



**READ 3370/3371/3372**

**The Teaching of Reading/ Literacy Assessment and Instruction/  
The Teaching of Language Arts**

**SPRING 2018**

*Course Numbers are required courses for EC-6 Generalist and 4-8 ELAR/SS*

**College of Education**

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

**Instructor:** Dr. Jolene Reed  
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**Office hours:** Before or after class on Tuesdays and Thursdays @ Houston  
Elementary  
Other times by appointment

**Class 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 assessments using rubrics for products, discussions, and presentations.

**Class day and time:** Tuesday/Thursday, 8:15-3:00

**Class location:** Houston Elementary School, Huntsville

**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.

**Required Materials**

**Textbooks:**

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F., (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (6th Ed.). Upper Saddle River, NJ: Pearson. ISBN 978-0-13-399633-3

Clay, M. M., (2017). *Running records for classroom teachers* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann. ISBN 978-0-325-092799

Dow, R. & Baer, G. (2013). *Self-paced phonics: A text for educators* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Fletcher, R. & Portalupi, J. (2001). *Writing workshop: The essential guide*. Portsmouth, NH: Heinemann. ISBN 9780325003627

Richardson, J., (2016). *The next step forward in guided reading grades K-8: An assess-decide-guide framework for supporting every reader*. New York: Scholastic. ISBN 978-0-545-9483-9

**You must have the required texts when classes begin. These are not optional.**

**Online resources to download:**

\*\*TEKS-Reading and Language Arts: Available: [www.tea.state.tx.us](http://www.tea.state.tx.us) or [www.tenet.edu/teks/languagearts](http://www.tenet.edu/teks/languagearts)

\*\*EC-6 ELAR standards—available at

[http://tea.texas.gov/texas\\_educators/preparation\\_and\\_continuing\\_education/approved\\_educator\\_standards/](http://tea.texas.gov/texas_educators/preparation_and_continuing_education/approved_educator_standards/)

**Additional Materials.**

2 folders with brads and pockets (put your name on the front of each one and label them as follows):

Reading Lesson Plans

Case Study

3 subject spiral notebook

Magnetic letters (upper and lower case)

8 ½ x 11 or larger wipe off board

Broad tipped dry erase markers for your wipe off board and markers for chart paper in various colors

Narrow tipped markers for your wipe off board in various colors

Planner to coordinate assignments

Glue sticks

Tape

Pencils/Pens

2 mechanical pencils with 0.9 mm lead

Lead and eraser refills for mechanical pencils

Stapler with staples

Lined paper

Unlined paper  
Ruler  
Post-it notes  
Hole punch  
Scissors  
Large notebook for class notes (3 inch recommended)  
Notebook dividers (package of 5)  
Fun tack (sticky tack, wall adhesive)  
1 Writing Process folder (you will get this in class)  
2 Bare Books (blank books). You will also be receiving these in class.

You'll be using many of these materials as you work with children, which will begin later in the semester. You may want to purchase a rolling cart, as we cannot leave materials at the school.

### ***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 designated assignments for READ 3370/3371/3372. <https://tk20.shsu.edu/>

### **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 to support the accessibility of necessary materials and when submitting assignments electronically.**

**Course Objectives:** The following objectives will be met during this course:

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:

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.
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.

3. Demonstrate knowledge of current approaches for teaching reading, writing, listening, and speaking through a balanced literacy approach in a safe, supportive learning environment.
4. Use a variety of assessment techniques to determine student's literacy strengths and needs.
5. Use knowledge of diversity in student abilities, cultural backgrounds and language, and apply these understandings to develop appropriate instructional practices.
6. Ability to identify, select, and implement instruction appropriate for meeting students' assessed needs.
7. Develop awareness of children's difficulty with classroom reading/writing processes such as dyslexia and other individual needs.
8. Develop competencies to ethically communicate and collaborate with families, colleagues, and other literacy professionals to support the strengths and needs of children's literacy development.
9. 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 at this [link](#).

