

**RDG 370 THE TEACHING OF READING**  
**SPRING 2008**  
**College of Education**  
**Department of Language, Literacy & Special Populations**

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 Wednesday 9:00- 12:00  
 All other times by appointment

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

**Texas Reading Initiative Language Arts Booklets.** Available at:  
<http://www.tea.state.tx.us/reading/products/products.html>

**TEKS-Reading and Language Arts (online).** Available at:  
<http://www.tea.state.tx.us>

**Course Description:** This course is designed to help candidates become informed, reflective decision makers who can translate the 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.

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <i>IRA Standards</i></li> <li>• <u>Conceptual Framework #</u></li> </ul>
The candidate:			
1. Demonstrates 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 lessons 3. Literature Unit *4. Book shares 5. Professional Reading	1. Class discussion with self-evaluation and portfolio entry 2. Lesson plans and reflections 3. Literature unit rubric 4. Book share forms including reflections 5. Article reflection and group	<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> 1.1, 1.2, 1.3, 1.4

		discussion	
2. Demonstrates 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.	<ol style="list-style-type: none"> <li>1. Responses to readings and group discussion</li> <li>*2. Guided reading lessons</li> <li>3. Literature Unit</li> <li>*4. Book shares</li> <li>5. Basal Evaluation</li> <li>6. Strategy presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion, self-evaluation and portfolio entry</li> <li>2. Lesson plans and reflections</li> <li>3. Literature Unit rubric</li> <li>4. Book share forms with evaluation</li> <li>5. Basal evaluation rubric</li> <li>6. Strategy presentation rubric</li> </ol>	<p><b><u>2.6k, 2.4s, 2.5s, 2.8s, 2.10s, 3.7s, 5.9k, 5.12s</u></b></p> <p>2.1</p>
3. Demonstrates skill in using language arts instructional strategies to help students become strategic readers and writers	<ol style="list-style-type: none"> <li>*1. Guided reading</li> <li>2. Literature Unit</li> <li>*3. Book shares</li> <li>4. Strategy share</li> <li>5. Phonics Test</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson plans and reflections</li> <li>2. Literature Unit rubric</li> <li>3. Book share forms with evaluation</li> <li>4. Strategy presentation rubric</li> <li>5. Test score of at least 80%.</li> </ol>	<p><b><u>3.9k, 3.1s-3.3s, 3.4s-3.9s, 4.1k-4.6k, 4.8k-4.10k, 4.1s, 4.9s</u></b></p> <p>2.2</p>
4. Demonstrates an awareness of diversity in student abilities, cultural backgrounds and language, and ability to use these understandings to develop appropriate instructional practices.	<ol style="list-style-type: none"> <li>1. Group discussions and responses to readings</li> <li>*2. Guided reading lessons</li> <li>3. Literature Unit</li> <li>*4. Book shares</li> <li>5. Strategy presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussion self-reflection and portfolio entry</li> <li>2. Lesson plans and reflections</li> <li>3. Literature Unit rubric</li> <li>4. Book share forms with evaluation</li> <li>5. Strategy presentation rubric</li> </ol>	<p><b><u>4.19k, 4.12s</u></b></p> <p>3.2, 3.3</p>
5. Demonstrates skills in developing students' content area literacy abilities.	<ol style="list-style-type: none"> <li>*1. Guided/shared reading for tutoring lessons</li> <li>2. Literature Unit</li> <li>*3 Book shares</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-evaluation of lessons</li> <li>2. lesson plans and reflection</li> <li>3. Literature Unit rubric</li> <li>4. Book share forms with evaluation</li> </ol>	<p><b><u>4.11k-4.18k, 4.11s-4.18s</u></b></p>
6. Demonstrates knowledge of authentic reading and writing assessment techniques and skill in using them; understands formal testing instruments (including TAKS) and demonstrates the ability to evaluate instructional materials.	<ol style="list-style-type: none"> <li>1. Group discussions</li> <li>*2. Guided reading lessons</li> <li>3. Strategy presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. Participation in discussion groups; self-evaluation</li> <li>2. lesson plans and reflections</li> <li>3. Presentation rubric</li> <li>4. Portfolio entry</li> </ol>	<p><b><u>3.1s, 3.2s, 3.11k, 4.1s, 4.21k, 5.12k, 5.1s</u></b></p> <p>3.1</p>

