



**READ 3370 /3371 /3372**  
**THE TEACHING OF READING**  
**LITERACY ASSESSMENT AND INSTRUCTION**  
**THE TEACHING OF LANGUAGE ARTS**  
**SPRING 2018**

*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**

**Instructors:**

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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 Students Construct Meaning. 8<sup>th</sup> 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](http://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.

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <i>TS – Texas Educator Standards/Competencies</i></li> <li>• <i>Conceptual Framework</i></li> <li>• <i>NCE ELAR 4-8</i></li> <li>• <i>NETS</i></li> <li>• <i>DDP</i></li> <li>• <i>ACEI Standards</i></li> </ul>
#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> <b>CF 1</b> <b>9</b> <b>1</b> <b>1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1, 5.2</b>
#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 Mentor Evaluation	<i>1, 2b, 2i, 7.1k-7.3k</i> <b>CF 1, 2</b> <b>11</b> <b>1, 2, 3, 4</b> <b>2.1, 3.1, 3.2, 3.3</b>
#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	<i>1, 2a, 2b</i> <b>CF 1</b> <b>3, 8</b> <b>1, 3</b> <b>2.1, 3.1, 3.2, 3.3</b>

#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 Case Study Spanish Read Aloud reflection	<b>003, 018</b> 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 *Case Study *Writers Workshop Celebration	School service rubric Case Study Report Writer's Workshop 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 5.1

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](http://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, we will assist with school functions and events.
- 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 guide 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) **Emily Cobbs Assignment.** You will invite a family member to observe you teach at Reaves Elementary School. Further explanation will be given in class.
- 10) **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
- 11) **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
- 12) **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. Total possible points earned = 10 per grading. Late submissions lose ½ the total points. Bonus of 5 points for earning a total of 9 points or more at each grading (a final total of 18 points or higher).

- 13) **Final Evaluations:** There will be two over-all evaluations of your performance during this semester. One will be completed by your Mentor Teacher based on evidence of your knowledge, skills, and dispositions within her classroom (25 points). The second evaluation will be a self-evaluation completed by you in consultation with one of your professors (20 points).

**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 **per calendar day late**. Grades for assignment **WITH** rubrics not submitted on time/date due will be reduced by ½ the total points. 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.

**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; tardiness; 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.**

#### **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.** Tardiness 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.**

	<u>POINTS:</u>	Final Point Totals
*Professionalism (See below and #1 above)	70	460 - 500 = A
Quizzes (Theories - 20; Assessment - 20; Phonics - 30)	70	410 - 459 = B
*Book Shares (2 x 15 pts)	30	360 - 409 = C
*Personal Book Writing	25	310 - 359 = D
Chapter Group Discussions (6 x 10pts)	60	Below 310 = F
*Child's Writing Process Lesson Plans (5-point bonus)	30	
*Child's Writing Process Final Report	30	
Emily Cobbs Assignment	10	
*Tutoring Lesson Plans (5-point bonus)	30	
*Case Study:		
Part 1: Assessment Report	25	
Part 2: Tutoring Report	30	
*School Service	10	
*Spanish tutoring	10	
*Reflection Journal	25	
*Final Mentor Teacher Evaluation for Semester	25	
*Final Self-Evaluation	20	
<b>TOTAL POINTS</b>	<b>500</b>	

- Field experiences = 330/500 points

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

### Tentative Class Schedule and Main Topics

1	Jan 18 (TH)	Course Introduction; Writing Intro
2	Jan 23 (T)	Theory; Bookshare #1 Intro; <b>Practice Chapter Study</b> -DeVries Chap.1; Assessment Intro
3	Jan 25 (TH)	Theory; Strategies Intro; Assessment: Reading Stages
4	Jan 30 (T)	Theory; Fluency; Running Record Intro; Bookshare #2 Intro; Writing
5	Feb 1 (TH)	Theory; Assessment: Final Running Record
6	Feb 6 (T)	Meet Mentor; <b>SHSU Author Celebration</b> ; Shared Reading; Assessment-IRI
7	Feb 8 (TH)	Assessment: Miscue Analysis
8	Feb 13 (T)	Assessment: Guided Reading
9	Feb 15 (TH)	Assessment: DRA
10	Feb 20 (T)	Quiz # 1 (Theory); Reading Strategies Intro
11	Feb 22 (TH)	Assessment: Tutoring Lesson Plans
12	Feb 27 (T)	<b>Children's Author's Celebration</b> ; Assessment: Cloze
13	Mar 1 (TH)	Quiz #2 (Assessment); Comprehension Strategies; Vocabulary
14	Mar 6 (T)	Assessment: Tutoring Demo.
15	Mar 8 (TH)	Assessment: Tutoring Strategies

### **SHSU SPRING BREAK: March 12<sup>th</sup> through 16<sup>th</sup>**

16	Mar 20 (T)	Case Study Part 2 Intro
17	Mar 22 (TH)	Quiz # 3 (Phonics)
18	Mar 27 (T)	Assessment: Readability
19	Mar 29 (TH)	Dyslexia
20	April 3 (T)	Assessment: Evaluation
21	April 5 (TH)	Methods Students' Presentation
22	April 10 (T)	Handwriting
23	April 12 (TH)	Student Teachers' Presentation; Testing Information; Spelling
24	April 17 (T)	Final good-bye to children; Teacher Celebration Luncheon
25	April 20 (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.

**Bibliography:**

**Cunningham, P. & Allington, R. (2015). Classrooms That Work: They can all read and write. Boston, MA: Pearson Education, Inc.**

**Fisher, D., Frey, N, & Hattie, J. (2016). Visible Learning for Literacy, Grades K-12. Thousand Oaks, California: Corwin.**

**Harvey, S. & Goudvis, A. (2015). The Comprehension Toolkit. Heinemann,**

**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.**

**McLaughlin, M. & Rasinski, T. (2015). Struggling Readings Engaging and Teaching in Grades 3-8. Newark, DE: International Literacy Association.**

**Rasinski, T. (2015). The Fluency Factor: Authentic Instruction and Assessment for Reading Success in the Common Core Classroom. New York, NY: Teachers College Press.**

**Routman, R. (2014). Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success. Alexandria, VA: ASCD.**