

RDG 370/380/390
THE TEACHING OF READING
READING & THINKING THROUGH THE LANGUAGE PROCESSES
LITERACY ASSESSMENT AND INSTRUCTION
SPRING 2008

RDG 370/380/390 are required courses for the Elementary Certification programs.

College of Education
Department of Language, Literacy & Special Populations

Instructors:

Dr. Joyce K. McCauley

Teacher Education Center 220
 P.O. Box 2119/SHSU
 Office phone: (936) 294-3754 Reaves Elementary 936-709-5400
 Email: mccauley@shsu.edu
 Office hours: W 1:00 – 5:00 at SAM
 T, Th 6:45 – 7:30; 11:30-1:00; 4:30 – 5:30 at Reaves Elem.
 Other times by appointment

Mrs. Kathleen O. Dalton

Office phone: (936) 294-3754
 Email: kdalton@shsu.edu
 Office hours: T, Th 6:30 – 8:00 A.M. at Reaves Elementary in Conroe
 Other times by appointment

Text/Readings:

- DeVries, Beverly A. Literacy Assessment & Intervention for K-6 Classrooms 2nd Edition.
- Cooper, David J. Literacy: Helping Children Construct Meaning. 6th Edition
- 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

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.

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"> • <u>State Standards</u> • <u>ACEI Standards</u> • NAEYC Standards • <u>Conceptual Framework #</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 Demonstrates understanding of theories, processes, and principles. *Literature Kit. *Performing Text	Discussion rubric Writer's Workshop rubric Quizzes Lit Kit rubric Performing Text	<u>001, 002, 004, 007, 008, 009, 010, 011, 012, 014, 015, 018, 019</u> <i>1, 2a, 2b, 2i, 3a, 3d, 5b</i>

		Rubric	7
#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	003, 005, 008, 009, 010, 019 <i>1, 2b, 2i, 7.1k-7.3k</i> 1
#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	001, 002, 003, 004, 005, 013, 017, 019 <i>1, 2a, 2b</i> 4b, 4c, 4d
#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	003, 018 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
#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	003, 018 <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 <i>2b, 4, 5</i>
# 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 <i>2b, 4, 5</i> 2, 4d
# 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 2, 4b
# 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 2, 4a
# 11			1.9s, 2.5s, 3.5s, 4.11s,

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	5.9s, 7.14s, 8.9s, 9.8s 2b, 5b 5
--	---	--	---

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

Web address for ACEI standards: www.udel.edu/bateman/acei/index.html

Web link for *Conceptual Framework*:

Course Format: The content of this course is delivered through demonstrations, lecture, and online lectures. Course concepts are learned through observations, readings, collaborative study, practicum experiences, presentations, and research. 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. Evaluation consists of self-evaluations, peer evaluations, mentor teacher evaluations, and professor assessments using rubrics for products discussions, and presentations. The ESSENTIAL objective for these courses is that the students learn the fundamental principles, generalizations, and theories related to the teaching and learning of the Language Arts. In addition, an IMPORTANT objective is that they learn to apply course material and concepts to improve thinking, problem solving, and decisions.

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.
- 2) **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.
- 3) **Quizzes.** Quizzes covering text and lectures will be given.

- 4) **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.
- 5) **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
- 6) **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.
- 7) **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. Evaluation: Lit Kit Rubric.
- 8) **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:

- 9) **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.
- 10) **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). Evaluation: Book share rubrics.
- 11) **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 and Mentor Teacher Lesson Evaluation.
- 12) **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.
- 13) **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.
- 14) **Case Study: Part 1 Assessment Report.** You will gather background information, administer literacy assessments, interpret assessment results, determine strengths and weaknesses, and recommend instructional strategies for one child. Further explanation will be given in class. Evaluation: Assessment Rubric
- 15) **Case Study: Part Tutoring Report.** 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. Evaluation: Tutoring Rubric

- 16) **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. Evaluation: Quiz.
- 17) **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, Guided Reading Lesson

Evaluation:

- 1) **Professionalism.** 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/Grading.** 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. Assignments **WITHOUT** rubrics not submitted on time/due date will reduce Professionalism Points by 5 points each per day late. Grades for assignment **WITH** rubrics not submitted on time/date will be reduced 10% for each day late. Each incomplete assignment in need of revision reduce Professionalism points by 2 points and will also be considered late (which will add additional point loss).

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: Assessment Report	30	
Part 2: Tutoring Report	30	
Red Book Presentation	20	
TOTAL POINTS	500	

* 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:

Dispositions: 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 the expected 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.

Application to Ed Prep: 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.

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 absences(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.

Students With Disabilities Policy:

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling 936-294-1720.

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. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from

Bibliography:

- Cunningham, P. & Allington, R. (2007). *Classrooms That Work: They can all read and write*. Boston, MA: Pearson Education, Inc.
- Jensen, E. ((2003). *Tolls for engagement: Managing emotional states for learner success*. San Diego, The Brain Store.
- Kottler, E. & Kottler, J (2002). *Children with limited English*. Thousand Oaks, CA: Corwin Press, Inc.
- Routman, R. (2003). *Reading Essentials: The specifics you need to teach reading well*. Portsmouth, NH: Heinemann.
- Routman, R. (2005). *Writing Essentials: Raising expectations and results while simplifying teaching..* Portsmouth, NH: Heinemann.