



READ 3370/3371/3372
**The Teaching of Reading/ Literacy Assessment and Instruction/
The Teaching of Language Arts**

Spring 2017

READ 3370/3371/3372 is a required course block for EC-6 and ELAR/SS 4-8 Certifications

**College of Education
Department of Language, Literacy and Special Populations**

Instructor: Barbie Stanford
TEC 132
P.O. Box 2119/SHSU
Huntsville, Texas 77341
Office: 936-294-2492
Cell: 936-520-0556
E-mail address: bjs011@shsu.edu

Instructor: Marcela Montenegro
TEC 132
P.O. Box 2119/SHSU
Huntsville, Texas 77341
Office: 936-294-2492
Cell: 936-581-7490
E-mail address: amm179@shsu.edu

Office hours: Before or after class on Mondays and Wednesdays at Huntsville Elementary; other times by appointment

Day and time the class meets: Monday/Wednesday, 8:15 a.m. to 2:30 p.m.

Location of class: Huntsville Elementary School, Classroom location TBA

Course Description: 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 literacy instruction in these three blocked courses to meet the needs of our

communities' diverse learners. This course is an ACE course (Academic Civic Engagement) so that service to the community is a major component.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: the students will learn the fundamental principles, generalizations, and theories related to the teaching and learning of the Language Arts.

Important: the students will learn to apply course material and concepts to improve thinking, problem solving, and decisions.

Textbooks:

DeVries, B.A. (2014) *Literacy assessment & intervention for classroom teachers* (4th ed.). Scottsdale, AZ: Holcomb Hathaway. ISBN: 978-1621590200

Tompkins, G. E. (2017). *Literacy for the 21st century: A balanced approach* (6th or 7th ed.). Boston, MA: Pearson. ISBN-13: 978-0134090191 or 978-0132837798

Tompkins, G.E. (2011). *Teaching writing: Balancing process and product* (6th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN: 9780132484817

Online resources to download:

- *Put Reading First:* <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>
- TEKS-Reading and Language Arts:
<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html>
- English Language Arts and Reading Generalist EC–6 Standards: PDF is located on Blackboard under “Course Documents to Download”

Required Materials for Lit Block: (These items should be purchased for the first day of class; items will be used in class and/or as needed later in the semester when you begin working with students; purchase optional supplies as needed, at your own discretion).

- **6 sturdy folders with brads and pockets (NOT binders!)** (Write your name clearly on the front of each folder.)
- magnetic letters (**upper and lower case**)
- 8 ½ x 11 (or larger) dry-erase/wipe-off board
- broad-tipped markers in various colors for your wipe off board and for chart paper
- Crayola washable markers in classic colors
- 1 fine point Sharpie marker (not ultra fine point)
- planner/calendar to coordinate assignments
- pencils/pens
- glue stick(s)
- stapler with staples
- lined paper
- unlined paper
- ruler
- post-it-notes

- hole punch
- scissors
- tape
- 2 large spiral-bound notebooks (Reading Log and class note-taking)
- rolling cart (to transport your materials to and from school as we are not permitted to leave them at HES) ***

Optional Supplies: (These supplies may be purchased later on in the semester, as needed, when you are working with students. This is not an exhaustive list.)

- narrow-tipped markers in various colors for your wipe off board
- colored pencils
- construction paper in different colors
- 3 x 5 index cards
- sentence strips
- sticky tack/wall adhesive

TK20 Account is required for this course

Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. You will be uploading assignments for READ 3370/3371/3372. <https://tk20.shsu.edu/>

Course Format: The content of this course is delivered through demonstrations, lecture, and discussion groups. Course concepts are learned through observations, readings, collaborative study, practicum experiences, presentations, and research. In addition, candidates work with mentor teachers in elementary school classrooms to apply the concepts, theories, and strategies discussed in class. The professor's 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's assessments using rubrics for products, discussions, and presentations.

Course Content:

- **3370**--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.
- **3371** – The focus is on literacy assessment, developmental stages, and guiding instruction through assessment.
- **3372**—The focus is on the developmental stages of writing and the interrelated language processes of listening, speaking, reading, and writing.

