

**RDG 370/390-The Teaching of Reading/Reading & Thinking through the Language
Process (Literacy Block Methods)
College of Education
Department of Language, Literacy & Special Populations
Spring 2008**

RDG 370/390 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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Text Required: Tompkins, G. E. (2002). *Literacy for the 21st Century*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Tomkins, G. E. (2004). *50 Literacy strategies: Step by step, 2nd ed.* Upper Saddle River, NJ: 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 ACEI Standards NAYEC Standards
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	Participation, assessment of responses	001, 002, 004, 007, 008, 009, 010, 011, 012, 014, 015, 018, 019
	Writer's workshop	Rubric assessing product and reflection on teaching. Student produced book.	<i>1, 2a, 2b, 2I, 3a, 3d, 5b</i>
	Guided and shared reading or tutoring sessions	Lesson plans and reflections	1, 4a, 4b, 4c, 4d
	Literature Unit	Unit, lesson plans, reflection, language chart and student products	
Candidates demonstrate knowledge of current approaches-basal reader, language experience,	Responses to readings and group discussions	Participation, rubric assessment of responses	003, 005, 008, 009, 010, 019
	Writer's workshop	Rubrics assessing	<i>1, 2b</i>

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.	<p>Guided and shared reading or tutoring lessons.</p> <p>Literature unit</p> <p>Booktalks</p> <p>Strategy mini lessons</p>	<p>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>Written analysis of basal readers</p>	<p>1, 2, 4b, 4c, 4d</p>
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.	<p>Writer's workshop</p> <p>Guided and shared reading or tutoring lessons.</p> <p>Literature unit</p> <p>Booktalks</p> <p>Strategy mini lessons</p>	<p>Rubric assessing product and reflection on teaching. Student produced book.</p> <p>Lesson plans and reflections</p> <p>Unit, lesson plans, reflections, language chart and student products.</p> <p>Classroom presentations</p>	<p>001, 002, 003, 004, 005, 013, 017, 019</p> <p><i>1, 2a, 2b</i></p> <p>1, 2, 4b, 4c, 4d</p>
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.	<p>Responses to reading and group discussions</p> <p>Writer's workshop</p> <p>Guided and shared reading or tutoring lessons</p> <p>Literature unit</p> <p>Booktalks</p> <p>Inquiry projects</p>	<p>Participation, rubric assessment of responses</p> <p>Rubric assessing product and reflection of teaching. Student produced book.</p> <p>Lesson plans and reflections</p> <p>Unit, lesson plans, reflection, language charts and student products</p>	<p>006, 007</p> <p><i>2b, 4</i></p> <p>3</p>
Candidates demonstrate knowledge of interesting trade books for children, including those with multicultural emphases.	<p>Literature unit</p> <p>Booktalks</p>	<p>Unit, lesson plans, reflections, language charts and student products</p> <p>Lesson plans</p>	<p>003, 018</p> <p><i>2b, 3b</i></p> <p>2, 4d</p>
Candidates demonstrate an ability to reflect on your own learning processes, seek answers to questions, and participate in and lead collaborative tasks.	<p>Responses to readings and group discussions</p> <p>Writer's workshop</p> <p>Guided and shared reading and tutoring lessons</p> <p>Literature unit</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><i>2b, 5b, 5d</i></p> <p>5</p>

	Booktalk Inquiry project	Unit, lesson plans, reflection, language chart and student products	
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> 3
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	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> 3, 4b, 5
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> 1, 4c
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> 1, 4b, 4c, 4d
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	Lesson Plans Summative evaluation	<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> 1, 4b
The candidate understands the rationale for and the use of formal and standardized tools of assessment.	Chapter 11		<i>1.8k, 9.6k, 9.1s, 10.1k</i> <i>2b, 4</i> 3
The candidate understands the importance of and the	Assessment and instruction of their child	Lesson Plans Pamphlet/Brochure	<i>10.4s</i> <i>2b, 5c</i>

need to communicate with parents about ways they can encourage the literacy development of their child.	Pamphlet/Brochure		2, 4a, 5
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> 5

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

Web address for IRA standards: <http://www.reading.org/advocacy/standards/introduction.html>

Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

Course Format:

The format 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.

