

**RDG 370/390-The Teaching of Reading/Reading & Thinking through the Language
Process (Language Arts Methods)**

College of Education

Department of Language, Literacy & Special Populations

Fall 2007

RDG 370/390/380 is a required course for the Elementary Certification EC-4 Reading/Language Arts program

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.

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Office Hours Tuesday
7:30 am -8:00am Samuel W. Houston Elementary, Huntsville, Texas
3:30pm-4:00 pm Samuel W. Houston Elementary, Huntsville, Texas

Wednesday
9:00 am-4:00 pm TEC 107 E

Thursday 2:00 pm- 3:00 pm Lynn Lucas Middle School, Willis, Texas

Other times by appointment

Text/Reading: Tompkins, G. E. (2006). *Literacy for the 21st Century (4th ed)*. Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Tomkins, G.E. (2004). *50 Literacy Strategies Step by Step*. Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Course Description:

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

Standards Matrix:

Objectives/Learning outcomes	Activities (* indicates field based)	Performance Assessment	Standards: State Standards <i>ACEI Standards</i>
Candidates will demonstrate their knowledge of theories, processes, and principles of children's language and literacy development from emergent through fluent	Responses to readings and group discussions Writer's workshop Guided and shared reading or tutoring sessions	Participation, assessment of responses Rubric assessing product and reflection on teaching. Student produced book.	001, 002, 004, 007, 008, 009, 010, 011, 012, 014, 015, 018, 019 <i>1, 2a, 2b, 2I, 3a, 3d, 5b</i>

level readers, writers, listeners and speakers.	Literature Unit Booktalks	Lesson plans and reflections Unit, lesson plans, reflection, language chart and student products	
Candidates demonstrate knowledge of current approaches-basal reader, language experience, and literature-based, the integrated language arts, thematic, writing workshop, creative expression, content area literacy and participatory text-for teaching reading and writing, listening and speaking.	Responses to readings and group discussions Writer's workshop Guided and shared reading or tutoring lessons. Literature unit Booktalks Strategy mini lessons	Participation, rubric assessment of responses Rubrics assessing product and reflection on teaching. Student produced book. Lesson plans and reflections Unit, lesson plans, reflection, language chart and student products Written analysis of basal readers	003, 005, 008, 009, 010, 019 <i>1, 2b</i>
Candidates demonstrate skill in using language arts instructional strategies and knowledge of the Texas Essential Knowledge and Skills (TEKS). You will learn various strategies for helping children become strategic readers and writers.	Writer's workshop Guided and shared reading or tutoring lessons. Literature unit Booktalks Strategy mini lessons	Rubric assessing product and reflection on teaching. Student produced book. Lesson plans and reflections Unit, lesson plans, reflections, language chart and student products. Classroom presentations	001, 002, 003, 004, 005, 013, 017, 019 <i>1, 2a, 2b</i>
Candidates demonstrate knowledge of authentic reading and writing assessment techniques and skill in using them; understanding formal testing instruments, including TEKS; and ability to evaluate instructional materials.	Responses to reading and group discussions Writer's workshop Guided and shared reading or tutoring lessons Literature unit Booktalks Inquiry projects	Participation, rubric assessment of responses Rubric assessing product and reflection of teaching. Student produced book. Lesson plans and reflections Unit, lesson plans, reflection, language charts and student products	006, 007 <i>2b, 4</i>
Candidates demonstrate knowledge of interesting trade books for children, including those with multicultural emphases.	Literature unit Booktalks	Unit, lesson plans, reflections, language charts and student products	003, 018 <i>2b, 3b</i>

