

RDG 370 THE TEACHING OF READING

*RDG 370/380/390 are required courses for the Elementary Certification Reading/Language Arts programs.
RDG 380 will be taught on campus.*

ENHANCING THE FUTURE THROUGH EDUCATOR PREPARATION: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners. (Conceptual Framework of the College of Education)

College of Education Department of Language, Literacy, & Special Populations

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Textbooks & Lenski, S., & Nierstheimer, S. (2004). *Becoming a teacher of reading: A developmental approach*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Readings **Texas Reading Initiative Language Arts Booklets. Available:**
<http://www.tea.state.tx.us/reading/products/products.html>
TEKS-Reading and Language Arts (on-line). Available:
<http://www.tea.state.tx.us>

Course Description: These courses are designed to help candidates become informed, reflective decision makers who can translate understanding of literacy processes and methodology into appropriate instructional decisions for children. At the conclusion of this course pre-service teachers will be able to:

1. discuss the degree and probable causes of children's difficulty with classroom reading-writing processes, and
2. use a range of assessment techniques to determine students' literacy strengths and needs, and
3. communicate student strengths and needs with colleagues and parents, and
4. identify, select, and implement instructional strategies appropriate for meeting students' assessed needs.

Standards Matrix: The objectives of this course correspond with the Conceptual Framework model developed for the Educator Preparation Program at Sam Houston State University.

Objectives/Learning Outcomes	Activities (*indicates field-based activity)	Performance Assessment	Standards: <u>State Standards</u> <i>ACEI Standards</i>
1. Candidates will demonstrate their knowledge of theories, processes, and principles of children's language and literacy development from emergent through fluent level readers, writers, listeners, and speakers.	1. Responses to readings and group discussions *2. Guided reading 3. Literature Unit *4. Book Shares 5. Professional Reading	1. Participation, rubric assessment of responses 2. Rubrics assessing product and reflection on teaching. Student-produced book 3. Unit, lesson plans, reflections 4. Portfolio entry 5. Article & synopsis	<u>1.1k-1.9k, 1.1s-1.6s</u> <u>2.1k-2.5k, 2.1s-2.6s</u> <u>3.1k-3.10k</u> <u>5.1k-5.8k, 5.10k, 5.2s-5.8s, 5.10s-5.13s</u> <i>1, 2a, 2b, 2i, 3a, 3d, 5b</i>
2. Candidates will demonstrate knowledge of current approaches (basal reader, language experience, literature-based, thematic units, writing workshop, creative expression, and performing text) for teaching reading, listening and speaking.	1. Responses to readings and group discussions *2. Guided reading 3. Literature unit *4. Book Shares 5. Basal Evaluation 6. Strategy shares	1. Participation, rubric assessment of responses 2. Rubrics assessing product and reflection on teaching. Student-produced book 3. Lesson plans and reflections 4. Unit, lesson plans, reflection 5. Written analysis of basal readers 6. Portfolio entry	<u>2.6k, 2.4s, 2.5s, 2.8s, 2.10s, 3.7s, 5.9k, 5.12s</u> 1.2b
3. Candidates will demonstrate skill in using language arts instructional strategies to help students become strategic readers and writers.	*1. Guided reading 2. Literature Unit *3. Book Shares 4. Strategy shares 5. Phonics Test	1. Rubrics assessing product and reflection on teaching. Student-produced book 2. Lesson plans and reflections 3. Portfolio entry 4. Lesson plans and classroom presentations 5. Test score	<u>3.9k, 3.1s-3.3s, 3.4s-3.9s, 4.1k-4.6k, 4.8k-4.10k, 4.1s, 4.9s</u> 1, 2a, 2b
4. Candidates will demonstrate an awareness of diversity in student abilities, cultural backgrounds and language, and ability to use these understandings to develop appropriate instructional practices.	1. Responses to readings and group discussions *2. Guided reading 3. Literature unit *4. Book Shares 5. Inquiry Projects	1. Participation, rubric assessment of responses 2. Portfolio entry 3. Lesson plans and reflections 4. Unit 5. Lesson plans 6. Presentations and reflections	<u>4.19k, 4.12s</u> 2b, 3d

