

Sam Houston State University
College of Education
Department of Language Literacy and Special Populations
Fall 2007

RDG 370/380/390

Tuesday/Thursday 8:00 -2:00 (Madisonville)

This is a required course for Reading/Language Arts Specialization

Through programs dedicated to collaboration 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.

Department: Language, Literacy, and Special Populations

Course Number/Title RDG 370: The Teaching of Reading

Texts: Tompkins, Gaile E. (2003). *Literacy for the 21st Century*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Savage, J. (2001). *Sound it out: Phonics in a balanced reading program*. Boston: McGraw Hill.

Cooper, D. J. & Kiger, N. D. (2001). *Literacy Assessment: Helping Teachers Plan Instruction*. Boston: Houghton Mifflin Company.

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

TEKS-Reading and Language Arts. (On-line). Available: www.tea.state.tx.us or www.tenet.edu/teks/languagearts

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Office Hours: M/W: 7:00-8:00 at Stewart ; 11:00-12:00; 1:00-4:00
T/Th: 7:00-8:00 in Madisonville or by appointment
F: By appointment

Course Description: This course is 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.
- 2) Use a range of assessment techniques to determine student’s literacy strengths and needs.
- 3) Communicate student strengths and needs with colleagues and parents.
- 4) Identify, select, and implement instructional strategies appropriate for meeting student’s assessed needs

Course Matrix: The objectives of this course correspond with the Conceptual Framework model developed for the Educator Preparation Program at SHSU.

Objectives/Learning Outcomes	Activities (*indicates field-based activity)	Performance Assessment	Standards: <u>State Standards</u> <u>ACEI Standards</u>
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 *Guided and shared reading or tutoring lessons Literature unit Book shares Professional Reading	Participation, rubric assessment of responses Rubrics assessing product and reflection on teaching. Student produced book Unit, lesson plans, reflections Lesson Plans Article, synopsis of article	<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, 5.1k-5.8k,</u> <u>5.10k, 5.2s-5.8s, 5.10s-</u> <u>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.	Responses to readings and group discussions *Writer's Workshop *Guided and shared reading or tutoring lessons Literature unit Book shares Basal Evaluation	Participation, rubric assessment of responses Rubrics assessing product and reflection on teaching. Student-produced book Lesson plans and reflections Unit, lesson plans, reflection Lesson plans Written analysis of basal readers	<u>2.6k, 2.4s, 2.5s, 2.8s,</u> <u>2.10s, 3.7s, 5.9k, 5.12s,</u> <i>1. 2b</i>

	Strategy shares and minilessons for writer's workshop	Lessons plans and classroom presentations	
3. Candidates will demonstrate skill in using language arts instructional strategies to help students become strategic readers and writers.	<p>*Writer's Workshop</p> <p>*Guided and shared reading or tutoring lessons.</p> <p>Literature unit</p> <p>Book shares</p> <p>Strategy shares and minilessons for writer's workshop</p> <p>Phonics test</p>	<p>Rubrics assessing product and reflection on teaching. Student-produced book</p> <p>Lesson plans and reflections</p> <p>Unit, lesson plans, reflection</p> <p>Lesson plans</p> <p>Lesson plans and classroom presentations</p> <p>Test score</p>	<p><u>3.9k, 3.1s-3.3s, 3.4s-3.9s, 4.1k-4.6k, 4.8k-4.10k, 4.1s, 4.9s</u></p> <p>1, 2a, 2b</p>
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.	<p>Responses to readings and group discussions.</p> <p>*Writer's Workshop</p> <p>*Guided and shared reading or tutoring lessons.</p> <p>Literature unit</p> <p>Book shares</p> <p>Inquiry projects</p>	<p>Participation, rubric assessment of responses</p> <p>Rubrics assessing product and reflection on teaching. Student-produced book</p> <p>Lesson plans and reflections</p> <p>Unit</p> <p>Lesson plans</p> <p>Presentations and reflections</p>	<p><u>4.19k, 4.12s</u></p> <p>2b, 3d</p>
5. Candidates will demonstrate skills in developing students' content area literacy abilities.	<p>*Writer's Workshop</p> <p>*Guided and shared reading or tutoring lessons</p> <p>Literature unit</p> <p>Book shares</p>	<p>Rubrics assessing product and reflection on teaching. Student-produced book</p> <p>Lesson plans and reflections</p> <p>Unit, lesson plans, reflection, language chart, and student products</p>	<p><u>4.11k-4.18k, 4.11s-4.18s</u></p> <p>2b, 3d</p>