Essential Objective:

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important Objective:

1. Acquiring skills in working with others as a member of a team.

Course Content:

Reading Process
Writing Process
Phonics Study
Word Study
Comprehension Strategies
Reading and Writing Workshop
Literature Circles
Literature Units
Reading in the Content Area

Course Requirements:

- 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. Grangerland Intermediate will be your 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, enthusiastic, and show that you are grateful to be there. Everyone begins the semester with 70 points, the maximum for exemplary professional behavior. Loss of points can be the result of **any absences**, tardies, unfinished or poorly prepared work, poor communication between your colleagues or mentor teachers, negative attitudes, impatience, rudeness, or other unprofessional behavior. The final total professionalism points will be determined solely by the instructor. Professionalism also involves *your active participation in a literacy organization at Sam Houston State (i.e. SHARE or other similar organizations) for a total of 5 hours, or you may attend a conference.* **The loss of all professionalism points will result in F's in all classes.**

2. **Attendance** – 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. **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. Two such occurrences are the equivalent of one absence.**
3. **Reading Response** – Each student will write a response of his/her reactions to our reading assignment from the text *Literacy for the 21st Century* and will be turned in the day the reading assignment is due. You must be in class the day this is due, no late responses will be taken.
4. **Strategy Mini Lesson** – Working in pairs, students will choose a strategy and prepare a 10-15 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 the instructor and a handout of 1-2 pages to all members of the class.
5. **Multi-genre Writing** – You will be assigned a partner in the class that you will interview, introduce to the class and create three different writings about this person.
6. **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.
7. **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 may retake the test until you master it.
8. **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.
9. **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. Specific guidelines will be explained in detail.
10. **Book talk** – The purpose of this assignment is to give you a chance to teach literacy through literature. A young adult book share will be done for the Sam Houston students during class and may be done during your observation class.
11. **Literature Circle** – You will choose a book and participate in a literature circle. A reading journal will also be kept by each member of the group on the readings as well as the assigned jobs you will have for each discussion session.
12. **Writer’s Workshop (SHSU)** – 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.
13. **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.
14. **Guided or Shared Reading and Tutoring Session** – Working with an individual child or a small group of children, conduct guided reading lessons or shared readings sessions depending on the grade level with which you’re working and the specific literacy needs of the children.
15. **Lesson Plans** – Complete lesson plans must be turned in for each of the reading and writing sessions held with the students. Lesson plans **MUST** be complete before working with the students and your reflections done after the session. All lesson plans will be turned in.
16. **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.

School Service – A minimum of forty five 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	70 points
Reading Response	60 points
Strategy Mini Lesson	25 points
Multigenre writing	30 points
Inquiry Project	40 points
Phonics Master Quiz	50 points
Writers Workshop (SHSU Student)	30 points
Basal Exploration	10 points
Booktalk	15 points
Writing Workshop (Project)	50 points
Literature Unit	60 points
Literature Circle	40 points
Lesson Plans (GR&WW)	100 points
Reflection Paper	10 points

Grading Scale

100 - 96 – 2 A's
95.9 – 92 – 1A, 1B
91.9 – 88 – 2 B's
87.9 – 84 – 1B, 1C
83.9 – 80 – 2 C's

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.

School Dress Code: All candidates must dress according to the following dress code:

Males

Dress shirt or knit shirt with collar (shirt must be tucked in)
Belt
Dress pants worn at the waist
All shoes must be worn with socks

Females

Dress slacks (full length, no Capri) or skirt (below the knee or longer)
Dress (below the knee or longer)
All tops must be somewhat loose fitting and cover all cleavage
No midriffs showing even when arms are raised or you are sitting/squatting

Both

There can be **no** tattoos showing (you must keep them covered)
There can be **no** piercing (tongue, nose, eyebrow, etc) other than one earring in each ear
No sneakers or flip-flops
No cell phones on campus

Any and all infractions of the above dress code will be dealt with at the instructor's discretion.

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

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. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” 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). 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. For a complete listing of the university policy, see:

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

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 . For a complete listing of the university policy, see:

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Bibliography

Tompkins, G. E. (2002). *Literacy for the 21st Century*. Upper Saddle River, NJ:

Merrill-Prentice Hall.

Tomkins, G. E. (2004). *50 Literacy strategies: Step by step, 2nd ed.* Upper Saddle River, NJ: Merrill-Prentice Hall.

<http://www.shsu.edu/mailer/coursesyllabus.pdf>