<p>5. Candidates will demonstrate skills in developing students' content area literacy abilities.</p>	<p>*1. Guided and shared reading or tutoring lessons 2. Literature Unit *3. Book Shares</p>	<p>1. Rubrics assessing product and reflection on teaching. Student-produced book 2. Lesson plans and reflections 3. Unit, lesson plans, reflection, language chart, and student products 4. Lesson plans</p>	<p><u>4.11k-4.18k, 4.11s-4.18s</u> 2b, 3d</p>
<p>6. Students will demonstrate a knowledge of authentic reading and writing assessment techniques and skill in using them; understand formal testing instruments, including TAKS and demonstrate the ability to evaluate instructional materials.</p>	<p>1. Responses to readings and group discussions *2. Guided reading 3. Inquiry projects</p>	<p>1. Participation, rubric assessment of responses 2. Rubrics assessing product and reflection on teaching 3. Lesson plans and reflections 4. Presentations and reflections 5. Portfolio entry</p>	<p><u>3.1s, 3.2s, 3.11k, 4.1s, 4.21k, 5.12k, 5.1s</u> 2b, 4</p>
<p>7. Candidates will demonstrate knowledge of children's literature, including those with multicultural emphases, and skill in using trade books to teach the language arts.</p>	<p>1. Responses to readings and group discussions 2. Literature Unit *3. Book Shares</p>	<p>1. Participation, rubric assessment of responses 2. Unit, Lesson plans 3. Lesson plans 4. Portfolio entry</p>	<p><u>4.7k, 4.10s</u> 2b, 5b, 5d</p>
<p>8. Candidates will demonstrate an ability to use the most current research to reflect on their own learning processes, seek answers to questions, and participate in and lead collaborative tasks.</p>	<p>1. Responses to readings and group discussions 2. Article review *3. Guided reading</p>	<p>1. Participation, rubric assessment of responses 2. Article review sheet 3. Lesson plans 4. Portfolio entry</p>	<p>2b, 5b, 5d</p>
<p>9. The candidate understands the framework and key vocabulary of assessment-based literacy instruction.</p>	<p>1. Chapter 1 Text</p>	<p>1. Class discussion</p>	<p><u>1.3k, 1.5k-1.7k, 2.1k-2.4k, 3.1k, 3.2k, 3.4k</u> 2b, 4, 5</p>
<p>10. The candidate understands the components of a balanced literacy program.</p>	<p>1. Chapter 1 text</p>	<p>1. Portfolio entries</p>	<p><u>7.1k-7.3k</u> 1, 2b, 2i</p>

11. The candidate understands and uses instructional strategies of an assessment-based literacy program.	1. Chapters 2-10 text 2. Construct lesson plans based upon assessment results *3. Teach lesson plans	1. Formative results from assessment tools 2. Lesson plans	<u>1.4s, 1.7s, 2.1s-2.3s, 3.2s, 4.1s, 4.9s, 5.3k, 5.5k, 5.1s-5.6s, 6.4k, 7.4k, 7.1s, 7.12s, 8.3k, 8.2s, 8.3s, 8.4s, 9.4s, 9.5s, 10.5k, 10.2s</u> 3a, 5
12. The candidate articulates and uses information describing the stages of literacy development to assess and instruct a student in reading and writing.	1. Chapters 2 & 7 text 2. Assessment results 3. Lesson plans	1. Assessment results 2. Lesson plans 3. Summative evaluation	<u>1.2k, 1.3k, 1.6k, 1.7k, 1.3s, 1.7s, 4.1k-4.3k, 5.1k-5.5k, 6.1k, 6.2k, 7.5k, 7.7k, 7.1s, 7.8k, 7.9k, 8.1k, 8.2k, 8.3k, 8.5k, 9.1k-9.4k</u>
13. The candidate understands the importance of and the need to communicate with parents about ways they can encourage the literacy development of their child.	1. Chapters 5 & 10 text	1. Parent Brochure	<u>1.8s, 2.4s, 3.4s, 4.10s, 5.8s, 7.13s, 8.8s, 9.7s, 10.4s</u> 2b, 5c
14. The candidate understands the need to communicate with other professionals in order to learn about and share current literacy research practices.	1. Informal debriefing sessions after lessons 2. Chapter 1 & 15 text	1. Class discussion 2. Portfolio entry	<u>1.9s, 2.5s, 3.5s, 4.11s, 5.9s, 7.14s, 8.9s, 9.8s</u> 2b, 5b

Web address for state standards for grades EC – 4: www.tea.state.tx.us

Web address for Reading Professional Standards: www.reading.org

Course Format: The course format includes in-class activities, mini-lessons taught by candidates, shared literature activities, readings from textbooks, and responses in literature circles, 19.5 hours of student contact through guided reading activities and writing workshop, and professional reading in organizational journals.

Course Content: 370-Fundamental concepts and principles of reading instruction are taught with a focus on the developmental stages of reading. Word attack, comprehension, study strategies, and other aspects of a balanced literacy program are learned and applied.