		Lesson plans	
Candidates demonstrate an ability to reflect on your own learning processes, seek answers to questions, and participate in and lead collaborative tasks.	Responses to readings and group discussions Writer's workshop Guided and shared reading and tutoring lessons Literature unit Booktalk Inquiry project	Participation, rubric assessment of responses Rubrics assessing product and reflection on teaching. Student produced book. Lesson plans and reflections Unit, lesson plans, reflection, language chart and student products	<i>2b, 5b, 5d</i>
The candidate understands the framework and key vocabulary of assessment-based literacy instruction	Chapter 1 text	Quiz Vocabulary Words	<i>1.3k, 1.5k, 1.6k, 1.7k, 2.1k, 2.2k, 2.3k, 2.4k, 3.1k, 3.2k, 3.4k</i> <i>2b, 4, 5</i>
The candidate understands the need for a variety of assessment tools and techniques and examines the rationale for and how to use specific informal assessment tools and techniques to determine the reading level of a student in order to provide reading/writing instruction.	Study of informal assessment tools and techniques of observation, interest inventories, checklists, writing samples, conferences, informal reading inventories, retelling Chapters 2, 3, 10 of text, results of informal assessments, formative assessment statement	Quiz Student samples of Assessment Formative results from assessment tools	<i>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</i> <i>2b, 4, 5</i>
The candidate understands the components of a balanced literacy program.	Chapter 4 text	Quiz Lesson plans	<i>7.1k, 7.2k, 7.3k</i> <i>1, 2b, 2i</i>
The candidate understands and uses instructional strategies of an assessment-based literacy program.	Chapter 4 text Construct lesson plans based upon results	Formative results from assessment tools Lesson plans	<i>1.4s, 1.7s, 2.1s, 2.2s, 2.3s, 3.2s, 4.1s, 4.9s, 5.3k, 5.5k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 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</i> <i>3a, 5</i>
The candidate articulates and uses information describing the stages of literacy development to assess and instruct a student in reading and writing.	Chapters 5, 6, 7, 8, & 9 Assessment results Lesson Plans Case Study Report Conference	Quiz Assessment results Lesson Plans Summative evaluation Case Study Report	<i>1.2k, 1.3k, 1.6k, 1.7k, 1.3s, 1.7s, 4.1k, 4.2k, 4.3k, 5.1k, 5.2k, 5.3k, 5.4k, 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, 9.2k, 9.3k, 9.4k</i>
The candidate	Chapter 11	Quiz	<i>1.8k, 9.6k, 9.1s, 10.1k</i>

understands the rationale for and the use of formal and standardized tools of assessment.			<i>2b, 4</i>
The candidate understands the importance of and the need to communicate with parents about ways they can encourage the literacy development of their child.	Assessment and instruction of their child Pamphlet/Brochure	Lesson Plans Pamphlet/Brochure	<i>10.4s</i> <i>2b, 5c</i>
The candidate understands the need to communicate with other professionals in order to learn about and share current literacy research practices.	Debriefing session after tutorials Chapter 12	Quiz	<i>1.9s, 2.5s, 3.5s, 4.11s, 5.9s, 7.14s, 8.9s, 9.8s</i> <i>2b, 5b</i>

Course Format:

The content of this course is delivered through lecture, self-study, and collaborative groups. In addition, candidates work with mentor teachers in elementary and intermediate school classrooms to apply the concepts, theories, and strategies discussed in class. The instructor's focus is to assist certification candidates in the process of becoming reflective practitioners.

Course Content'

This course is designed to help you become an informed, reflective decision maker who can translated understandings of literacy processes and methodology into appropriated instruction decisions for children. Specifically, this course will help you:

1. Knowledge of theories, processes, and principles of children's language and literacy development from emergent through fluent level readers, 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 participatory text—for teaching reading and writing, listening and speaking.
3. Skill in using language arts instructional strategies and knowledge of the Texas Essential Knowledge and Skills (TEKS). 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 authentic reading and writing assessment techniques and skill in using them; understanding formal testing instruments, including TAKS and ability to evaluate instructional materials.
6. Knowledge of interesting trade books for children, including those with multicultural instructional materials.
7. Ability to reflect on your own learning processes, seek answers to questions, and participate in and lead collaborative tasks.

