

**RDG 370/380/390**  
**THE TEACHING OF READING**  
**READING & THINKING THROUGH THE LANGUAGE PROCESSES**  
**LITERACY ASSESSMENT AND INSTRUCTION**

*RDG 370/380/390 are required courses for the Elementary Certification Reading/Language Arts programs.*

*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**

**Instructors:**

**Dr. Joyce K. McCauley**

Teacher Education Center 220

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Other times by appointment

**Mrs. Kathleen O. Dalton**

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Office hours: T, Th 6:30 – 8:00 A.M. at Reaves Elementary in Conroe

Other times by appointment

**Text/Readings:**

Cooper, David J. Literacy: Helping Children Construct Meaning. 6<sup>th</sup> Edition

Walker, Barbara J. Techniques for Reading Assessment and Instruction

Bader, Lois A. BADER Reading and Language Inventory, Fifth edition.

Texas Reading Initiative Language Arts Booklets.

Available: <http://www.tea.state.tx.us/reading/products/products.html>

Handouts (on Blackboard)

TEKS-Reading and Language Arts. (on-line). Available: [www.tea.state.tx.us](http://www.tea.state.tx.us)

**Materials:**

Set of magnetic letters (upper and lower case)

8 ½ X 11 or larger wipe off board

Folders with brads and pockets

Colored marking pens

**Course Description:**

These courses are designed as a field based reading language arts methods course. As such, a high degree of professional commitment from candidates for certification is expected. At the conclusion of the course the candidates should understand the relationship between reading/language arts and the literacy experiences of children in grades Pre-K through 8 and the interconnectedness of content area knowledge and pedagogy. They should also understand and use a variety of assessment tools that will guide literacy instruction.

**Course Format:**

The content of this course is delivered (both online and face-to-face) through lecture, self-study, and collaborative groups. In addition, candidates work with mentor teachers in elementary and middle school classrooms for a

**minimum of 60 hours** to apply the concepts, theories, and strategies discussed in class. The professors' instructional focus is to assist certification candidates in the process of becoming reflective practitioners.

**Standards Matrix:** Highlighted activities indicate that candidates in SHSU's educator preparation program interact with K-8 public school students in a public school classroom in order to complete this activity.

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <u>ACEI Standards</u></li> <li>• <b>NAEYC Standards</b></li> </ul>
#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.	Responses to readings and group discussions *Writer's workshop Demonstrates understanding of theories, processes, and principles. *Literature Kit. *Performing Text	Discussion rubric  Writer's Workshop rubric Quizzes  Lit Kit rubric  Performing Text Rubric	<u>001, 002, 004, 007, 008, 009, 010, 011, 012, 014, 015, 018, 019</u>  <i>1, 2a, 2b, 2i, 3a, 3d, 5b</i>  <b>1</b>
#2 Candidates demonstrate knowledge of current approaches for teaching reading and writing, listening and speaking, and the components of a balanced literacy program.	Responses to readings and group discussions *Writer's workshop *Book shares  Strategy shares  Red Book presentation	Discussion rubric Mentor Evaluation Writer's workshop rubric Book share reflection Strategy rubric Red Book Rubric	<u>003, 005, 008, 009, 010, 019</u>  <i>1, 2b, 2i, 7.1k-7.3k</i>  <b>1</b>
#3 Candidates demonstrate skill in using language arts instructional strategies and knowledge of the Texas Essential Knowledge and Skills (TEKS).	*Writer's workshop *Book shares Strategy shares and mini lessons for writer's workshop  Strategy shares	Lesson plan rubric Mentor Evaluation Book share reflection  Writer's workshop rubric  Strategy rubric	<u>001, 002, 003, 004, 005, 013, 017, 019</u>  <i>1, 2a, 2b</i>  <b>4b, 4c, 4d</b>
#4 Candidates demonstrate awareness of diversity in students abilities, cultural backgrounds, and language, and ability to use these understandings to develop appropriate instructional strategies and practices.	*Writer's workshop *Book shares Strategy demonstrations *Mini lessons for writer's workshop and tutoring * Literature Kit	Lesson plan rubric Mentor Evaluation Writer's workshop rubric  Book share reflection  Strategy rubric  Lit Kit rubric  Case Study	<u>003, 018</u>  <i>2b, 3d 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 3a.5</i>
#5 Candidates demonstrate a knowledge of interesting and grade appropriate trade books for children.	*Lesson Plan  * Literature Kit	Lesson plan rubric  Lit Kit rubric  Mentor Evaluation	<u>003, 018</u>  <i>2b, 3b</i>
#6 Candidates demonstrate an ability to reflect on their own learning processes, seek answers to questions, and participate in and lead collaborative tasks.	Responses to readings and group discussions  *Writer's workshop *Book shares *Literature Kit. *Reflections on learning experiences in mentor teacher's classroom *School service Reflection & Implementation Community Based Learning Project	Discussion rubric  Writer's workshop rubric  Book share reflections  Lit Kit rubric  School service Rubric Community Based Learning reflection	<i>2b, 5b, 5d</i>