**** Please note that all course documents and assignments will be posted under Course 3370. Online assignment submissions will be made under Course 3370 in Blackboard as well.**

This blocked course (READ 3370/3371/3372) 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 the following concepts:

- Apply knowledge of the theories, processes, and principles of children's language and literacy development from emergent through fluent level readers, writers, listeners, and speakers.
- Apply knowledge of the stages of literacy development, instructional strategies, and knowledge of the ELAR Texas Essential Knowledge and skills (TEKS) in assessing and instructing students to become strategic readers and writers.
- Demonstrate knowledge of current approaches for teaching reading, writing, listening, and speaking through a balanced literacy approach in a safe, supportive learning environment.
- Use a variety of assessment techniques to determine student's literacy strengths and needs.
- Use knowledge of diversity in student abilities, cultural backgrounds and language, and apply these understandings to develop appropriate instructional practices.
- Ability to identify, select, and implement instructional practices appropriate for meeting students' assessed needs.
- Develop awareness of children's difficulty with classroom reading/writing processes such as dyslexia and other individual needs.
- Develop competencies to ethically communicate and collaborate with students, families, colleagues, and other literacy professionals to support the strengths and needs of children's' literacy development.
- Reflect and act on their own literacy pedagogical development and professional identities to improve the delivery of literacy instruction based on current research.
- A matrix that aligns course objectives, activities, assessments, and standards can be viewed below.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed below.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: The students will learn the fundamental principles, generalizations, and theories related to the teaching and learning of the Language Arts.

Learning to apply course material (to improve thinking, problem solving, and decisions).

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

Course Requirements:

1. **Assignments/Grading.** All assignments must be completed and are due at the beginning of the class period on the date assigned or by the specified time for online submission, unless otherwise specified by the instructor. Grades for assignments not submitted on time/date will be reduced 10 points for each week day late. **In addition, five points will be deducted from professionalism points for each late assignment.**
2. **Time requirement.** A minimum of fifty-five hours of practicum is required for these blocked courses. This component is NOT observation; you are to be an active participant (teacher/learner) in the classroom. It is expected that you will arrive on time each day

and remain at school until the established dismissal hour. You must complete the required hours in order to earn full credit for your practicum experience. You are expected to be on campus (Huntsville Elementary School) two full days weekly as noted on the dates and times above. Absences of any kind are strongly discouraged as missing one day of class translates to seven hours of instructional time lost. Absences may require time to be made up and will be jointly arranged by the pre-service teacher, mentor teacher, and instructor. Excused absences require proper documentation as determined by the instructor. Unexcused absences cannot be made up and will result in the loss of professionalism points.

- 3. Professionalism policy.** Each student in this course begins the semester with 50 points, the maximum for exemplary professional behavior. Loss of points occurs as a result of absences; tardies; late/incomplete or poorly prepared assignments; poor communication between you and your colleagues, instructors, or mentor teacher; unauthorized use of cell phone; negative attitudes; lack of initiative; impatience; rudeness; or any other unprofessional behavior. A loss of five points for each such occurrence can be expected. A greater loss of points will occur for more serious infractions including, but not limited to, academic dishonesty. Failure to upload TK20 assignments on the date specified in the course calendar will also result in the loss of professionalism points (5 points for each week day late, for each assignment). More points can be lost depending on the seriousness of the infraction. The loss of most or all professionalism points will result in the submission of a note to the College of Education's Professional Concerns Committee. The final professionalism points total will be determined solely by the course instructors; input from your mentor teacher will be considered. **NOTE:** If all professionalism points are lost, your final grade for READ 33703371/3372 will be in serious jeopardy. You must retake the block courses if your grade is below a C.
- 4. Attendance.** Because this is a "hands-on" course in which many of the instructional techniques are demonstrated in class, applied in the elementary classroom, and debriefed during large and small group discussions, your participation and contributions are essential to your success. Therefore, regular and punctual attendance is expected. Additionally, attendance demonstrates your level of responsibility and commitment as a professional. Each student in this course begins the semester with 20 attendance points. Five points will be deducted from your attendance points and also from your professionalism points in the event of an unexcused absence (lack of a doctor's excuse). Tardies and early departures are recorded and three such occurrences are equivalent to one absence.
- 5. Cell Phone Policy.** You are not permitted to use your cell phone at any time while in class, whether you are on the Sam Houston State University campus or at Huntsville Elementary, unless your instructor gives you permission to do so. See additional information at: [Sam Houston State University Academic Policy Statement 100728](#)
- 6. Practicum/Field Experience.** A minimum of **fifty-five hours** of practicum is required for these blocked courses. As noted previously, this component is NOT observation. You are expected to be an active assistant and learner both in the classroom to which you are assigned and during classroom instruction with your university professors. The practicum experience is jointly overseen by your instructors and your mentor teacher. The required school practicum experience represents a collaborative effort by your host

school mentor teachers and university faculty to meet program, state, and national standards as well as school district literacy goals. You will not only gain knowledge and skills through course content, but will also actively use that knowledge to make a difference at Huntsville Elementary School. You have been given the opportunity to help improve the learning opportunities of children with whom you work and to assist and support your mentor teachers. This experience, it is hoped, will help you see yourself as a positive force in the world and deepen your understanding of your role both as an educator and as a citizen. A number of the experiences outlined in the course requirements are designated as ACE (Academic Civic Engagement) components. Completion of these components (Service Learning Project, Case Study, Writing Process, Guided Reading, Book Shares, and Mentor Evaluation) will contribute heavily to your grade in this course.