**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>Topic(s)/Objective(s) The Candidate will:</b>	<b>Activities/Assignments (including field-based activities)</b>	<b>Measurement (including performance-based)</b>	<b>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</b>
#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 *Personal book *Reading log/reflection journals	Reading logs and reflections Case study rubric Lesson rubric Mentor teacher evaluation Book share rubrics	<b>CAEP-</b> 1.a, 1.b, 1.c, 2.a <b>EC-6-</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 <b>ISTE-</b> 1d <b>InTASC-</b> 1a-1k <b>TS</b> —1, 3, 4 <b>TTT-</b> 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 *Literacy lessons *Reading log/reflection journals *Tutoring *Literacy lesson *Children's literature project *Case study	Reading logs and reflections Lesson plan rubric Mentor teacher evaluation Case study rubric Literacy lesson rubric Reflection rubrics Book share rubrics	<b>CAEP-</b> 1.a, 1.b, 1.c, 2.a, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f <b>EC-6-</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 <b>ISTE-</b> 1d, 4b <b>InTASC-</b> 1a-1k, 4a-4r, 5a-5s <b>TS-</b> 1, 3 <b>TTT-</b> 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.	*Responses to readings and group discussions *Writer's workshop *Reflections and reading logs *Lesson plans *Case study *Literacy Lesson	Reading logs and reflections Case study rubric Lesson rubric Mentor teacher evaluation	<b>CAEP-</b> 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g <b>EC-6-</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12 <b>ISTE-</b> 1a, 1c, 1d, 4b <b>InTASC</b> —3a-3r, 5a-5s; 8a-8s <b>TS</b> —1, 3, 4 <b>TTT-</b> 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.	*Study & administration of informal and formal assessment tools and techniques *Response to readings and group discussions *Case study assessments and evaluation	Student samples of completed assessments/ narrative Assessment forms Assessment conference Case study rubric	<b>CAEP-</b> 3.a, 3.b, 3.c, 3.d, 3.e, 3.f <b>EC-6-2,</b> 3, 4, 5, 6, 7, 8, 9, 10 <b>ISTE-2</b> <b>InTASC –</b> 2a-2o; 6a-6v, 7a-7q <b>TS-2,5</b> <b>TTT-1.6s</b>
#5 Use knowledge of diversity in student abilities, cultural backgrounds and language, and apply these understandings to develop appropriate instructional practices.	*Writer's workshop *Multicultural book share *Tutoring *Literacy lesson *Case study *Children's literature project	Book share rubric Literacy lesson rubric Case study rubric Children's literature project rubric	<b>CAEP-</b> 1.a, 1.b, 1.c <b>EC-6-1,</b> 7, 8, 11 <b>ISTE-</b> 1d, 4b <b>InTASC –</b> 2a-2o; 7a-7q; 8a-8s <b>TS-</b> 2,3,4,5 <b>TTT-1.6s</b>
#6 Ability to identify, select, and implement instruction appropriate for meeting students' assessed needs.	*Responses to readings and group discussions *Writer's workshop *Lesson plans *Literacy lessons *Reading log/reflection journals *Tutoring *Literacy lesson *Children's literature project *Case study	Reading logs and reflections Lesson plan rubric Mentor teacher evaluation Case study rubric Literacy lesson rubric Reflection rubrics	<b>CAEP-</b> - 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 <b>EC-6-2,</b> 3, 4, 5, 6, 7, 8, 9, 10, 11 <b>ISTE-</b> 1a, 1d, 4b <b>InTASC –</b> 7a-7q; 8a-8s <b>TS-1,2</b> <b>TTT-1.6s, 3.1s, 3.11s, 3.12s, 4.1k, 4.1s, 4.6s, 5.2k, 5.2k, 5.4s</b>
# 7 Develop awareness of children's difficulty with classroom reading/writing processes such as dyslexia and other individual needs.	*Study & administration of informal and formal assessment tools and techniques *Response to readings and group discussions *Case study assessments and evaluation *Dyslexia video	Student samples of completed assessments/ narrative Assessment forms Assessment conference Case study rubric	<b>CAEP-</b> - 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 <b>EC-6-2,</b> 3, 4, 5, 6, 7, 8, 9, 10 <b>ISTE-</b> 1b, 4b <b>InTASC –</b> 2a-2o <b>TS-2</b> <b>TTT-1.6s, 2.1k, 2.2k</b> <b>TS –</b> 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.	*Author's celebration *Letter of introduction to parents *Participation in school events *Case study *Group discussions	Parent letters Communication with mentor teachers Observation at school events	<b>CAEP-</b> 1.b, 1.c, 5.a, 5.b, 5.c, 5.d <b>EC-6-</b> <b>ISTE-</b> 3c, 4c <b>InTASC –</b> 10a-10f <b>TS-</b> 4,6 <b>TTT-1.15s, 1.16s, 1.6s, 2.2k, 3.1s</b>

