

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

Fall 2007
RDG 380/390

Monday/Wednesday 10:00-2:00

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 380: Literacy Assessment and Instruction
 RDG 390: The Teaching of Language Arts

Text: 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.

Handouts (on blackboard)

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

Instructor: Mrs. Jenny Holcomb
Adjunct Professor Phone : 936-295-5457 (home)
 e-mail: stdjkt14@shsu.edu
 Office Hours: By appointment

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 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	Participation, rubric assessment of responses Rubrics assessing product and reflection on teaching. Student produced book Unit, lesson plans, reflections	<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>

	Book shares Professional Reading	Lesson Plans Article, synopsis of article	
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 Strategy shares and minilessons for writer's workshop	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 Lessons plans and classroom presentations	<u>2.6k, 2.4s, 2.5s, 2.8s, 2.10s, 3.7s, 5.9k, 5.12s,</u> <i>1. 2b</i>
3. Candidates will demonstrate skill in using language arts instructional strategies to help students become strategic readers and writers.	*Writer's Workshop *Guided and shared reading or tutoring lessons. Literature unit Book shares Strategy shares and minilessons for writer's workshop Phonics test	Rubrics assessing product and reflection on teaching. Student-produced book Lesson plans and reflections Unit, lesson plans, reflection Lesson plans Lesson plans and classroom presentations Test score	<u>3.9k, 3.1s-3.3s, 3.4s-3.9s, 4.1k-4.6k, 4.8k-4.10k, 4.1s, 4.9s</u> <i>1, 2a, 2b</i>
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.	Responses to readings and group discussions. *Writer's Workshop *Guided and shared reading or tutoring lessons. Literature unit Book shares	Participation, rubric assessment of responses Rubrics assessing product and reflection on teaching. Student-produced book Lesson plans and reflections Unit Lesson plans Presentations and	<u>4.19k, 4.12s</u> <i>2b, 3d</i>

	<u>Inquiry projects</u>	<u>reflections</u>	
5. Candidates will demonstrate skills in developing students' content area literacy abilities.	*Writer's Workshop *Guided and shared reading or tutoring lessons Literature unit Book shares	Rubrics assessing product and reflection on teaching. Student-produced book Lesson plans and reflections Unit, lesson plans, reflection, language chart, and student products Lesson plans	<u>4.11k-4.18k, 4.11s-4.18s</u> <i>2b, 3d</i>
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>
8. Candidates will demonstrate 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.	Responses to readings and group discussions Article review *Guided and shared reading	Participation, rubric assessment of responses Article review sheet Lesson plans	<u>2b, 5b, 5d</u>

Objectives/ Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: -<u>State Standards</u> -<u>Specialty Organization Standards</u>
The candidate understands the framework and key vocabulary of assessment-based literacy instruction.	Chapter 1 Text	Test	1.3k, 1.5k-1.7k, 2.1k-2.4k, 3.1k, 3.2k, 3.4k <i>2b, 4, 5</i>
The candidate understands the need for a variety of assessment tools and techniques and examines the rationale for and	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	Test Student samples of Assessment Formative results from assessment tools	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

how to use specific informal assessment tools and techniques to determine the reading level of a student in order to provide reading/writing instruction.	informal assessments, formative assessment statements		2b, 4, 5
The candidate understands the components of a balanced literacy program.	Chapter 4 text	Test, constructed models	7.1k – 7.3k 1, 2b, 2i
The candidate understands and uses instructional strategies of an assessment-based literacy program.	Chapter 4 text Construct lesson plans based upon assessment results Teach lesson plans	Formative results from assessment tools Lesson plans	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
The candidate articulates and uses information describing the stages of literacy development to assess and instruct a student in reading and writing.	Chapters 5 – 9 Text Assessment results Lesson Plans Case Study Report	Test Assessment results Lesson Plans Summative evaluation 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
The candidate understands the rationale for and the use of formal and standardized tools of assessment.	Chapter 11 Text	Test	1.8k, 9.6k, 9.1s, 10.1k 2b, 4
The candidate understands the importance of and the need to communicate with parents about ways they can encourage the literacy development of their child.	Chapter 12 Text Parent letter discussing the results from the assessment and instruction of their child	Test Parent letter	1.8s, 2.4s, 3.4s, 4.10s, 5.8s, 7.13s, 8.8s, 9.7s, 10.4s 2b, 5c
The candidate understands the need to communicate with other professionals in order to learn about and share current literacy research practices.	Informal debriefing sessions after tutorials Chapter 12 Text	Test	1.9s, 2.5s, 3.5s, 4.11s, 5.9s, 7.14s, 8.9s, 9.8s 2b, 5b

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

Web address for Reading Professional Standards: reading.org

Course Format: Course content is delivered through lecture, self-study, workshop, collaborative groups, presentations and school experience. 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 readings.

Course Content:

The 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.

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:

All assignments that are turned in need to have a blank rubric attached.

1. Professionalism. You are currently in a professional course of study which prepares you to be a responsible teacher and accountable to and for our most precious assets, our children, their parents, your colleagues and administrators. This is not a responsibility to be taken lightly. Your joyful and enthusiastic participation as well as a responsible learning attitude will be exemplary models for our young children. Stewart 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. **(50 points)**

2. Attendance and Participation. Regular and punctual attendance is expected. Candidates will sign into class. Tardies and early departure are noted. 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. This is a "hands-on" course in which many of the instructional techniques are demonstrated in class and debriefed in large and small group discussions. Attendance also demonstrates a level of responsibility and commitment that future employers like to see. For these reasons it is important that you be here and be on time. A candidate will not be penalized for six or fewer hours of absence when assignments have not been missed. However, more than six hours absence will necessitate a drop of one letter grade in the final grade for each hour of absence. Attendance is strictly required for any class period spent working with the students in the school setting.