Course Requirements:

School Service. A minimum of 30 hours of school service is required for this blocked course. This component is NOT simply observation—you will be expected to be an active assistant and learner at these sites. **Samuel W. Houston** Elementary School is the site for our school service. To a large degree your service to the children will be individualized, there will be some activities everyone will need to document. Your school service activities required of all 370/390 block candidates:

1. 30 hours observation instruction time in one classroom, under the direction of a mentor teacher.
2. Additional hours as needed (special arrangements will need to be made with your mentor teacher) in order to complete the writing process assignment.

Specific Assignments

1. **Writer's Workshop:** With input from your mentor teacher, you will take a small group of students through the stages of the writing process. You will be responsible for planning sessions, observing the children's as they go through the process, reflecting on the learning (both your own and the children's), and producing two published pieces, one for the child to take home and a copy for me. Additionally, you will produce an analysis of the child, the process, and your own learning, and produce a brief report for your mentor teacher and the child's parents. Specific requirements will be explained in detail and a rubric for assessment will be explained. **(75 points)**
2. **Guided or Shared Reading or Tutoring Session:** Working with an individual child or a small group of children, conduct guided reading lessons, (shared reading or tutoring sessions may be substituted depending on grade level with which you're working and the specific literacy needs of the children with prior approval of the professor). Specific guidelines will be explained in detail and a rubric for assessment will be developed. **(75 points)**
3. **Basal Exploration:** Working in pairs, during a school visit, (basal are also available in the TEC if you are unable to do this assignment at your school) borrow the basal reader and the teacher's manual from one of the teachers and complete the exploration assignment. Come to class reading to discuss what you found out. **(10 points)**

Course Requirements

- A. **Attendance and Participation. Regular and punctual attendance is expected.** This is a "hands-on" course in which many of the instructional techniques are demonstrated in class, applied in 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. **A candidate will not be penalized for six or fewer hours of absence when assignments have not been missed. However More than one absence will necessitate a drop of one letter grade in the final course grade for each class missed. Tardies and early departures are recorded.**
- B. **Introductory Letter.** In this course you will be learning what constitutes purposeful literacy experiences for boys and girls. In order to model one of these experiences, I would like to enlist your help. Because I have such a short time to get to know each of you, I am asking you to have someone who knows you well (your mother, your father, an older sibling, aunt, uncle, grandparent or guardian) write me a letter of introduction. In this letter the writer may wish to tell me of their memories of how you began reading and writing. It may be a memory of a special book that was read aloud to you by a love one or the first time you wrote a letter or drew a picture for a grandmother. (After all our first drawings and works of art were our first compositions.) The writer may want to tell me why you would be a good teacher of reading and writing. I will be compiling letters in a book for the entire class to share. In this way, I hope each of us will learn enough about the unique experiences each of you bring to this class. Because I have seen many effective early childhood and elementary school teachers prepare a similar "class book," I am hopeful that you will be able to use this experience as an example of how one might prepare an environment for readers and writers.