7. Please visit <http://www.shsu.edu/syllabus/> for Sam Houston State University syllabus information regarding:
- A. Academic Dishonesty
 - B. Student Absences on Religious Holy Days Policy
 - C. Students with Disabilities Policy
 - D. Visitors in the Classroom

Course Assignments:

Book Shares: The purpose of this experience is to provide you with an opportunity to teach literacy using children's literature. Although you may be reading books to children several times a week, you will need to formally document (by filling out a Book Share form) two such sessions. Book Share #1 can be done with a small group or with the whole class. Book Share #2, however, **requires** you to share a book with the whole class. **You should prepare for this with your mentor teacher beginning early in the semester.** Book Share #2 will also require a written peer review from one of your classmates, so be sure to plan ahead so that someone will be available to observe you. Book Share forms must be turned in by 8:15 a.m. on specified dates (see schedule). You will keep all Book Share assignments in one folder. Further instructions will be given in class.

NOTE: You and your partner are **not** to plan whole-class Book Shares on the same day. For that reason you **must** plan ahead and schedule with your mentor teacher as early as possible.

Case Study: The Case Study has four separate parts, which will be turned in individually on assigned due dates for feedback **and**, finally, as one large document at the end of the semester. You will gather background information (contextual factors), administer literacy assessments, interpret assessment results, determine strengths and needs, and recommend instructional strategies for one child. Your reflection of this process is a key component of the case study. You must schedule a conference with the child's teacher to discuss your findings; a reflection of your conference should be included in your report. This final submission will be posted to TK20, along with two Guided Reading lesson plans, and is a major part of your grade for the assessment portion of the course. Detailed guidelines and a rubric/checklist are available on Blackboard for your reference. Further explanation will be given in class. The Case Study is an ACE component.

Chapter Readings: You will be assigned to read chapters from your course text as well as other professional resources. You will be expected to read these assignments and discuss and review the material with your colleagues during study group sessions in class. You will also keep a reading log over assigned readings. These will be spot-checked throughout the semester; however, you must bring your reading log to class each time as you will need to access your notes to support discussions. Disciplined and thorough completion of your reading assignments will prepare you well for the TExES certification exams.

Reading Log Guidelines: (For each entry, you must include at least three of the five response options listed below. Be sure to vary your response choices over your entries.)

- **Clearly identify each entry by date and text/chapters read.**
- **Response Options** (cover at least three for each log entry):
 - Summarize content.
 - Write about connections you made to your field experience or your own educational experience.
 - Record questions you might have about what you are reading (so we can discuss these things in class).
 - Jot down your "Keepers" (2 or 3 things that stand out to you).
 - Record words you come across that require clarification or with which you are unfamiliar; define them.
- Logs will be used for **reference during class** discussions.
- Above all, your reading log should serve as a **personalized reference tool** to help ensure your success in this course, in your field experience, and on the certification exam.
- **Point deductions** will occur for incomplete (1/2 point) or missing (1 point) reading log entries, so it is imperative that you remain current. (Professionalism points will also be deducted for incomplete or late assignments.)
- **Late submission** of reading logs is not accepted except in the case of excused absences.

Class Activities: We will do many activities in class. These activities will require no outside preparation on your part but will include the theories and practices we study in class. You should submit them in your "Class Activity Folder." **If you are absent, you cannot make up these activities.** The points per activity will be determined by the total number of activities completed by the class as a whole during the semester.

Classroom Bulletin Board(s) and Thematic Décor: Students will be divided into three groups, each of which will be responsible for decorating our classroom for one month—September, October, or November. Décor should coordinate with the HES theme (to be announced) and relate to course activities and content. Groups will be responsible for decorating by the first class period of the month and un-decorating following the final class period of the month. This will be part of your participation grade for the semester.

Class Discussions: Regular class discussions will cover the assigned readings outlined in your course calendar. Discussions may be small group or whole class. Your reading log will be used during these discussions. This counts toward your participation grade.

