



READ 3370 /3371 /3372
THE TEACHING OF READING
LITERACY ASSESSMENT AND INSTRUCTION
THE TEACHING OF LANGUAGE ARTS
FALL 2017

READ 3370/3371/3372 are required courses for EC-6 and ELAR/SS 4-8 Certification programs.

THESE ARE ACADEMIC COMMUNITY ENGAGEMENT (ACE) COURSES

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

Instructor:

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Class Format: The content of this course is delivered through demonstrations, lecture, and online postings. Course concepts are learned through observations, readings, collaborative study, practicum experiences, presentations, and research. In addition, candidates work with mentor teachers in elementary 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 and presentations. The ESSENTIAL objective for these courses is that the students learn to apply course material and concepts to improve thinking, problem solving, and decisions. In addition, an IMPORTANT objective is that they learn the fundamental principles, generalizations, and theories related to the teaching and learning of the Language Arts.

Class day and time: Tuesdays and Thursdays, 7:30 A.M. to 5:30 P.M.

Class location: Reaves Elementary School, Conroe, Texas

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.

Textbooks:

- Cooper, David J. Literacy: Helping Children Construct Meaning. 8th Edition
- Bader, Lois A. BADER Reading and Language Inventory, Seventh Edition.
- DeVries, Beverly A. Literacy Assessment & Intervention for K-6 Classrooms 3rd Edition
- Handouts (on Blackboard)
- TEKS-Reading and Language Arts. Available online: www.tea.state.tx.us

Course Objectives:

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.
10. Ability to identify, select, and implement instructional strategies appropriate for meeting students' assessed needs.

Standards Matrix: Highlighted activities indicate that candidates in SHSU's educator preparation program interact with EC-6 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"> • <i>TS – Texas Educator Standards/Competencies</i> • <i>Conceptual Framework</i> • <i>NCE ELAR 4-8</i> • <i>NETS</i> • <i>DDP</i> • <i>ACEI Standards</i>
#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. *Mentor Classroom teaching	Discussion rubric Writer's Workshop rubric Quizzes Mentor Evaluation	<i>1, 2a, 2b, 2i, 3a, 3d, 5b</i> CF 1 9 1 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2
#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 *Mentor Classroom teaching	Discussion rubric Mentor Evaluation Writer's workshop rubric Book share reflection Strategy rubric Mentor Evaluation	<i>1, 2b, 2i, 7.1k-7.3k</i> CF 1, 2 11 1, 2, 3, 4 2.1, 3.1, 3.2, 3.3
#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 *Mentor Classroom teaching Strategy shares	Lesson plan rubric Mentor Evaluation Book share reflection Writer's workshop rubric Strategy rubric	<i>1, 2a, 2b</i> CF 1 3, 8 1, 3 2.1, 3.1, 3.2, 3.3

#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	Lesson plan rubric Mentor Evaluation Writer's workshop rubric Book share reflection Strategy rubric Case Study Spanish Read Aloud reflection	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 CF 1, 5 1, 10 4 6, 7, 10 3.2
#5 Candidates demonstrate knowledge of interesting and grade appropriate trade books for children (This includes books for diverse populations.)	*Lesson Plan *Mentor Classroom teaching	Lesson plan rubric Mentor Evaluation	2b, 3b 1, 2 1, 2, 3 1, 10 3.1, 3.2, 3.4
#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 *Reflections on learning experiences in mentor teacher's classroom *School service Reflection & Implementation	Discussion rubric Writer's workshop rubric Book share reflections School service Rubric Reflection Journal	2b, 5b, 5d 5, 6, 7, 12 5 2, 3 5.1
#7 Candidates discuss 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 2.1, 4.0
#8 Candidates explain 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 *Tutoring lessons	*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 2b, 4.5 CF 4 2 8, 9 4.0
#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 CF 1, 4 1.0, 2.1, 3.2
#10 Candidates demonstrate the importance of communicating with parents about ways they can encourage the literacy development of their child.	*School service *Parental Reading/writing brochure	Parent letters and brochures evaluation School service rubric	1.8s, 2.4s, 3.4s, 4.10s, 5.8s, 7.13s, 8.8s, 9.7s, 10.4s CF 3 4 3 5 5.2
#11 Candidates demonstrate their ability to communicate with other professionals in order to learn about and share current literacy practices.	Chapter Studies and Journal readings *Informal debriefing sessions after tutorials with classroom teacher	Student samples of assessment Mentor evaluation Rubric for chapter studies	1.9s, 2.5s, 3.5s, 4.11s, 5.9s, 7.14s, 8.9s, 9.8s 2b, 5b CF 3 4, 8 5 5 5.1

Web address for state standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

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

Web address for NCTE ELAR 4-8 Standards: <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>

Web address for NETS (National Educational Technology Standards): <http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf>

Web address for the National Middle School Association Standards (NMSH):
<http://www.amle.org/ProfessionalPreparation/NMSAStandards/tabid/374/Default.aspx>

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

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

Important: Learning fundamental principles, generalizations, or theories.