7. Demonstrates knowledge of children's literature, including those with multicultural emphases and skill in using trade books to teach the language arts.	1. Responses to readings and group discussions 2. Literature Unit *3. Multicultural Bookbox	1. Self-evaluation of group participation 2. Literature Unit rubric 3. Book share forms 4. Portfolio entry	<b>4.7k, 4.10s</b>  4.2
8. Demonstrates 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.	1. Responses to readings and group discussions *2 Guided Reading lessons	1. Article notes 2. Guided reading lesson plans 3. Portfolio entry	
9. Understands the framework and key vocabulary of assessment-based literacy instruction.	1. Textbook, Chapter 1	1. Class discussion	<b>1.3k, 1.5k-1.7k, 2.1k-2.4k, 3.1k, 3.2k, 3.4k</b>  3.1
10. Understands the components of a balanced literacy program.	1. Textbook, Chapters 1 & 2	1. Portfolio entries	<b>7.1k-7.3k</b>  1.4
11. Understands and uses instructional strategies of an assessment-based literacy program.	1. Textbook, Chapters 2-10 *2. Guided Reading lessons	1. Portfolio entries 2. Guided reading lesson plans	<b>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, 8.4s, 9.5s, 10.5k, 10.2s</b>  3.1
12. Articulates and uses information describing the stages of literacy development to assess and instruct students in reading and writing.	1. Textbook, Chapters 2-10 2. Guided Reading lessons	1. Portfolio entries 2. Guided reading lesson plans	<b>2.1k, 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, 9.1-9.4k</b>  1.3
13. Understands the importance of and the need to communicate with parents about ways they can encourage the literacy development of their child.	1. Textbook, Chapters 5 & 10	1. Parent Brochure	<b>1.8s, 2.4s, 3.4s, 4.10s, 5.8s, 7.13s, 8.8s, 9.7s, 10.4s</b>
14. 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. Textbook, Chapters 1 & 15	1. Class discussion 2. Portfolio entry	<b>1.9s, 2.5s, 3.5s, 4.11s, 5.9s, 7.14s, 8.9s, 9.8s</b>  5.3

Web address for state standards: <http://www.tea.state.tx.us>

Web address for IRA standards: <http://www.reading.org/advocacy/standards/introduction.html>

Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

**Course Format:**

The content of this course is delivered through in-class activities, mini-lessons taught by candidates, shared literature activities, readings from textbooks, class discussion, and lecture. 19.5 hours of student contact through guided reading activities and writing workshop are also included.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Essential:**

- 1) Developing specific skills, competencies, and points of view needed by professionals (reading specialists) in the field most closely related to this course (reading and literacy).
- 2) Learning fundamental principles, generalizations, or theories.

**Important:**

- 1) Gaining factual knowledge (terminology, classifications, methods, trends)