# 9 Reflect and act on their own literacy pedagogical development and professional identities to improve the delivery of literacy instruction based on current research.	*Group discussions *Informal debriefing sessions after tutorials with mentor teacher *Presentations such as Literacy Lesson and Technology presentation *Case study *Tutoring	Mentor evaluation Student assessment samples Debriefing following classroom sessions	<b>CAEP- 5.a, 5.b, 5.c, 5.d</b> <b>ISTE- 4a, 4b, 4c, 4d, 5a, 5c</b> <b>InTASC-9a-9o</b>
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**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential:** the students will gain a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, and theories) related to the teaching and learning of Language Arts.

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

#### Course/Instructor 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 on-line submission. **Grades for assignments not submitted on time/date will be reduced 10% for each day late. This includes weekends. Five points will be deducted from professionalism points for each late assignment.**
- 2) Time requirement.** A minimum of sixty hours of practicum is required for these blocked courses. This component is NOT observation. You will be expected to arrive on time to class each day and stay until our day has ended. Additionally, you must complete the hours to earn your full practicum experience. You are expected to be on campus two full days weekly as noted on the dates and times above. Absences may require time to be made up and will be jointly arranged by the pre-service teacher, mentor teacher, and professor.
- 3) Professionalism policy.** In this course, everyone begins the semester with 60 points, the maximum for exemplary professional behavior. Loss of points can be the result of absences, tardies, unprofessional dress, late/unfinished or poorly prepared work, poor communication between your colleagues or mentor teachers, unauthorized use of cell phone, negative attitudes, lack of initiative, impatience, rudeness, arguing with the professor, or other unprofessional behavior. A loss of 5 points for each such occurrence can be expected.

ALWAYS be professionally dressed when at SWHE. No jeans, sneakers, flip-flops, short skirts, low-cut blouses, low riding pants, etc. Make sure your attire does not slide up (or down) to show bare skin, underwear, or tattooing. No pierced jewelry other than earrings





(maximum of one earring per ear). Fellows, wear collared shirts (tucked in), slacks, and make sure you are clean-shaven. The bottom line is to look and dress conservatively. You represent Sam Houston State University and you are practicing to be a teacher, so look the part.

**Failure to upload TK 20 assignments on the date specified in the course calendar will also result in the loss of professionalism points (5 points for each day late, for each assignment).** More points can be lost depending on the seriousness of the infraction. In addition, loss of most or all professionalism points will result in the submission of a note to the College of Education's Professional Concerns Committee. Solely the professor will determine the final total of professionalism points. Additionally, input from your mentor teacher will be considered. **NOTE:** If all professionalism points are lost, the final grade for READ 3370/3371/3372 cannot be higher than a D. You must retake the block of courses if your grade is below a "C".

- 4) **Attendance.** This is a "hands-on" course in which many of the instructional techniques are demonstrated in class, applied in elementary classrooms, and debriefed in large and small group discussions. Your participation and contributions are vital to your success. Therefore, regular and punctual attendance is expected. Attendance also demonstrates a level of responsibility and commitment that is expected of a professional. **For each absence without a doctor's excuse, five points may be deducted from your professionalism points and also from your attendance points. Tardies and early departures are recorded. Three such occurrences are equivalent to one absence.**
- 5) **Cell Phone/ Social Media 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. Professionalism points will be deducted for social media postings that are deemed inappropriate for a teacher education candidate. **Photos of the student(s) with whom you are working may not be posted on social media.** See additional information at: Sam Houston State University Academic Policy Statement 100728
- 6) **PRACTICUM** – A course of civic engagement. 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 here at Sam Houston 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 this world and deepen your understanding of your role as a citizen. The majority of your course grade will include completion of: Case Study, Writing Process, Guided Reading, Book Shares, and Mentor Evaluation.