Dyslexia Assignment: This assignment will be completed online. Instructions will be given in class.

Exams: Three multiple choice examinations will be given during the course of the semester. These exams will cover material from the textbook and assigned readings, as well as class lectures and discussions. The test format is similar to that of the certification exam.

Exit Interview. Each candidate will participate in an informal exit interview with the instructors at the end of the semester.

Guided Reading Instruction and Lesson Plans: Using the data collected during the Case Study, you will work with an individual student to develop his/her reading abilities. You will select developmentally appropriate materials to meet students' learning needs and develop and teach guided reading lessons based on the results of your Case Study assessments. **Guided Reading lesson plans are due before class on the dates specified in your course calendar** and should be submitted in your folder labeled "Guided Reading Lesson Plans." All lesson plans will be graded (or given feedback), and the best 2 will determine your grade.

Guided Reading (Small Group) Observation and Assessment: During your classroom field experience, you are required to observe your mentor teacher (or another teacher, if yours does not teach Guided Reading) as he/she teaches small group Guided Reading. Using evaluation materials provided by the instructor, you will assess and reflect upon that instruction. More details will be provided in class.

Guided Reading (Small Group) Lesson Planning / Instruction: In addition to teaching Guided Reading lessons to your Case Study student, you are required to plan and teach one small group Guided Reading lesson (either in your mentor teacher's classroom or, if he/she does not teach Guided Reading, in another classroom). You will create one small group Guided Reading lesson plan using the template provided by the instructor. Specific guidelines will be covered in class.

Librarything.com: Students will select and read 50 children's books and note them on Librarything.com. (It will be necessary to set up an account if you have not done so previously.) Requirements for each entry include: book rating, category/genre, what makes the book notable, and instructional application (an entry in the "tag" section explaining how this book can be used for literacy instruction; connections should be made to course content and/or state standards). A final list will be printed and submitted for a grade. **Required categories will be provided on Blackboard for book selection purposes. Notes must be recorded in the "tag" section or they will not appear on the final print-out.**

Mentor Teacher Evaluation: Literacy Block students will be evaluated by mentor teachers at the end of the semester. Mentors will evaluate students on their attendance, punctuality, and initiative in working in the classroom, as well as on their general attitude and their ability to effectively communicate the results of their activities with students to their mentor teachers. A score below "7" on the Mentor Evaluation will seriously affect the teacher candidate's grade for the semester and, at the discretion of the instructors, may result in a meeting with the instructors and the head of the department.

Mini-lesson Presentation: Students will choose one literacy instructional strategy and, with a partner, prepare a 10-15 minute mini-lesson to present to your literacy block classmates. You and your partner should teach the strategy to your classmates as if they were students in an

elementary classroom. You must create a companion handout covering your strategy to give to your classmates as part of your presentation. These lessons will be video-recorded. As part of your grade, you will write and submit an individual reflection after viewing the video of your presentation.

Multi-cultural Project / Literature: Students are required to read and evaluate five multi-cultural children's books. (This assignment may overlap with the LibraryThing assignment.) More details will be provided in class. Students will also complete a multicultural project intended to increase their cultural awareness. Details will be provided.

Pinterest: Students will create a Pinterest account or board and pin teaching ideas and strategies related to course content and elementary Literacy concepts/standards/curriculum. This should be viewed as a resource for current and future teaching practice. Evaluation will be based on breadth and scope of content. Instructors will follow your board.

Practicum Experience Log and Field Experience Reflection: Students will track time spent and activities completed in their mentor teacher's classroom. They will log this information on a Practicum Experience record sheet and submit it to TK20 at the end of the semester along with a Field Experience Reflection. Specific guidelines will be covered in class.

Professional Development: Students are required to complete 6 hours of professional development. Hours may be earned by attending a professional meeting, conference, or workshop presented on campus, at Huntsville Elementary or other HISD schools, at Region Service Centers, or at Lakeshore Learning Center. Students may also complete approved online professional development courses for 2 hours credit per course. Credit is based on submission of notes from HES events, a Conference Certificate for each conference attended, or a reflective summary for each online course completed. See Blackboard for specific information.

Quizzes: Several unannounced quizzes will be given during the course of the semester. These quizzes will cover material from your textbooks, other assigned readings, and class discussions and lectures. The top four scores will make up your semester quiz grade; each quiz is worth 10 points. Make-up quizzes will not be given under any circumstance.