		Lesson plans	
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.	Responses to readings and group discussions *Writer's Workshop *Guided and shared reading or tutoring lessons Inquiry projects	Participation, rubric assessment of responses Rubrics assessing product and reflection on teaching Lesson plans and reflections Presentations and reflections	<u>3.1s, 3.2s, 3.11k, 4.1s, 4.21k, 5.12k, 5.1s</u> <i>2b, 4</i>
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.	Responses to readings and group discussions Literature unit Book shares	Participation, rubric assessment of responses Unit, lesson plans Lesson plans	<u>4.7k, 4.10s</u> <i>2b, 5b, 5d</i>

Web address for State Standards: www.tea.state.tx.us

Web address for Reading Professional Standards: reading.org

Course Format: The course format includes in-class activities, minilessons taught by candidates, shared literature activities, readings from textbooks, and responses in quiz form and 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. **380 –** The focus is on literacy assessment, developmental stages, and guiding instruction through assessment. **390—**The focus is on the developmental stages of writing and the interrelated language processes of listening, speaking, reading, and writing.

Course Requirements:

1. Reading Assignments. Candidates will be assigned chapters of the text to read and will be held accountable for the information in group discussion format in literature circles. Groups will choose from two different formats for literature circles. These will be discussed in class. Candidates will fill out a self-evaluation after each literature circle. Group evaluations will be done randomly.

2. Guided Reading Project. Candidates will work with a student to develop his/her reading abilities. Candidates will use either the Guided Reading format

or a shared reading experience format with the students. The method used will depend upon the literacy level of the students. **Optional Bonus Activity: one of these lessons will be videotaped for self-assessment and evaluation by the professor.** Each candidate (who chooses to do this activity) is responsible for making arrangements for equipment to film the video and for making the video. Videos will be submitted to the professor for viewing. *Please rewind your videotape before turning it in.*

Each time you work with the students, you must have a completed lesson plan in evidence. These plans will be taken up randomly and assessed for completeness and appropriateness. BE PREPARED. If you do not have a completed lesson plan, you will not be allowed to work with the student. At the conclusion of the course, all lesson plans in chronological order and a reflective analysis of your learning are to be submitted (see below). **Two lesson plans (your choice) will be turned in to be graded.**

3. Guided Reading Reflection Paper: Students will write a reflection of their experiences with the students during the guided reading lessons. Candidates will describe their own learning as well as the students' learning. Reflection will be turned in with all lesson plans.

4. Inquiry Project. Students will select a topic with a partner or individually related to the language arts and research, using multiple sources, answers to personal questions about the topic. A class presentation, a poster session, and a handout for the class will complete the experience.

5. 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 nine hours of absence (1 1/2 class periods). After one absence, consideration will given to the lowering of the grades for the course. After nine hours of absence, the student's grade will be lowered by one letter grade (after missing more than six hours, the most you can make is two "B's"). Attendance is strictly required for any class period spent working with the students in the school setting.** Students will sign into class. Tardies and early departures are noted. Two early departures or tardies will be the equivalent of one hour's absence.

6. Phonics Test. A multiple-choice/matching/short answer test designed to demonstrate the candidates' knowledge of linguistic concepts is required of all 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.

- 7. Professional Reading and Discussion.** Candidates will select and read one article from either *The Reading Teacher* or *Language Arts* or another approved literacy journal that relates to the content of this course and prepare a reflective synopsis. Both of these journals are available in the library and on-line. Information from the article will be shared in class in literature circles. Articles must be full-length features and not departmental columns. A copy of the article will be submitted with the synopsis.
- 8. 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.
- 9. Quizzes.** Candidates will take 2 quizzes throughout the semester over class content and discussions.
- 10. Exit Interview.** Candidates will participate in an exit interview with the professor at the end of the semester.
- 11. Professionalism.** Candidates are expected to behave in a professional manner. We will be discussing professionalism in class, and you will be graded on your professionalism.
- 12. Phonics Group Project.** Candidates will work in groups to teach a portion of the phonics text to their classmates.
- 13. Book Share.** Candidates will choose a favorite book and find 10 extension activities to go with the book. They will list and describe the activities, as well as the bibliographical information for the book. Candidates will read the books to their group and share with them the activities they have chosen.
- 14. Writing Workshop Project.** Candidates will guide a child through the writing process. Students will produce a published book. The book will be bound and kept by the students. A writing process lesson plan form will be used to plan the lessons. At the end of the experience, lesson plans will be submitted to the instructor. The candidate will be responsible for analyzing the child's writing and reflecting upon the learning process in a separate paper. (See below) **Each time the candidate works with the student, a completed lesson plan must be in evidence. These plans will be collected randomly and assessed for completeness and appropriateness. BE PREPARED. If a lesson plan is not in evidence, the candidate will not be allowed to work with the student on that day. Two lesson plans (your choice) will be turned in to be graded.**
- 15. Writing Workshop Reflection Paper:** Students will write a reflection paper describing their learning and experiences after taking the students through the writing process. The reflection paper will be turned in with all lesson plans.