- 7) **Other University and College Requirements/Information**  
**Academic Dishonesty policy and Student Syllabus Guidelines -**  
<http://www.shsu.edu/syllabus/> include Academic Dishonesty, Student Absences on Religious Holy Days Policy, and Students with Disabilities Policy

## Course Outline

### Assignments

**1. Chapter Readings.** You will be assigned to read chapters from your course text and articles from journals. You will be expected to read these assignments and discuss and review the material with your colleagues during study group sessions. You will also keep a reading log over the chapter readings. These will be spot checked throughout the semester; however you must have your reading log with you each class session to access notes to support discussions. A disciplined reading of your reading assignments prepares you well for the TExES certification exams.

**Reading Log.** The Reading Log is where you will record your personal responses to each of the assigned readings:

- **Number or date each log entry. At the top of the page, write the author's name and chapter number of the book or title of the article.**
- Summarize content
- Write about your connections to your field experience or your own educational experiences.
- Record questions you might have about what you are reading (that way we can discuss these in class).
- Keepers ( 2 or 3 things that stand out to you)
- Record words that you come across that you need clarification on and define them.
- Use your logs for online and face-to-face discussions.

Evaluation: Completion of above requirements. These will be used for sharing in small groups and formally checked at three points in the semester.

### 2. Course Reflections (2)

- A brief summary of the course to date reflecting on class discussion/lecture/activities and assigned reading material (5pts)
- A minimum of 5 bulleted major points regarding your course experiences thus far (5pts)
- Your personal response to the ideas thus discussed in the course. This should include any connections you had during the readings in relation to your personal experiences or observations in the field. ***This should be thoughtful and specific. Do not include blanket statements without a validating sentence of explanation. Responses should demonstrate you are growing as a literacy teacher and that you are beginning to take ownership of the content as well as visualizing yourself as teacher—not a student*** (10pts).

**3. Literacy Autobiography.** An important part of teaching literacy to children is understanding your personal literacy story. What experiences have shaped you as a reader/writer? You will reflect on the path that you personally followed in literacy acquisition. This will be discussed more thoroughly in class.

**4. Writer's Workshop.** You will take one child through the writing process (prewriting, drafting, revising, editing, and publishing) that will result in the publication of their own books.

You will be responsible for developing appropriate lesson plans each time you meet with your student(s). The lesson plan format is provided by the professor. Each time you work with the student, a completed lesson plan must be present. These plans will be checked 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 professional points will be deducted. Lesson plans and detailed narratives will be kept and submitted in the appendix of your case study. 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. You will also submit a final reflection of the writing process.

**5. 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) three of such sessions. Book Share #1 can be done in small group or with the whole class. However, Book Share #2 requires you to share a book with the whole class. You should prepare for this with your mentor teacher beginning early in the semester. It will be a Multicultural Book Share and will require you to read at least 5 multicultural children's books, one of which you will share with children. This book share will require a written peer review from one of your classmates so make sure to plan ahead so that someone will be available to observe you. Book share #3 will be a book of your choosing and can be done either with a small group or the entire classroom. **Attach the appropriate rubric when submitting your book shares.**

## **6. Case Study**

You will work with a student to develop his/her reading abilities using either the Guided Reading format. The method used will depend upon the literacy level of the students. You will select developmentally appropriate materials to meet students' learning needs and develop and teach guided reading lessons based on the results of the assessments. These lessons will be submitted in your folder labeled "Lesson Plans." All lesson plans will be graded. At the conclusion of your interventions with a child, you will write a reflection about your experience with guided reading. More information will be forthcoming on the case study format.

You will post this case study to TK20 and turn in a hard copy with the lesson plans and assessment results included. This is an ACE component.