Service Learning (ACE) Project: The Academic Civic Engagement aspect of this block involves completing a service project intended to positively impact our host community at Huntsville Elementary School. Each student must document 9 hours of project-related service and must submit a proposal as well as a final portfolio including plans, journal entries, photographs, artifacts and/or written documentation, in addition to a reflection. Further explanation will be given in class.

Six-Word Memoir Slide: Instructions will be given in class.

Writer's Workshop: You will guide one child through the writing process (prewriting, drafting, revising, editing, and publishing) which will result in the publication of the student's own book. You will create your own book to use as an example and will also be responsible for developing appropriate lesson plans each time you meet with your student. The lesson plan format is provided by the professor. Each time you work with the students, a completed lesson plan must be present. These plans will be checked on the dates specified on your calendar and assessed for completeness and appropriateness. Be prepared! If a lesson plan is not presented

and checked, the candidate will not be allowed to work with the student for that session, and professionalism points will be deducted. Lesson plan reflections will be submitted following each lesson you teach. Your two best writing lesson plans will be submitted as your grade for this project. An Author's Celebration will be held at the end of the semester. This event will provide student authors with an opportunity to read their books aloud to an audience of parents, teachers, and/or students. A final reflection over the writing process will be submitted upon completion of the writing process portion of your instruction (see date on course calendar).

COURSE EVALUATION:*

Final Points Totals

Attendance	20	645 - 720 = A
Book Shares (2 x 20 pts)	40	573 - 644 = B
Case Study	70	501 - 572 = C
Part 1: CF: Demographics		429 - 500 = D
Part 2: CF: Classroom and Student Factors		Below 429 = F
Part 3: Assessment and Analysis		
Part 4: Reading Assessment Reflection		
Class Activities	25	
Dyslexia Assignment	10	
Exams (3 x 20)	60	
Guided Reading Observation and Assessment	10	
Guided Reading Lesson Plans (2 x 20)	40	
Small Group Guided Reading Plan and Reflection	20	
LibraryThing	50	
Mentor Teacher Evaluation	10	
Mini-Lesson Presentation	20	
Multi-cultural Project / Literature	20	
Participation	30	
Pinterest Board	15	
Practicum Experience Log (10) and Field Experience Reflection (15):	25	
Professional Development	30	
Professionalism	50	
Quizzes (4 x 10 pts)	40	
Reading Log	25	
Reflective Essay	10	
Service Learning (ACE) Project	30	
Six-Word Memoir Slide	10	
Writing Process Lesson Plans (2 x 20)	40	
Writing Process Final Reflection	<u>20</u>	
TOTAL POINTS	720	

**The instructor reserves the right to alter course requirements to better meet the learning needs and maturity levels of the pre-service teachers.*



NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students 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 preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.



The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

- Knowledge Base (CF1)
- Technological Learning Environment (CF2)
- Communication (CF3)
- Assessment (CF4)
- Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiencies

1. Demonstrate an attitude of reflection and thoughtfulness about professional growth and instruction. (CF 1)
2. Demonstrate a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)
3. Practices ethical behavior and intellectual honesty. (CF 3)
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
9. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. One of the TK 20 assignments for this semester requires a lesson plan and reflection demonstrating progress towards mastery of six of the Diversity and Dispositions Proficiencies. This assignment will be due near the end of the semester.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Standards Matrix