- C. **Multigenre Writing Assignment.** It's a collection of pieces written in a variety of genres, informed by your research on a particular subject, that presents one or (more likely) more perspectives on a research question or topic. A multi-genre paper is personal, creative, and can't be copied from some other source. It involves you, as a writer, making conscious decisions about what information is important and how it should be presented to the reader. A multigenre paper is-not a haphazard collage of disjointed stuff; you must connect the genres and what they represent with a central, significant theme (a thesis). Your creative efforts must be informed by solid research, including research about the genres themselves.
- D. **Reading/Writing Workshop.** We will participate in reading/writing workshops as a class to practice our craft and develop our writing process strategies. You will be expected to turn in 4 “published pieces” including a multigenre writing assignment, a literacy history, “My Name” narrative, and an “I Am” poem. Prewriting experiences will be also required. Rough draft attempts as a result of the experience need to be saved and turned in at the end of the semester. The published pieces and the literacy history will be finished copies and will be graded for mechanics. Other writing activities will be part of the class experience but will not be evaluated formally. A minimum of 3 pages of writing each week should be completed outside of class. **Other assignments will ask that you reference a variety of children’s literature that you are reading to complete assignments.**
- E. **Double Entry Journal.** Along with the connections you make, you must tell me how you might use this in your future classroom. You will be expected to discuss the chapter readings with your colleagues in a group setting. **These double entry journal responses replace exams over the required reading. They will be graded for exam level understandings. It is critical that you not fall behind on this assignment.**
- F. **Strategy Mini Lesson** –Students will choose one (1) strategy and prepare a 5-10 minute mini lesson to present to the class. A copy of your lesson plan along with a justification for this lesson will be given to all members of the class.
- G. **Literacy Inquiry Project** – Working with a partner you will participate in an Inquiry project. Specific information will be distributed separately. You will be responsible for presenting this project to the class including a demonstration lesson where appropriate. A 1-2 page handout will accompany this presentation in addition to a reflection and analysis of the project. Complete instructions will be provided.
- H. **Phonics Mastery Quiz** – Given the increased emphasis on phonics by policy makers and curriculum specialists we will give a concerted effort to understanding what all the fuss is about. You will be given a phonics test that you must master with 80%. You will retake the test until you master it.
- I. **Writer’s Workshop** – You will complete the writing process and produce a published work during this class. All parts of the writing process will be turned in with the published book.
- J. **Basal Exploration** – Working in pairs, during a school visit, borrow the basal reader and teacher’s manual from one of the teachers and complete the exploration assignment. Come to class ready to discuss what you found out.
- K. **Literature Unit** – You will plan and develop a five-seven day literature unit. You will be responsible for a unit plan, individual lesson plans, student journals and language chart, a rubric for how you will assess and a reflection on your learning and teaching. Specific guidelines will be explained in detail.
- L. **Book talk** – The purpose of this assignment is to give you a chance to teach literacy through children’s literature. A book share will be done for the Sam Houston students during class and may be done during your observation class.

- M. **Reflection Paper** – A 2-3 page paper will be turned in on the last day of class reflecting on your learning in this class. Complete instructions will be provided.
- N. **Lesson plans MUST** be complete before working with the students and your reflections done after the session. All lesson plans will be turned in.
- O. **Literature Unit:** Develop, plan, and carry out a three to five day literature unit. You will be responsible for a unit plan, individual, lesson plans, student journals and language chart, a rubric for how you will assess and a reflection on your learning and teaching. Specific guidelines will be explained in detail and a rubric for assessment will be developed. Units will also be shared with your fellow teacher candidates at the end of our teaching experience. **(85 points)**

School Service – A minimum of thirty hours of school service is required for this blocked course. This component is NOT simply observation—you will be expected to be an active assistant and learner in these classrooms. The following are school service experiences required of all preservice teachers.

Grading Scale

Professionalism	
Attitude, Participation & Attendance	40 pts.
Professional affiliation/conferences	25 pts
Introductory Letter	10 pts
School Service	30pts
Writers Workshop	
Narrative/Memoir	25 pts
Multigenre Interview	25 pts
My Name	25 pts
I Am poem	15 pts
Strategy Mini Lesson	20 pts
Quizzes 4 @ 20	60 pts
Double Entry Journal 4@25	100 pts
Jigsaw 3 @15	45 pts
Inquiry Project	40 pts
Phonics Master Quiz	50 pts
Basal Exploration	10 pts
Writing Workshop (elementary students)	75 pts
Literature Unit	85 pts
Guided Reading/Tutoring	75pts
Reflection Paper	20 pts

Total Points

775 points

A grade of C or better must be obtained in RDG 370/390 in order to register for Method's block. The instructor reserves the right to alter course requirements to better meet the learning needs and maturity levels of the preservice teachers.

Evaluation

- 96-100%= 2 A's
 95-92%= 1 A and 1 B
 91- 87%= 2 B's
 86-82%= 1 B and 1 C
 81-78%= 2 C's

A friendly reminder.....please turn off your cell phones before leaving your cars.

American 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 Day 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 assignment and/or examinations are to be completed.