Course Requirements and Assignments:

- 1) **Professionalism/Dispositions.** 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** 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 are cheerful and enthusiastic, and you show that you're grateful to be here. Professionalism/Dispositions count. (See below.)
- 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 Literacy Methods Block will create Anchor Stations for use in the classrooms.
- 5) **Materials/Technology:** In addition to the normal notebooks, paper, pens, you will need 5 Folders with pockets; 3 Folders with brads and pockets; 1 Spiral Notebook (for Reflection Journal); Colored marking pens; Audio recorder; Video recorder.
- 6) **Chapter Readings.** You will be assigned to read chapters from your course textbooks and will be expected to discuss and review the material with your colleagues during study group sessions.

PRACTICUM. A minimum of sixty hours of practicum is required for these blocked courses. 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 school district literacy goals. You will not only learn the knowledge and skills taught through this course, but also actively use them to make a difference at O.A. Reaves Elementary School. You have been given the opportunity to help improve the learning opportunities of children with whom you work and assist and support your mentor teachers. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen. These experiences listed below constitute over 50% of your course grade:

- 7) **Writer's Workshop.** You will a child through the writing process (prewriting, drafting, revising, editing) that will result in the publication of his/her own book. 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.
- 8) **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) two of such sessions. Both book shares are recorded on video. These Book Share Forms must be turned in on specific dates (see schedule). Evaluation: Book share rubrics.
- 9) **Developing and Teaching a Literacy Lesson.** You will develop a lesson to teach to your mentor's class. This lesson will be viewed and reviewed by a teaching team, evaluated by a Mentor Teacher, and recorded on video. Evaluation: Lesson Plan and Mentor Teacher Lesson Evaluation.
- 10) **Emily Cobbs Assignment.** You will invite a family member to observe you teach (not during Teach Week) at Reaves Elementary School. Further explanation will be given in class.
- 11) **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

- 12) **Case Study: Part 2 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
- 13) **Class Presentations:** From time to time you will be asked to present your learning to your colleagues. Some of these presentations will be formal and graded. More information on these will be given later on in the course.
- 14) **Reflection Journal:** Critical self-reflection is important in the development of a strong teacher. You will be required to keep a journal reflecting on your work with children, personal dispositions, and good ideas and materials for your future classroom. Bring this journal **each day** we have class. It is expected that you work on each section each week. The Reflection Journals will be collected and graded two times during the semester.

	<u>POINTS:</u>	Final Point Totals
*Professionalism (See below and #1 above)	70	460 - 500 = A
Quizzes	55	410 - 459 = B
*Book Shares (2 x 15 pts)	30	360 - 409 = C
Strategy Presentation (Comprehension or Vocabulary)	15	310 - 359 = D
Personal Book Writing	25	Below 310 = F
Chapter Group Discussions (5 x 5pts)	25	
Chapter Glossing and Icon Responses (5 X 5pts)	25	
*Child's Writing Process Lesson Plans	25	
*Child's Writing Process Final Report	25	
*Literacy Lesson Plan - written (1st plus 2nd try)	30	
*Teaching the Lesson (+ Mentor Evaluation)	30	
*Final Mentor Teacher Evaluation for Semester	20	
Emily Cobbs Assignment	10	
*Tutoring Lesson Plans	25	
*Case Study:		
Part 1: Assessment Report	25	
Part 2: Tutoring Report	25	
*School Service/Anchor Station	10	
*Spanish tutoring	10	
Reflection Journal	20	
	TOTAL POINTS	500
•	Field experiences = 335/500 points	

The instructors reserve the right to alter course requirements to better meet the learning needs and maturity levels of the preservice teachers.

Professionalism/Dispositions. In this course, everyone begins the semester with 70 points, the maximum for expected professional behavior and dispositions. Loss of points are a result of evidence of unprofessional behavior such as: absences; tardies; inappropriate attire; poor communication with mentor teachers; negative attitude; lack of initiative; impatience; rudeness; inattention. A loss of 5 points for each such occurrence can be expected. More points can be lost depending on the seriousness of the unprofessional action. 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. The professors and your mentor teachers determine the final total of professionalism points. **NOTE: If all professionalism points are lost, the final grades for READ 3370/3371/3372 cannot be higher than a D.**

Grades. All assignments must be completed and are due at the **beginning** of the class period (7:40 A.M.) on the date assigned. Submission of work at any other time that day will be considered late. Assignments **WITHOUT** rubrics not submitted on time/date due will reduce Professionalism Points by 5 points each **per calendar day late**. Grades for assignment **WITH** rubrics not submitted on time/date due will be reduced 10% **for each calendar day late**. Each incomplete assignment, assignments missing completed rubrics, and/or assignments in need of revision also reduce Professionalism points and will also be considered late (which will add additional point loss). An assignment never submitted will reduce Professionalism Points by 10 points.