- 16. Minilesson.** Candidates will present a teaching strategy (with a partner or individually) to the class that can be used with the students they are teaching. We will sign up for these. We will brainstorm possible topics for mini-lessons.
- 17. Multi-Genre Assignment.** Candidates will interview their partner and write about the information in three different genres. These will be presented in class in order to introduce your partner to the class.
- 18. Assessment.** Candidates will be paired with children from the school and will perform assessments with them to determine their literacy stage. All reading and writing lessons done with the children will be based upon these assessments.
- 19. Case Study:** Candidates will prepare a case study about their student that describes the assessments done with the child, the developmental level of the child, and the Reading and Writing lessons done with the child based upon the assessments. You will get a rubric for the case study that will detail the things that need to be included. Please turn in the rubric with your assignment.
- 20. Running Records.** Candidates will do a running record on their child each week. Two running records (your choice) will be turned in for a grade.
- 21. Assessment Conference.** Candidates will meet one-on-one with the professor to discuss the assessments that have been performed with the students. These conferences will be scheduled as soon as you have finished your assessments. Please bring all of your assessment materials to the assessment conference.
- 22. Vocabulary Words:** Candidates will record vocabulary words and their definitions pertaining to literacy assessment that are essential to their understanding of this course on 3x5 index cards. The word should be written on one side of the card with a complete definition of the word as used in our text on the back. Candidates will be asked to define designated words on each of the 3 quizzes.
- 23. Reading Development Stage Pamphlet/Brochure.** Each candidate will develop a reading pamphlet/brochure to illustrate the developmental stage of his/her child in the reading and writing sessions. The pamphlet will describe the developmental stage, list benchmarks for oral language, reading, and writing for that stage. You will also give an instructional strategy for oral language, reading, and writing that is appropriate for your developmental stage.

Late assignments will be accepted only if prior arrangements have been made with the instructor. Points will be deducted for late assignments.

Points:

Readings from the textbooks - discussion groups	70 pts.
Phonics Group Project	50 pts.
Phonics Test	50 pts.
Professional Reading	50 pts
Book Share	50 pts.
Guided Reading Lesson Plans – (2 @ 25 pts. ea.)	50 pts.
Inquiry Project	50 pts.
Dispositions	50 pts.
Literature Unit	50 pts.
Quizzes (2 @100pts. ea.)	200 pts.
Mentor Teacher Evaluation	50 pts.
Guided Reading Project	100 points
Video Lesson (optional)	10 bonus points
Guided Reading Lesson Plans	50 pts.
Writing Workshop Lesson Plans – (2 @ 25 pts. each)	50 pts
Multi-Genre Assignment	25 pts.
Writing Workshop Project	100 points
Mini Lesson	50 pts.
Running Records – (2 @25 pts. ea.)	50 pts.
Assessment Conference	50 pts.
Pamphlet/Brochure	50 pts.
Vocabulary Cards	50 pts.
Case Study	100 pts.

Total Points: 1395

Evaluation:

A= 94-100%

B= 87-93%

C=80-86%

D=73-79%

Candidates will receive three grades for this block (Grades are combined with 380/390). To receive three "A's" candidates must have a 94%. 87% - 93% is three B's, etc. Borderline grades will be given case by case consideration. **All assignments must be completed to receive a grade for this course.**

The professor 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 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.

Teaching Materials: The following is a list of materials you will need to work with students. These are suggestions only. You may wish to wait and purchase them as you see that you need them.

crayons	broad-tipped markers	narrow-tipped markers
unlined paper	lined paper	stapler with staples
tape	glue sticks	construction paper
white-out	ruler	sticky tack wall adhesive
paper clips	post-it-notes	colored index cards
scissors	hole punch	

For your video-taped lessons, you will need access to a camcorder and a video tape (DVD's are acceptable also!)