Course Requirements:

- 1. Inquiry Project:** Candidates will be assigned an instructional procedure to research and teach to the class. A handout is required. **50 points**
- 2. Guided Reading Lesson:** Candidates will work with a group of students to develop their reading abilities by using the Guided Reading format. This lesson will be observed by the instructor and will be evaluated according to the rubric. All lessons must have lesson plans that must be completed and approved by the course instructor and classroom teacher before the date of the lesson. **180 points**
- 3. Guided Reading lesson plans:** Candidates will complete 10 lesson plans; one for each session with students. **50 points**
- 4. Literature Unit:** Candidates will prepare a literature unit that is based upon a theme or books by a particular author. Activities for a week will be prepared. Activities must be developed for all content areas. **50 points**
- 5. Phonics Test:** A multiple-choice/matching/short answer test designed to demonstrate the candidates' knowledge of linguistic concepts is required of all Literacy Block students. To successfully complete this course, candidates must pass this test with a minimum score of 80%. You may take the test as many times as necessary to achieve mastery; however, your first test score will be recorded and subsequent attempts will not affect your score. **50 points**
- 6. Professional Readings:** Candidates will select and read a professional article. Choices will be provided by the instructor. Information from these articles will be shared during group discussions. Note cards will be collected. **30 points**
Candidates will also jigsaw the Texas Reading Initiative Red Book Series. **30 points**
- 7. Bookshares:** Candidates will complete a bookshare form for each of 3 bookshares. One Narrative, one Multicultural, and one Expository book will be shared with the entire class. **60 points**
- 8. Professional Portfolio:** Candidates will complete at least one assignment per chapter to include in their Professional Portfolio. Additional information will be given in class. **180 points**
- 9. Professionalism:** Candidates are expected to behave in a professional manner. We will discuss professionalism in class, and you will have points deducted as a result of unprofessional behavior. **50 points**
- 10. Professional Development:** Candidates will demonstrate professional growth as well as a desire to give back to the profession through a combination of the following: attending an educational conference; attending a professional

development class; actively participating in a professional organization; attending a PTO meeting or another activity approved by the instructor. There needs to be a total of 5 hours that can be one or a combination of the above suggestions. Proof of attendance through a letter or certificate is required. You will receive 5 points for each hour for a total of **25 points**.

Expectations:

Attendance: Regular and punctual attendance is required. This is a “hands-on” course in which many of the instructional techniques are demonstrated in class and are debriefed in large and small group discussions. Attendance also demonstrates a level of responsibility and commitment that future employers like to see. **It is not a good idea to miss any class. A student may have six (3) hours of absence. Attendance is strictly required for any class period spent working with the students in the school setting. Attendance will be taken each day of class.** Tardies will be handled through the professionalism points.

Assignment due dates: It is expected that candidates will turn in assignments on time. Late assignments will not be accepted without prior arrangements with the course instructor. Professionalism points will be deducted for late work.

Points:

1. Inquiry Project	50 points
2. Guided Reading Lessons	180 points
3. Guided Reading lesson plans (10 @ 5 ea.)	50 points
4. Literature Unit	50 points
5. Phonics Test	50 points
6. Professional Reading	60 points
7. Bookshares (3 @ 20 ea.)	60 points
8. Professional Portfolio	180 points
9. Professionalism	50 points
10. Professional Development	25 points

Total points: 755

Evaluation:

A= 93 – 100%	702-755 points
B= 83 – 92%	627-701 points
C= 73 – 82%	551-626 points
D= 65 – 72%	491-550 points
F= below 65%	below 491

The instructor reserves the right to alter course requirements to better meet the learning needs and maturity levels of the preservice teachers.

Americans with Disabilities Act:

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Student Absences on Religious Holy Days Policy:

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent him/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Proposed Calendar

August:

Chapter 1
Pgs. 116-121 & 276-277
Chapter 2
***Beginning Reading
Instruction***

Theories of Literacy Learning
Guided Reading
Knowledge About Early Readers

September:

Chapters 2-4
***Promoting Vocabulary
Development***

Knowledge About Early Readers (cont.)
Instructing in Whole Groups & Small Groups

October:

Chapters 5-6
***Guidelines for Examining
Phonics & Word Recognition***

Helping Early Readers learn independently and
working with families & Working With Words

November:

Chapters 7-9
Comprehension Instruction

Knowledge About Interpretive Readers
Instructing in Whole Groups & Small Groups

December:

Chapter 10
***Research-Based Content
Area Reading Instruction***

Helping Interpretive Readers learn
independently and working with families