p>	<p>ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis &amp; Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills</p> <p>SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum</p>



			Topics (1) Reading Instruction
1 June 5-9	<p style="text-align: center;"><b><u>Chapter 3</u></b>  <b><u>Meeting the Literacy Needs of Diverse Learners</u></b></p> <p>The purpose of this chapter is to provide teachers with the knowledge and background they need to address the needs of diverse learners in their classrooms. The authors discuss diversity in terms of linguistic, cultural, academic, and cognitive issues.</p>	<b>Readings &amp; Quizzes from Vacca Text: Chapter 3</b>	<p>ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis &amp; Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills</p> <p>SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction</p>
2 June 5-9	<p style="text-align: center;"><b><u>Chapter 4 Early Literacy: From Birth to School</u></b></p> <p>The purpose of this chapter is to inform teachers of children’s early reading and writing development. The chapter explores developmentally appropriate practices for early childhood educators including providing for classroom environments that encourage literacy, reading aloud to children, designing literacy play centers, and providing for a variety of language experiences.</p>	<b>Readings &amp; Quizzes from Vacca Text: Chapter 4</b>	<p>ELA/Reading Standards 004- Stages Literacy Development; 005- Word Analysis &amp; Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills</p> <p>SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction</p>
2 June 12-16	<p style="text-align: center;"><b><u>Chapter 5 Literacy Instruction for Beginning Readers and Writers</u></b></p> <p>The purpose of this chapter is to provide teachers with a sound view of beginning literacy that builds on children’s experiences with meaningful print. The chapter focuses on immersing children in literature, using big books, e-books, and providing children with interactive reading and writing experiences. Phonemic awareness and letter recognition are viewed as important concepts that need to be taught within meaningful contexts.</p>	<b>Readings &amp; Quizzes from Vacca Text: Chapter 5</b>	<p>ELA/Reading Standards 004- Stages Literacy Development; 005- Word Analysis &amp; Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills</p>

			SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
2 June 12-16	<p align="center"><b><u>Chapter 6 Assessing Reading Performance</u></b></p> <p>The purpose of this chapter is to explore multiple ways to assess reading performance. The authors discuss current trends in assessment and formal and informal assessment strategies. They advocate multifaceted assessment as the basis for sound instructional decision-making.</p>	<b>Readings &amp; Quizzes from Vacca Text: Chapter 6</b>	ELA/Reading Standards 004- Stages Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
3 June 12-16	<p align="center"><b><u>Chapter 7 Word Identification</u></b></p> <p>The purpose of this chapter is to provide teachers with a variety of meaningful ways to teach children word identification strategies. The focus is on instruction that fosters rapid, independent recognition of words in meaningful contexts through phonics, structural analysis, context, and/or quick recognition of sight words.</p>	<b>Readings &amp; Quizzes from Vacca Text: Chapter 7</b>	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills w- SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
3 June 12-16	<p align="center"><b><u>Chapter 8 Reading Fluency</u></b></p> <p>The purpose of this chapter is to explore the nature of fluency and reading strategies and routines for assisting children in becoming fluent readers. This chapter also discusses how materials influence fluency development.</p>	<b>Readings &amp; Quizzes from Vacca Text: Chapter 8</b>	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy

			Development; 011- Study and Inquiry Skills w- SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
3 June 19-23	<p align="center"><b><u>Chapter 9 Vocabulary Knowledge and Concept Development</u></b></p> <p>The purpose of this chapter is to explore the relationship between students’ reading comprehension and vocabulary knowledge. This chapter focuses on meaningful ways to expand children’s vocabulary so that they will become engaged readers.</p>	<b>Readings &amp; Quizzes from Vacca Text: Chapter 9</b>	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills w- SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
4 June 19-23	<p align="center"><b><u>Chapter 10 Reading Comprehension</u></b></p> <p>The purpose of this chapter is to provide teachers with multiple strategies that will foster active, engaged readers who know how to make sense of what they read.</p>	<b>Readings &amp; Quizzes from Vacca Text: Chapter 10</b>	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
4 June 19-23	<p align="center"><b><u>Chapter 11 Reading –Writing Connections</u></b></p> <p>The purpose of this chapter is to explore the relationship between reading and writing and to suggest ways in which</p>	<b>Read Chapter 11 Readings &amp; Quizzes from Vacca Text: Chapter 11</b>	ELA/Reading Standards 004- Stages of Literacy Development; 005-

	reading and writing can be taught concurrently.		Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
4 June 19-23	<p><b><u>Chapter 12 Bringing Children and Text Together</u></b></p> <p>The purpose of this chapter is to explore ways in which teachers can foster children’s interest in reading books as they provide students with classroom environments that support children’s choices in what they read, as well as provide children with a variety of ways to respond to literature.</p>	<b>Readings &amp; Quizzes from Vacca Text: Chapter 12</b>	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
5 June 26-30	<p><b><u>Chapter 13 Instructional Materials</u></b></p> <p>The purpose of this chapter is to explore the historical development of basal readers with an emphasis on contemporary programs. The chapter discusses the major components of basals, as well as commercially available supplemental instructional materials. Throughout the chapter, teachers are encouraged to evaluate the materials they use and to make informed decisions based on the needs of students.</p>	<b>Readings &amp; Quizzes from Vacca Text: Chapter 13</b>	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum

			Topics (1) Reading Instruction
5 June 26-30	<p><b><u>Chapter 14 Making the Transition to Content Area Texts</u></b></p> <p>The purpose of this chapter is explore the nature of content area reading instruction, including the nature of content textbooks, as well as strategies that teachers can use to enhance content instruction beyond the textbook.</p>	<p><b>Readings &amp; Quizzes from Vacca Text: Chapter 14</b></p>	<p>ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis &amp; Decoding; 006- Rtading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills          SBRR: Phonics, Fluency, Text Comprehension          §228.30 Curriculum          Topics (1) Reading Instruction</p>
6 July 3-7	<p><b><u>Final - Reading Project – Teach Me Comprehension!</u></b></p>		

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