**Case Study: Part 1 Background/Contextual Information.** You will gather background information (contextual factors) on the community (including school, school district, and community) in which you are working.

**Case Study: Part 2 Discussion of Assessments.** Include a discussion of how the student scored on assessments given (DRA, NAEP, Spelling Inventory, as well as any additional assessments that were administered). How did the student score in reading, writing, and spelling? Use teacher observation and the baseline writing assessment gathered to discuss the student's writing. Include information regarding the student's strengths and areas in need of improvement in each category. Make sure that each assessment (included in the appendix) has been fully and accurately scored and analyzed.

Recommend and implement reading instructional strategies for one child based on your analysis of the assessments. **Your reflection of this process is a key component of the case study.** **Print and attach the Assessment Analysis Rubric located under Case Study on Blackboard.**

### **Case Study: Part 3**

***Instructional Planning and Implementation--*** Based on the information gathered from the assessments utilized, discuss your work with the student regarding reading, writing, and spelling. Include a detailed summary of your tutorial sessions including the instructional strategies utilized. Instructional materials and strategies must correspond to information garnered from the assessments.

***Final Reflection on Student Learning--*** Examine and reflect on the effect of the ongoing instruction and progress monitoring (based on teacher observation) of the child's learning.

***Final Reflection on Pre-Service Teacher's Learning--*** Examine and reflect on your personal learning throughout the case study experience.

***Appendix--*** Include copies of all assessment given. These must be fully and correctly analyzed. Include at least two lesson plans for reading and two lesson plans for writing. These may be the same lesson plans you turn in for your guided reading and writing process lesson plans. Also include some work samples that support your discussion of the student's progress over the semester. Any other materials that you feel are relevant may be included.

**7. Guided Reading Lessons and Reflective Analysis of Guided Reading:** Students will work with a case study student. Students will develop lesson plans and discussion of the lessons to submit for final grading. Additionally, students will write a reflection of their experiences with the student during the guided reading lessons. Candidates will describe their own learning as well as the student's learning. Reflection will be turned in with all lesson plans.

**8. Writing Reflection:** Over the course of the semester, as you work with your case study student, you will need to be journaling your experience in working with this student on his/her Bare Book. In your journaling, record observations regarding the student's strengths and weaknesses in writing. Also note what you are learning about teaching the writing process to this student. For your writing reflection assignment, you will discuss your own learning as well as the student's learning.

**9. Lesson Plans.** Each time you work with the students on reading, you must have completed guided reading lesson plan. **While formal lesson plans are not required for your writing lessons with students, you must journal following each session. Include information regarding what specifically you worked on, what progress you are observing, and include specific anecdotal notes of what occurred during the lesson.** These plans will be checked and assessed for completeness and appropriateness. BE PREPARED. If you do not have a completed lesson plan, you will not be allowed to work with the student. At the conclusion of the course, all lesson plans will be placed in chronological order and a reflective analysis of your process will be completed.

**10. Word Study Lesson Plans and Word Sorts.** You will assess your writing student with the primary or elementary spelling inventory then determine your student's spelling stage. Each session you will prepare word study activities for your student as **part** of your lesson. More information will be shared in class.

**11. Literacy Lesson demonstration.** You will meet with your mentor teacher to discuss and plan a literacy lesson for the students in the classroom. You will prepare a 10-15 minute lesson to present to the SHSU class. This activity will serve as a trial run for your presentation of the same lesson in the SWHE classroom (see #11 below). A copy of your lesson plan as well as all handouts used for this lesson will be given to all members of the class. Be sure to cite any resources used. **Attach the appropriate rubric when submitting your lesson plans and/or reflections.**

**12. Literacy Lesson classroom presentation and activity.** You will need to meet with your mentor teacher to discuss and plan a lesson for the students. You will complete a lesson plan and teach the class. A reflection will be submitted with lesson plan following the lesson. **Attach the appropriate rubric when submitting your lesson plans and/or reflections.**

**13. Literature Discussion Groups and Readers Theater.** You will participate in two reading activities in small groups. You will be graded on your participation in these groups.