**Course Content:** 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) Strategy Presentation:** Candidates will be assigned an instructional strategy to research and present to the class. A handout is required. **50 points**
- 2) Literature Unit Evaluation:** Candidates will evaluate a two-week literature unit using an evaluation tool provided by the instructor. **50 points**
- 3) Phonics Test:** A multiple-choice/matching test designed to demonstrate the candidate's knowledge of linguistic concepts is required of all Literacy Methods 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**
- 4) Professional Readings:** Candidates will select and read 3 professional articles. These articles will be discussed in small-group format with each candidate leading the discussion one time. Article choices will be provided by the instructor. **3 @ 15 pts. each = 45 points**
- 5) Red Book Series Discussions:** Candidates will jigsaw the Texas Reading Initiative Red Book Series. There are 5 booklets in the series that will lead to 5 discussions. **5 @ 10 pts. each = 50 points**
- 6) Book shares:** Candidates will complete a book share form for each of 3 book shares. One will be Narrative, one Expository, and one Multicultural (which will also include cultural items presented through a book box). These books will be shared with an entire elementary classroom. **3 @ 20 pts. each = 60 points**
- 7) Guided Reading lessons:** Candidates will teach at least 5 guided reading lessons to an elementary class. Additional information will be given in class. **25 points**
- 8) Guided Reading lesson observation:** The instructor/classroom teacher will observe one guided reading lesson and that lesson plan will be graded according to a rubric. **90 points**
- 9) 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; actively participating in a professional organization (such as holding office or attending all meetings); helping at Huntsville Elementary School with after-school or evening functions (such as Spring Fling). You need to document a total of 5 hours of professional growth that can be obtained through one or a combination of the above activities. Proof of attendance is required. **25 points**
- 10) Double entry journal/quizzes/jigsaw:** Candidates will participate in various activities that will demonstrate knowledge of the subject matter. These activities will include writing double entry journals (5); taking quizzes (3) and using the jigsaw strategy (3) for classroom presentations for a total of **150 points**.
- 11) Professionalism: 50 points** You are expected to behave in a professional manner at all times!!!! Details concerning professional behavior will be given in class. The severity of the infraction is solely determined by the instructor. Most infractions will be dealt with in the following manner:
  - First offense: a warning (depending on the severity)

- ❑ Second offense: possible removal from Huntsville Elementary School for the remainder of the day (this will be considered an absence) or referral to the Academic Concerns Committee
- ❑ Third and any succeeding offenses: definite removal from Huntsville Elementary School for the remainder of the day (this will be considered an absence) and definite referral to the Academic Concerns Committee.
- ❑ **More serious offenses will be dealt with through the Office of Field Experience and/or the Chairman's office.**

**Evaluation:**

1. Strategy Presentation	50 points
2. Literature Unit Evaluation	50 points
3. Phonics Test	50 points
4. Professional Readings	45 points
5. Red Book Series Discussions	50 points
6. Book Shares	60 points
7. Guided Reading lessons	25 points
8. Guided Reading observation/lesson plan evaluation	90 points
9. Professional Development	25 points
10. Double entry journal/quiz/jigsaw	150 points
11. Professionalism	50 points
	<b>TOTAL = 645 points</b>

**Evaluation Scale:**

A = 92 - 100%  
 B = 82 - 91%  
 C = 70 - 81%  
 D = 65 - 70%  
 F = below 65%

**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 are looking for. **It is not a good idea to miss any class!! However, a student may have 3 hours of absence without penalty. Any hours missed while working with elementary students will have to be made up on your own time and at the convenience of the classroom teacher.**

**Attendance will be taken at 7:30 each Monday and Wednesday. Tardies will be handled through professionalism points.**

**ASSIGNMENT DUE DATES:** It is expected that candidates will turn in assignments on time. Late assignments will have points removed at the following rate: one-third of the points removed for one calendar day late, one-half of the points removed for two calendar days late, and no points given for any assignment more than two calendar days late; however ALL assignments must be turned in.

**ATTIRE:** All candidates must dress according to the following dress code:

## Males:

Dress shirt or knit shirt with collar (shirts must be tucked in)  
 Belt  
 Dress pants worn at the waist  
 All shoes must be worn with socks

## Females:

Dress slacks (full length, not Capri) or skirt (below the knee or longer)  
 Dress (below the knee or longer)  
 All tops must be somewhat loose fitting and cover ALL cleavage

- No midriffs showing even when arms are raised or you are sitting/squatting
- Both:
  - There can be no tattoos showing (you must cover them)
  - There can be no piercing (tongue, nose, eyebrow, etc) other than one earring in each ear
  - No sneakers or flip-flops

**Any and all infractions of the above dress code will be dealt with at the instructor's discretion and according to the guidelines under the heading "Professionalism" in this syllabus.**

### **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 himself/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.

### **STUDENTS WITH DISABILITIES POLICY**

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

### **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. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.