

Reading 535

Reading 535 Literacy Instruction in Grades 4-8
College of Education
Department of Language, Literacy, and Special Populations

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.

Instructor: Dr. Donna Azodi
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Texts: Galda, L. & Graves, M. (2007). *Reading and responding in the middle grades: Approaches for all classrooms*. New York: Pearson Education Inc.
Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12*. Portland: Stenhouse Publishers.
Buehl, D. (2001). *Classroom strategies for interactive learning 2nd Ed*. Newark: International Reading Association.

Course Description: This course focuses on the uniqueness of middle grade students and the integration of literacy skills and directly addresses how to teach those literacy skills. Credit 3.

Course Format: This graduate course in literacy instruction in the middle grades for individuals seeking teacher certification uses research and researched best practice to inform instructional practice. The course format consists of readings from the texts, the research, the use of trade books, the Internet and the media to develop reading sources, class discussion, small group activities, presentations and preparation of reading activities as well as field experience observations.

Standards Matrix: Objectives for this course follow the Conceptual Framework model developed for the Educator Preparation Program at SHSU.

Objectives/Learning Outcomes	Activities	Assessments	Standards <u>State Standards</u> Organizational Standards
The candidate has knowledge about the characteristics of middle school learners and structures with emphasis on the specialized vocabulary of middle school literacy.	Field Experience Observation Tasks Responses to readings and group discussions	Field Experience Classroom Observation Reports Participation in class discussion Test	<u>3.4k, 4.1k, 4.2k, 4.4k, 4.5k, 4.19k, 5.5k, 6.25k</u> 1, 2a, 2i, 3b
The candidate knows about current theories, processes, and principles of diverse learners' language and literacy development and the curricular approaches for teaching, writing, listening, speaking, and thinking in middle grades.	Responses to readings and group discussions Field Experience Observation Tasks Book Shares Professional Journal Article Review	Rubrics Classroom Observation Reports Small group discussion Test	<u>1.2k, 2.5k, 2.7, 2.8k, 2.9s, 2.10s, 3.11k, 3.2k, 3.3k, 5.2k, 5.3k, 5.4k, 5.7k, 5.8k, 5.4s,</u> 2a, 2b, 3a, 3b
The candidate knows a wide range of vocabulary, reading comprehension, and writing strategies that can be used instructionally with middle grade students.	Strategy Presentations Field Experience Observation Tasks Use the writing process to produce a process paper Present guided reading and direct instruction reading activities Inquiry Paper and PowerPoint Presentation Responses to readings and group discussions	Test Strategy Presentation Rubric Inquiry Paper Rubrics Classroom Observation Reports	<u>1.7s, 2.2s, 3.5s, 3.6s, 3.9k, 3.10k, 4.6k, 4.3s, 4.4s, 4.5s, 4.7s, 4.8s, 4.9s, 4.11s, 4.13s, 4.15k, 4.14s, 4.16s, 4.17s, 4.18s, 5.2k, 5.3k, 5.4k, 5.5k, 5.7k, 5.8k, 5.9k, 5.3s, 5.4s, 5.7s, 5.8s, 5.10s, 5.12s, 6.1k, 6.2k, 7.5k, 8.2s, 8.4s, 8.7k,</u> 2b, 3b, 3c
The candidate examines reading sources for the middle grades classroom.	Preview of literature text Review of software for texts and web sites for language arts development Using Popular Media- The use of picture books and poetry- The use of trade books, young adult novels, and	Preview of text Information sheet for technology Picture book lesson How to use the textbook Author search/Annotated	<u>2.3s, 2.6k, 4.12s, 4.16s, 4.17s, 2.9k, 1.1ok, 2.10k, 2.11s, 3.11s, 4.2k, 4.19s, 5.14s,</u> 2b, 3c

	multicultural books- Content area reading-	Bibliography Reading log Class discussion	
The candidate knows how to communicate progress in literacy development effectively with parents.	Handouts and class discussion	Parent letter	<u>1.12s, 2.12s</u> 5c

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

Web address for specialty organization: ACEI

Course Requirements:

1. Reading Assignments (180) Candidates will be assigned chapters of the texts to read and will be held accountable for information through professional reading reflections and in-group discussion format.
2. Inquiry Project (100) Students will select a topic related to the reading process for middle grade students and will research through the use of multiple sources information on the topic. Candidates will prepare a PowerPoint presentation and a handout for each class member.
3. Strategy Mini-lesson (50) Candidates will present a teaching strategy to the class that can be used with students in the middle grades. Selections will be made from the Buehl text.
4. Classroom Observation Reports (200) Candidates will complete a minimum of 15 hours of classroom observation in middle grade settings following the Classroom Observation Task Guides and will complete 4 Classroom Observation Reports.
5. Professional Reading and Discussion (25) Candidates will select and read one article from either The Journal of Adolescent Literacy, Voices in the Middle or English Journal or other comparable journals in the candidates' content areas that relates to this course. Information from the article will be shared in class. A copy of the article will be submitted with the summary.
6. Read Aloud Presentation (50) Candidates will select a picture book suitable for presentation to middle grade students and provide a read aloud presentation and discussion with classmates.
7. Annotated Bibliography (150) Candidates will select 2 narrative fiction, 2 nonfiction (expository and narrative) and 1 book of poetry. Students will develop an extended annotated bibliography for these books. In addition to a summary of the book and any interesting features, candidates will evaluate the book according to what they liked and did not like as well as a brief discussion of the author's craft.
8. Evaluation of Internet website resources for middle grade classrooms (20) Candidates will complete a matrix evaluating a minimum of four website resources.
9. Final Exam (100) This test will cover topics from the books, field experience observations and classroom discussions.

LATE PAPERS AND PROJECTS ARE NOT ACCEPTED WITHOUT PRIOR APPROVAL FROM THE PROFESSOR. ALL ASSIGNMENTS MUST BE COMPLETED TO RECEIVE A GRADE.

Reading Assignments	180
Inquiry Project	100
Strategy Mini-lesson	50
Classroom Observation Reports	200
Professional Reading and Discussion	25
Read Aloud Presentation	50
Annotated Bibliography	150
Evaluation of Internet resources	20
Final Exam	100
Total Possible Points	875

Evaluation:

A = 92-100%	805-875
B = 85- 91%	744-804
C = 75-84%	656-743

Reminders: Please turn your cell phones off during class; let the professor know if there is a reason you may need to leave your phone on during a particular class period.

The professor reserves the right to alter course requirements to better meet the learning needs of the class members.

IDEA Evaluation – Note these objectives are identified as being target objectives for Reading 535:

- Learning to apply course material to improve thinking, problem solving, and decisions
- Learning fundamental principles, generalizations or theories
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

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 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.

DISABLED STUDENT POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual 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. Disabled students 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.