Topic(s)/Objective(s) The Candidate will:	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment CAEP-K-6 Elementary Teacher Standards EC-6 ELAR and Reading Standards ISTE - Technology Standards InTASC - Model Core Teaching Standards TS—Teacher Standards TTT-Texas Teacher Tech
#1 Apply knowledge of the 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 *Reflections and reading logs *Lesson Plans *Case Study * Literacy Lesson	Discussion rubric Writer’s Workshop rubric Quizzes Reading logs and reflections Case Study Rubric Lesson Rubric/Video, Mentor Teacher Evaluation	CAEP- 1.a, 1.b, 1.c, 2.a EC-6- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 ISTE- 1d InTASC- 1a-1k TS –1, 3, 4 TTT- 1.6s
#2 Apply knowledge of the stages of literacy development, instructional strategies, and knowledge of the ELAR Texas Essential Knowledge and skills (TEKS) in assessing and instructing students to become strategic readers and writers.	Responses to readings and group discussions *Writer’s workshop *Book shares *Lesson Plans *Strategy shares *Literacy Lesson Professional reading share *Reflections *Classroom service project	Discussion rubric Mentor Evaluation Writer’s workshop rubric Book share reflection Strategy rubric Reflection rubric Thematic unit	CAEP- 1.a, 1.b, 1.c, 2.a, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f EC-6- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 ISTE- 1d, 4b InTASC- 1a-1k, 4a-4r, 5a-5s TS- 1, 3 TTT- 1.6s
#3 Demonstrate knowledge of current approaches for teaching reading, writing, listening, and speaking through a balanced literacy approach in a safe, supportive learning environment.	*Writer’s workshop *Book shares *Mini lessons for writer’s workshop *Pinterest	Lesson plan rubric Mentor Evaluation Book share reflection Writer’s workshop rubric Strategy rubric Case Study Mimi-lessons Posters Text set	CAEP- 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 4.a, 4.b, 4.c, 4.c, 4.d, 4.e, 4.f, 4.g EC-6- 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12 ISTE- 1a, 1c, 1d, 4b InTASC – 3a-3r, 5a-5s; 8a-8s TS –1, 3, 4 TTT- 1.6s, 2.1k, 2.2k, 3.2k, 3.1s, 3.11s, 3.12s, 4.1k, 4.1s, 4.6, 2.5k, 5.4s
#4 Use a variety of assessment techniques to determine student’s literacy strengths and needs.	*Writer’s workshop *Book shares *Mini lessons for writer’s workshop *Guided reading mini lessons	Lesson plan rubric Mentor Evaluation Writer’s workshop rubric Book share reflection Strategy rubric Case Study Text set Thematic unit	CAEP- 3.a, 3.b, 3.c, 3.d, 3.e, 3.f EC-6- 2, 3, 4, 5, 6, 7, 8, 9, 10 ISTE- 2 InTASC – 2a-2o; 6a-6v, 7a-7q TS- 2,5 TTT- 1.6s

#5 Use knowledge of diversity in student abilities, cultural backgrounds and language, and apply these understandings to develop appropriate instructional practices.	*Lesson Plans *Librarything.com activity *Book shares	Lesson plan rubric Book Share Reflection Mentor Evaluation Book list for librarything.com Text set Book clubs	CAEP- 1.a, 1.b, 1.c EC-6-1, 7, 8, 11 ISTE- 1d, 4b InTASC – 2a-2o; 7a-7q; 8a-8s TS- 2,3,4,5 TTT- 1.6s
#6 Ability to identify, select, and implement instructional practices appropriate for meeting students' assessed needs.	Responses to readings and group discussions *Writer's workshop *Book shares Reflections on learning experiences in mentor teacher's classroom	Discussion rubric Writer's workshop rubric Book share reflections Reflections of readings and connections Book Clubs Reading journals	CAEP- - 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 4.a, 4.b, 4.c, 4.c, 4.d, 4.e, 4.f, 4.g EC-6-2, 3, 4, 5, 6, 7, 8, 9, 10, 11 ISTE- 1a, 1d, 4b InTASC – 7a-7q; 8a-8s TS- 1,2 TTT- 1.6s, 3.1s, 3.11s, 3.12s, 4.1k, 4.1s, 4.6s, 5.2k, 5.2k, 5.4s
# 7 Develop awareness of children's difficulty with classroom reading/writing processes such as dyslexia and other individual needs.	Responses to readings and group discussions Dyslexia assignment Case study evaluation	Discussion rubric Reading Journal Reflections Lesson plans Quiz	CAEP- - 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 4.a, 4.b, 4.c, 4.c, 4.d, 4.e, 4.f, 4.g EC-6-2, 3, 4, 5, 6, 7, 8, 9, 10 ISTE- 1b, 4b InTASC – 2a-2o TS- 2 TTT- 1.6s, 2.1k, 2.2k TS – 1.3k, 1.5k, 1.k, 2.1k, 2.4k, 3.1k, 3.2k, 3.4k,
# 8 Develop competencies to ethically communicate and collaborate with students, families, colleagues, and other literacy professionals to support the strengthens and needs of childrens' literacy development.	*Study & administration of informal assessment tools and techniques Response to readings and group discussions *Case study assessments and evaluation	Student samples of completed Assessments/narratives Assessment forms Assessment conference Case Study Discussion rubric	CAEP- 1.b, 1.c, 5.a, 5.b, 5.c, 5.d EC-6- ISTE- 3c, 4c InTASC – 10a-10f TS- 4,6 TTT- 1.15s, 1.16s, 1.6s, 2.2k, 3.1s
# 9 Reflect and act on their own literacy pedagogical development and professional identities to improve the delivery of literacy instruction based on current research.	Responses to readings and group discussions Professional Development Assessment results *Lesson plans *Case Study	Discussion rubric Reading Log Reflections Preliminary assessment reports Case Study Report	CAEP- 5.a, 5.b, 5.c, 5.d ISTE- 4a, 4b, 4c, 4d,5a, 5c InTASC- 9a-9o