# 7 Candidates understand the framework and key vocabulary of assessment-based literacy instruction.	Responses to readings and group discussions	Discussion rubric  Quiz	1.3k 1.5k-1.7k, 2.1k-2.4k, 3.1-3.2k 3.4k 2b, 4, 5
# 8 Candidates understand the need for and use of a variety of assessment tools (formal and informal) and techniques and are able to determine the reading level of a student in order to provide reading/writing instruction.	*Study & administration of informal assessment tools and techniques  Response to readings and group discussions	*Student samples of completed assessments  Assessment forms  Assessment conference  Case Study  Discussion rubric  Quiz	1.8k, 3.3s, 4.9s, 5.4k, 5.7s 6.3k, 6.1s, 7.1s, 7.10k, 9.6k, 9.1s, 10.1k, 10.2k, 10.4k, 10.7k, 10.1s, 10.2s, 10.3s  2b, 4,5  <b>2, 4d</b>
# 9 Candidates articulate and use information describing the stages of literacy development to assess and instruct a student in reading and writing.	Responses to readings and group discussions  Assessment results  *Lesson plans *Case Study	Discussion rubric  Preliminary assessment reports  Case Study Report	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, 7.7s, 7.8k, 7.9k, 8.1k, 8.2k, 8.3k, 8.5k, 9.1k-9.4k <b>2, 4b</b>
# 10 Candidates understand the importance of communicating with parents about ways they can encourage the literacy development of their child.	*School service-Parent Night	Parent letters & literacy brochure  School service rubric	1.8s, 2.4s, 3.4s, 4.10s, 5.8s, 7.13s, 8.8s, 9.7s, 10.4s  <b>2, 4a</b>
# 11 Candidates understand the need to communicate with other professionals in order to learn about and share current literacy practices.	School literacy coach presentation and group discussion  *Informal debriefing sessions after tutorials with classroom teacher	Student samples of assessment  Mentor evaluation	1.9s, 2.5s, 3.5s, 4.11s, 5.9s, 7.14s, 8.9s, 9.8s  2b, 5b  <b>5</b>

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

Web address for ACEI standards: [www.udel.edu/bateman/acei/index.html](http://www.udel.edu/bateman/acei/index.html)

### Course Content:

This course is designed to help you become an informed, reflective decision maker who can translate understandings of literacy processes and methodology into appropriate instructional decisions for children. Specifically, this course will develop your:

1. Knowledge of the theories, processes, and principles of children's language and literacy development from emergent through fluent level readers and writers, listeners and speakers.
2. Knowledge of current approaches--basal reader, language experience, and literature-based, the integrated language arts, thematic, writing workshop, creative expression and performing text--for teaching reading and writing, listening and speaking.
3. Skill in using language arts instructional strategies. You will learn various strategies for helping children become strategic readers and writers.
4. Awareness of diversity in student abilities, cultural backgrounds and language, and ability to use these understandings to develop appropriate instructional practices
5. Knowledge of children's literature, including those with multicultural emphases, and skill in using trade books to teach the language arts.
6. Ability to use the most current research to reflect on your own learning processes, seek answers to questions, and participate in and lead collaborative tasks.
7. Knowledge of the degree and probable causes of children's difficulty with classroom reading/writing processes.
8. Skill in using a range of assessment techniques to determine student's literacy strengths and needs.
9. Ability to communicate student strengths and needs with colleagues and parents.
10. Ability to identify, select, and implement instructional strategies appropriate for meeting students' assessed needs.