Tentative Class Schedule

1	Aug 24 (TH)	Course Introduction; Writing Intro
2	Aug 29 (T)	Theory; Bookshare #1 Intro; Practice Chapter Study -DeVries Chap.1; Assessment Intro
3	Aug 31 (TH)	Theory; Cueing Systems; Strategies Intro; Bookshare #2 Intro; Reading Stages
4	Sept 5 (T)	Theory; Fluency; Running Record Intro; Bookshare #3 Intro
5	Sept 7 (TH)	Theory; Lesson Plan Intro; Assessment: Final Running Record
6	Sept 12 (T)	Meet Mentor; SHSU Author Celebration ; Model Lesson; Assessment-IRI
7	Sept 14 (TH)	FIRST DAY in Mentor's Classroom; Assessment: Miscue Analysis
8	Sept 19 (T)	Assessment: Guided Reading; Rdg Strategy Presentations; 2nd Chapter Study ; Child's Writing # 3
9	Sept 21 (TH)	Assessment: DRA; Child's Writing # 4; Rdg Strategy Presentations
10	Sept 26 (T)	Quiz # 1 (Theory); Bookshare #1, Case Study Part 1, 3rd Chapter Study ; Strategy Presentations; Child's Writing #5
11	Sept 28 (TH)	Assessment: Tutoring Lesson Plans; Child's Writing #6
12	Oct 3 (T)	Children's Author's Celebration ; Performing Text; Assessment: Cloze; BIG Lesson Plan
13	Oct 5 (TH)	Quiz #2 (Assessment); Vocabulary; Tutoring # 1
14	Oct 10 (T)	Child's Writing Packet, Tutoring # 2; 4th Chapter Study
15	Oct 12 (TH)	Teaching Tips; Assessment: Comprehension; Team talks; Tutoring #3; Bookshare #2;
	Oct 17 (T)	Quiz #3 (Phonics); Case Study Part 2 Intro; BIG Lesson practice (#1); Tutoring # 4, 5th Chapter Study
17	Oct 19 (TH)	Big Lesson Write up (Mrs. Michelle Dunn); BIG Lesson practice #2; Chapter Choice Intro; Tutoring #5
18	Oct 24 (T)	8:00 to 12:00-Big Lessons; Assessment: Readability; Tutoring #6
19	Oct 26 (TH)	8:00 to 12:00-Big Lessons; Dyslexia; Tutoring #7
20	Oct 31 (T)	Big Lesson Wind-down; Assessment: Evaluations; Teaching Packets
21	Nov 2 (TH)	Quiz #4 (Vocabulary); Methods Students presentation; Case Study Part 2
22	Nov 7 (T)	Testing information (Mrs. Jean Hubbard); Handwriting; Chapter Choice Presentations #1; Performing Texts
23	Nov 9 (TH)	Quiz # 5; Student Teachers presentation; Chapter Choice Presentations #2
24	Nov 14 (T)	Final good-bye to children; Teacher Celebration Luncheon; SWAT letters; Emily Cobbs reflection
25	Nov 16 (TH)	Final Exam; Course Wind-down; conferences

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

- Technology during instruction: The use of technology will be encouraged during class times when appropriate and directed by the instructors.
- Technology during exams: The use of technology during testing will be prohibited.
- Technology in emergencies: Accessing technology for emergency situations will be permitted with the approval of the instructors.
- 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.

Attendance.

This is a “hands-on” course in which the instructional techniques are demonstrated in class, applied in elementary classrooms, and debriefed in class. In addition, there is a co-construction of knowledge that emerges from rich class discussions based on lectures and readings. Reconstructing the teaching and learning that happens during this type of course is not possible. Therefore, regular and punctual attendance is extremely important for your success. Attendance also demonstrates a level of responsibility and commitment that is expected of a professional. **More than two absences will result in a drop of one letter grade in the final course grades for each class missed.** Tardies and early departures are recorded. Two such occurrences are the equivalent of one absence. **It is your responsibility to call the school (or text a classmate who is already at school) if you are running late or going to be absent.**

Bibliography:

- Cunningham, P. & Allington, R. (2015). *Classrooms That Work: They can all read and write*. Boston, MA: Pearson Education, Inc.
- Harvey, S. & Goudvis, A. (2007). *Strategies That Work: Teaching comprehension for understanding and engagement*. Portland, ME: Stenhouse Publishers.
- Li, G. & Edwards, P.A. (2010). *Best Practices in ELL Instruction*. New York, NY: The Guilford Press.
- Routman, R. (2014). *Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success*. Alexandria, VA: ASCD.
- Routman, R. (2012). *Literacy and Learning Lessons from a Longtime Teacher*. Newark, DE: International Reading Association.