Expectations:

- 1) Professional Disposition: You are currently in a professional course of study in which you are preparing to be a teacher, accountable to students, their parents, your colleagues, and administrators. This is not a responsibility to be taken lightly. It is expected that your enthusiastic participation in activities, as well as positive attitudes and dispositions toward learning, be exhibited throughout your teacher preparation program. Huntsville Elementary 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 are cheerful and enthusiastic, and you show that you are grateful to be here.
- 2) Because children and teachers at Huntsville Elementary School are depending upon you, you must be punctual and attend every class session. **In the event that you must be absent or tardy, you must notify both your instructor and your mentor teacher.** Failure to make these arrangements ahead of time will result in the loss of professionalism points.
- 3) You are expected to conduct yourself as professionals at all times. Your behavior and attire should reflect the standards set for the teachers at the school. Staff members are supportive of our involvement at Huntsville Elementary and you are expected to be cordial to all individuals on the campus at all times.
- 4) Students are not permitted to leave the school and come back during the day, even at lunch time. Unless there is an emergency situation, you should plan to stay the entire day. You may bring your lunch or purchase a meal from the cafeteria.
- 5) Please do not talk loudly in the hallways or sit in the hallways to socialize. Be sure to walk on the right side of the hallway and model appropriate hallway behavior at all times.
- 6) You may use the Teachers' lounge at the school for lunch or to prep for your lessons, but please conduct yourself in an appropriate manner. (Do not use the principal's microwave.)
- 7) You may use the library and the literacy library at the school, but follow the procedures outlined by the librarian and reading specialist. You may check out books in my name (Barbie Stanford), but be sure to record this on the check-out sheet in our classroom. Also notate the date you returned the book to the library. **IF YOU HAVE OUTSTANDING BOOKS FROM EITHER LIBRARY AT THE END OF THE SEMESTER, YOUR FINAL GRADE WILL NOT BE SUBMITTED UNTIL ALL BOOKS HAVE BEEN RETURNED OR PAID FOR.**

Bibliography:

- Au K. (2002). Multicultural factors and the effective instruction of students of diverse backgrounds. In A.E. Farstrup and S.J. Samuels (Eds.), *What research has to say about reading instruction (3rd edition)*, p.392. Newark DE: International Reading Association.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction (6th Edition)*. Boston, MA: Pearson.
- Beaver, J. M. (2006). *Developmental Reading Assessment: K-3 (2nd Edition)*. Upper Saddle River NJ: Pearson.
- Calkins, L. M. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Calkins, L. M. (2003). *Launching the writing workshop*. Portsmouth, NH: Heinemann.
- Calkins, L. M. & Harwayne, S. (1991). *Living between the lines*. Portsmouth, NH: Heinemann.
- Cummins, J. (2000). Biliteracy, empowerment, and transformative pedagogy. In J.V. Tinajero and R. A. DeVillar (Eds.), *The power of two languages 2000* (pp. 9-19). New York: McGraw Hill.
- Drucker, M.J. (2004). What reading teachers should know about ESL learners. In J. M. Irwin (Ed.), *English learners: Discussion guide and related journal articles* (pp. 15-22). Newark DE: International Reading Association.
- Ernst-Slavit, G., Moore, J. & Maloney, C. (2004). Changing lives: Teaching English and literature to ESL students. In J. M. Irwin (Ed.), *English learners: Discussion guide and related journal articles* (pp. 46-58). Newark DE: International Reading Association.
- Escamilla, K. (2000). Teaching literacy in Spanish. In J.V. Tinajero and R. A. DeVillar (Eds.), *The power of two languages 2000* (pp. 126-141). New York: McGraw Hill.
- Flores, B., Cousin, P.T. & Diaz, E. (1998). Transforming deficit myths about learning, language, and culture. In M.F. Opitz (Ed.), *Literacy instruction for culturally and linguistically diverse students* (pp. 7-38), Newark DE: International Reading Association.
- Gambrell, L. B. & Morrow, L. M. (2015). *Best Practices in Literacy Instruction*. New York: The Guilford Press.
- Garcia, G. E. (2000). Bilingual children's reading. In M.L. Kamil, P. Mosenthal, P.D. Pearson, R. Barr (Eds.) *Handbook of reading research VIII* (pp. 813-832). International Reading Association.
- Garcia, G. E. (2003). The reading comprehension development and instruction of English-language learners. In Sweet, A. P. and Snow, C.E. (eds), *Rethinking Reading comprehension* (pp.30-50). New York: The Guilford Press.
- Garcia, G. G. & Beltran, D. (2003). Revisioning the blueprint: Building for the academic success of English learners. In G. G. Garcia (Ed), *English learners: Reaching the highest level of English literacy* (pp. 197-226). Newark DE: International Reading Association.
- Grant, R. A. & Wong, S. D. (2004). Barriers to literacy for language-minority learners: An argument for change in the literacy education profession. In J. M. Irwin (Ed.), *English learners: Discussion guide and related journal articles* (pp. 23-31). Newark DE: International Reading Association.
- Hall, A.M. (2006). Keeping *La Llorona* alive in the shadow of Cortes: What an examination of literacy in two Mexican schools can teach U.S. educators. *Bilingual Research Journal*, 30(2), 385-406.
- Hardin Blonski, V. (2001). Transfer and variation in cognitive reading strategies with Latino fourth-grade students in a late-exit bilingual program. *Bilingual Research Journal*. 25(4), 539-562.
- Hasbrouck, J.E. & Denton, C.A. (2000). Phonological awareness in Spanish: A summary of research and implications for practice. In J.V. Tinajero and R. A. DeVillar, (Eds.), *The power of two languages 2000* (pp. 54-65). New York: McGraw Hill.