**Course Requirements:**

- 1) **Professionalism.** You are currently in a professional course of study in which you are preparing to be a teacher, accountable to and for our priceless children, their parents, your colleagues, and administrators. This is not a responsibility that can be taken lightly. It is expected that your joyful and enthusiastic **participation** in activities as well as positive **attitudes and dispositions** toward learning be exhibited throughout your teacher preparation program. Reaves Elementary School is our host school for this course. You are a guest in this school. That means your attitude and behaviors are those of the perfect guest: You look for the good things, you're cheerful and enthusiastic, and you show that you're grateful to be here. In this course, everyone begins the semester with 50 points, the maximum for exemplary professional behavior. Loss of points can be the result of absences, tardies, unfinished or poorly prepared work, poor communication between your colleagues or mentor teachers, negative attitudes, lack of initiative, impatience, rudeness, or other unprofessional behavior. A loss of 5 points for each such occurrence can be expected. More points can be lost depending on the seriousness of the infraction. In addition, loss of most or all professionalism points will result in the submission of a note to the College of Education's Professional Concerns Committee. Solely the professors and your mentor teachers determine the final total of professionalism points. **NOTE:** If all professionalism points are lost, the final grades for RDG 370/380/390 cannot be higher than a D.
- 2) **Attendance.** This is a "hands-on" course in which many of the instructional techniques are demonstrated in class, applied in elementary classrooms, and debriefed in large and small group discussions. Your participation and contributions are vital to your success. Therefore, regular and punctual attendance is expected. Attendance also demonstrates a level of responsibility and commitment that is expected of a professional. **More than two absences will necessitate a drop of one letter grade in the final course grade for each class missed.** Tardies and early departures are recorded. Two such occurrences are the equivalent of one absence. It is your responsibility to inform the professor of late arrival **before that class session ends** so the tardy is not recorded as an absence.
- 3) **Assignments.** All assignments must be completed and are due at the beginning of the class period on the date assigned. Submission of work at any other time that day will be considered late. All assignments not submitted on time/due date will reduce Professionalism Points by 5 points each. Poorly completed or incomplete assignments in need of revisions deduct 2 points each.
- 4) **Typing format.** Typed assignments are to be 10 -12 point, Times font, and 1 inch margins on all sides — including the top. Single-space all papers.
- 5) **Quizzes.** Quizzes covering text and lectures will be given.
- 6) **School Service Project.** To show our appreciation to O.A. Reaves Elementary School faculty and administrators, each student in the Reading Block will contribute two hours of time to improve the school in some way or assist with a school-wide project. One such project for Fall semester is the Reaves Family Night.
- 7) **Chapter Readings.** You will be assigned to read chapters from your course text and will be expected to discuss and review the material with your colleagues during study group sessions.
- 8) **Lit Kit.** A Literature Kit is a themed instructional plan using children's literature—fiction, non-fiction, poetry, songs, and plays—to develop children's reading and writing abilities. Detailed directions will be forthcoming.
- 9) **Community Based Learning.** **In addition to our service to the school, it is also required that you to find a need in our community that can be met through the application of the knowledge and skills you gain in this course. One such project is the Chicken Soup Group at Forum, a retirement home in the Woodlands. More details for this five-hour commitment will be given later.**

**PRACTICUM.** A minimum of sixty hours of practicum is required for this blocked course. This component is NOT observation. You will be expected to be an active assistant and learner in these classrooms. Your University professor and mentor teachers jointly oversee all practicum experiences. The required school practicum experiences represent a collaborative effort by your host school mentor teachers and university faculty to meet program, state, and national standards as well as district goals. These experiences listed below constitute over 50% of your course grade:

- 10) **Writer's Workshop.** You will take several children through the writing process (prewriting, drafting, revising, editing) that will result in the publication of their own books. Lesson plans and detailed narratives will be kept. The final session will be an Author's Celebration. This event will feature the children reading their books to an invited audience of children, parents, and teachers. Evaluation: Writing Process rubric.
- 11) **Sharing Books with Children.** The purpose of this experience is to give you a chance to teach literacy through children's literature. Although you may be reading books to children several times a week, you only need to formally document (by filling out a Book Share form) four of such sessions. Book Share #3 is video taped. These Book Share forms must be turned in on specific dates. See Schedule for due dates. Evaluation: Book share rubrics.
- 12) **Developing and Teaching a Literacy Lesson.** You will develop a lesson to teach to your mentor's class. This lesson will be taught twice, evaluated by a teaching team, and recorded on video. (NOTE: Use VHS, not digital, when recording this lesson and Book Share #3.) Evaluation: Lesson Plan rubric and Mentor Teacher Lesson Evaluation.
- 13) **Developing and Producing a Performing Text.** You will develop and produce a Performing Text based on an expository book. The children in your mentor's classroom will participate in the performance. Evaluation: Performing Text rubric
- 14) **Emily Cobbs Assignment.** You must invite a family member to observe you teach one lesson (not during Teach Week) at Reaves Elementary School. Further explanation will be given in class.
- 15) **Preliminary Assessment Reports.** You will gather background information, administer literacy assessments, interpret assessment results, determine strengths and weaknesses, and recommend instructional strategies for two students. Further explanation will be given in class.
- 16) **Case Study Reports.** After completing preliminary assessment reports, you will select developmentally appropriate materials to meet students' learning needs and develop and teach lessons based on the results of the assessments. More information will be forthcoming on the case study format.
- 17) **Vocabulary.** Every subject matter has its own vocabulary. Literacy assessment and instruction are no exception. Without background knowledge of this vocabulary, it is difficult for the reader to comprehend the text or speak to colleagues succinctly about the subject matter. The vocabulary will be tested and used in class discussion.

**POINTS:****Final Point Totals**

*Professionalism	50	450 - 500 = A
Quizzes (5 x 10 pts)	50	400 - 449 = B
*Book Shares (4 x 10 pts)	40	350 - 399 = C
Strategy Presentation (Comprehension or Vocabulary)	10	300 - 349 = D
*School Service Project	10	Below 300 = F
Chapter Group Discussions (5 x 5pts)	25	
Chapter Icon Responses (5 X 5pts)	25	
Personal Book Writing	20	
Lit Kit	25	
*Child's Writing Process Lesson Plans	25	
*Child's Writing Process Final Report	20	
*Literacy Lesson Plan (1st plus 2nd try)	30	
*Teaching the Lesson	30	
*Mentor Teacher Final Evaluation	10	
Community Based Learning	10	
Emily Cobbs Assignment	10	
*Performing Text	10	
*Tutoring Lesson Plans	20	
*Case Study		
Part 1: Preliminary Assessment	30	
Part 2: Final Report	30	
Red Book Presentation	20	
<b>TOTAL POINTS</b>	<b>500</b>	

\* Field experiences = 305/500 points

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

**Expectations:**

Given the heavy emphasis on discussion and engagement, attendance is a requirement. In addition, mastery of the dispositions at the Emerging Competence Level is an expectation for this course. It is your responsibility to make these dispositions visible by showing that you do indeed consistently value and practice them. (Details will be forthcoming.) Failure to demonstrate these dispositions will result in a referral to the Professional Concerns Committee.

**Portfolio:**

As you take your courses in the Teacher Preparation Program, you are expected to be compiling a professional portfolio. There are certain items from the RDG 370/380/390 courses that are you are **REQUIRED** to include in your final portfolio during Student Teaching. These items are:

- Lesson Plan
- Literature Kit
- Mentor Teacher Evaluation
- Book Share #1, #2, or #3
- Case Study Report
- Dispositions Evaluation and Signature Page
- Guided Reading Lesson

**Disability Statement:**

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

**Religious Holy Days Policy**

In order to be excused from a scheduled class for a religious holy day, students must present, within the first 15 days of the semester, a written statement describing the holy day. Work missed, including practicum time with the children, must be completed (with written agreement of the professor, Clinical Instructor, and mentor teacher) within a reasonable time after the absence.

**NOTE:**

All students enrolled in education courses with a field experience component in the public schools are required to **APPLY** at the beginning of the semester to the Educator Preparation Program before beginning their first field experience. Currently, applications are located outside TEC Rm 213. Applications are to be submitted to the Associate Dean's office with a check for \$75.00 made out to SHCPDEP (Sam Houston Center for Professional Development and Educational Partnerships), and a criminal history background check release, unofficial transcript, and unofficial degree plan attached. Failure to do so will result in students not receiving credit for the course and not being allowed to complete their field experience. Compliance with this policy assures our partnership schools that criminal history background checks are initiated for all students participating in field experience in the public schools.