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 12 point, Times font, and 1 inch margins on all sides including the top.

5. Writer's Workshop (child's writing pieces): With input from your mentor teacher, you will take a child/children through the stages of the writing process. You will be responsible for planning sessions (using the lesson plan format provided by professor), observing the children as they go through the process, a detailed reflection on the learning (both your own and the child/children), and producing a published piece for each child, 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. Each time the candidate works with the student, a completed lesson plan must be in evidence. These plans will be checked regularly/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 students on that day and will receive a zero for that assignment. Four lesson plans (your choice) will be

turned in to be graded. Specific requirements will be explained in detail and a rubric for assessment will be explained. **(75 points)**

6. Writing Workshop (candidate's writing pieces): We will participate in 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 multi-genre writing assignment (25 points), a literacy history (25 points), an Important Book (5 points) and a narrative (25 points). [The multi-genre writing piece will begin with interviewing your partner. Then you will choose three different genres and write about the information. These will be presented in class in order to get to know everyone better.] Prewriting experiences will also be required. **Rough draft attempts as a result of the experiences need to be saved and turned in when assignments are due.** 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. Write often. Even the writing we do in class as part of strategy shares should be placed in your writing folder. Refer to the writer's workshop requirement page. A minimum of 2 pages of writing each week should be completed outside of class and added to your writing folder (5 points).

7. Strategy Minilesson: Working individually, candidates will choose a strategy to share with the class. Candidates will hand in a copy of their lesson in the form of a handout. You should come prepared to teach the lessons. See rubric and strategy share/minilesson guideline paper for details. We will sign up for these strategy minilessons at the beginning of the semester. The candidate can get **ideas** from a variety of sources, but the lesson needs to be original not copied. **(50 points)**

8. Chapter Readings/Discussions: Candidates will read chapters from the course text and will be expected to discuss and review the material with chapter study groups. Candidates will be asked to respond to the readings using icons and heavy glossing. The candidates will also do a self-evaluation and that score will be finalized by the group coordinator which will change for each chapter. **(chapter group discussions & chapter icon responses: 5 @ 10 each)**

9. Chapter Presentations: The candidate will be required to read an assigned chapter and organize a 1 hour – 1 hour 15 minute presentation on the material in that specific chapter. This will be a group presentation. Therefore, all group members will need to share the responsibility of preparing and delivering the chapter's content to their colleagues. Candidates must develop and provide: a good description of the chapter in an organized fashion, an organized handout to should also be developed over the chapter's content, and provide a hands-on activity for the class to participate in (pertaining to the content). Following the rubric and requirements of the presentation will be necessary in order to acquire the total possible points. **(70 points)**

10. Assessment. Candidates will be paired with a child or children from Stewart Elementary 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. Candidates will gather background information, administer literacy assessments, interpret assessment results, determine strengths and weaknesses, and recommend instructional strategies.

11. 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. Bring all of your assessment materials to the assessment conference. **(50 points)**

12. 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. **(50 points)**

13. Quizzes. Candidates will take 3 quizzes throughout the semester over class content, chapter readings and discussions. **(100 points each = 300 points total)**

14. Vocabulary Words: 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. 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. (50 points)

15. Professional Reading and Discussion. Candidates will select and read one article from either *The Reading Teacher* or *Language Arts* 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. Articles must be full-length features and not departmental columns. A copy of the article will be submitted with the 1-2 page synopsis. (25 points)

16. Case Study (assessment): 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. Along with the case study, the candidate will include an Assessment Reflection paper. **Assessment Reflection Paper:** Candidates will write a paper summarizing the information from the assessments they have done with the child. Candidates should turn in all of the assessments with the Assessment Reflection. (100 points)

17. Writing Workshop Reflection Paper: Students will write a reflection paper describing their learning and experiences after taking the students through the writing process. Candidates will describe their own learning as well as the students' learning. (100 points)

18. Exit Interview. Candidates will participate in an exit interview with the both professors at the end of the semester

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

Points:

Professionalism	50 pts.
Writer's Workshop - (child's writing pieces)	75 pts.
Writing Workshop - (candidate's writing pieces)	85 pts.
*Multigenre Writing (25 pts.)	
*Important Book (5 pts.)	
*Literacy History (25 pts.)	
*Narrative Piece (25 pts.)	
*Writing Folder (5 pts.)	
Strategy Miniesson	50 pts.
Chapter Study Groups (5 @ 10 points)	50 pts
Chapter Group Discussion (25 pts)	
Chapter Icon Responses (25 pts.)	
Chapter Presentations (Group)	70 pts.
Assessment Conference	50 pts.
Pamphlet/Brochure	50 pts.
Case Study (Assessment)	100 pts.
Writing Reflection	100 pts.
Quizzes (3 @100pts. ea.)	300 pts.
Vocabulary Cards	50 pts.
Professional Reading 1 @ 25 points	25 pts.

Total Points: 1055

Evaluation: A = 94-100% (1002-1055) C = 80-86% (884-917) F = Below 73% (769 & below)
B = 87-93% (918-1001) D = 73-79% (770-883)

Candidates will receive three grades for this block. 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.

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

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 and/or glue sticks	ruler
paper clips	white-out	sticky take wall adhesive	post-it notes
scissors	hole punch	construction paper	index cards