- Helman, L. A. (2004). Building on the sound system of Spanish: Insights from the Alphabetic spellings of English-language learners. In J. M. Irwin (Ed.), *English learners: Discussion guide and related journal articles* (pp. 59-67). Newark DE: International Reading Association.
- Hyslop, N. (2000). *Hispanic Parental Involvement in Home Literacy*, ERIC Digest 158, November.
- Jacobs, J. S. & Tunnell, M. O. (2016). *Children's Literature, Briefly (6th Edition)*. New York: Pearson.
- Jones, V. & Jones, L. (2016). *Comprehensive classroom management: Creating communities of support and solving problems (11th Edition)*. New York: Pearson.
- Krashen, S. (2003). Three roles for reading for minority-language children. In G. G. Garcia (Ed), *English learners: Reaching the highest level of English literacy* (pp. 55-70). Newark DE: International Reading Association.
- Leafstedt, J.M. & Gerber, M.M.(2005). Crossover of phonological processing skills: A study of Spanish-speaking students in two instructional settings. *Remedial and Special Education*. 26(4), 226-236.
- Lopez, L.M. & Greenfield, D.B. (2004). The cross-language transfer of phonological skills of Hispanic Head Start children. *Bilingual Research Journal*. 28(1). 1-19.
- McLaughlin, B., Blanchard, A.G. & Osanai, Y. (2002). Assessing language development in bilingual preschool children, Part I: The child's language background. In *Foreign Wives Club Articles*. <http://www.foreignwivesclub.com/pages/articles/art3pl.htm/>
- Morrow, L.M. (2001). *Literacy development in the early years: Helping children read and write*. Boston MA: Allyn and Bacon.
- Pinnell, G. S. & Fountas, I. C. (2009). *When readers struggle: Teaching that works*. Portsmouth, NH: Heinemann.
- Proctor, C. P.; August, D.; Carlo, M.S.; Snow, C.(2006). The intriguing role of Spanish language vocabulary knowledge in predicting English reading comprehension. *Journal of Educational Psychology*, 98(1), 159.
- Risko, V. J. & Walker-Dalhouse, D. (2012). *Be that teacher! Breaking the cycle for struggling readers*. New York: Teachers College Press.
- Shaywitz, S. (2003). *Overcoming dyslexia*. New York: Vintage Books.
- Snow, C. E. & Sweet, A. P. (2003). Reading for comprehension. In Sweet, A. P. and Snow, C.E. (Eds). *Rethinking reading comprehension* (pp. 1-11). New York: The Guilford Press.
- Temple, C., Ogle, D., Crawford, A., Freppon, P., & Temple, C. (2018). *All children read: Teaching for literacy in today's diverse classrooms*. New York: Pearson.
- Vellutino, F.R. (2003). Individual differences as sources of variability in the reading comprehension in elementary school children. In Sweet, A. P. and Snow, C.E. (Eds). *Rethinking reading comprehension* (pp. 51-81). New York: The Guilford Press.