**14. Final Notebook:** As you take your courses in the Teacher Preparation Program, you are expected to be compiling a professional portfolio. Your final portfolio will be submitted for review at the end of the semester. Items to be included in the notebook will be discussed in class throughout the semester.

**15. Librarything.com:** You will select and read 75 children's books and note them in your library on this website. Additionally, you will rate the book, record the genre, and note in the "tag section" why you selected this book and how you will use it for literacy instruction (including which skills you might address with the text). You will print your final list and submit for grading. **You must include books from a variety of genres. If you do not record your notes in the Tag section they will not appear on your final copy.**

**16. Author study.** You will develop an author study unit for the students in your class. You will research information about a specific author and share several texts that the author has created. More information will be discussed in class.

**17. Technology Presentation.** You will work with a partner and present a useful website or other technology tool that can be useful for teachers and/or for students.

**18. Mentor Evaluation.** Literacy Block students will be evaluated by mentor teachers at the end of the semester. Mentors will evaluate students on their attendance, punctuality, initiative in working in the classroom, as well as on their general attitude and their ability to communicate to their mentors the results of their activities with children.

## Grades:

<b>Professionalism</b>	60
<b>Attendance</b>	25
<b>Literacy Autobiography</b>	30
<b>Bare Book</b>	10
<b>Phonics Assessment</b>	50
<b>Word Study Assessment</b>	10

<b>Book Share #1</b>	24
<b>Book Share #2</b>	28
<b>Book Share #3</b>	24
<b>Child's Writing Process Final Reflection</b>	20
<b>Guided Reading Reflection</b>	20
<b>Word Study Assessment</b>	10
<b>Literacy Lesson Presentation (practice)</b>	20
<b>Literacy Lesson (teach to class)</b>	20
<b>Librarything.com</b>	35
<b>Author Study</b>	20
<b>Technology Presentation</b>	10
<b>Literacy Discussion Groups</b>	30
<b>Reader's Theater</b>	15
<b>Reading Log Checks (3 x 10)</b>	30
<b>Course Reflections (2 x 20)</b>	40
<b>Mentor Teacher Final Evaluation</b>	10
<b>Portfolio Organization</b>	50
<b>Case Study</b>	105

<b>Final Grade</b>	<b>90-100%</b>	<b>A</b>
	<b>80-89%</b>	<b>B</b>
	<b>70-79%</b>	<b>C</b>
	<b>60-69%</b>	<b>D</b>

The instructor reserves the right to alter course requirements to better meet the learning needs and knowledge/experience levels of the pre-service teachers. This includes the addition and/or deletion of assignments listed.

**Schedule:**

<b>Date</b>	<b>Assignment</b>	<b>Topic</b>
<b>1/18</b>	*Meyer, “Our Own Stories”	Introductions Syllabus Alexandra Learns to Read Literacy Autobiography
<b>1/23</b>	*Bodrova & Leong “The Zone of Proximal Development” This article is available on Blackboard under “Articles to Read”. Print, read, and bring the article to class. Also print and bring to class the PowerPoint located under “Zone of Proximal Development”. Print the PowerPoint with 3 slides per page, so that you will have space available to take notes in class.	Running Records Zone of Proximal Development <i>Thank You, Mr. Falker</i>
<b>1/25</b>	Clay, <i>Running Records for Classroom Teachers</i>  <b>Literacy Autobiography Due</b>	Analyzing Running Records Leveled Text Burke Reading Inventory Elementary Reading Attitude Survey
<b>1/30</b>	DeVries, Chapter 10 <b>This article is available on Blackboard. Print, read, and bring the article to class.</b>  Ray, “Before Revision, Vision” <b>This article is available on BlackBoard. Print, read, and bring the article to class.</b>	Fluency DRA assessment Book Share Template Book Patterns
<b>2/1</b>	Richardson, Introduction & Chapter 1 Fletcher, Chapters 1 & 2	Guided Reading Essentials Writing Workshop Circle Books Literacy Terminology (from Tomkins, Chap. 3)
<b>2/6</b>	Richardson, Chapter 2 Fletcher, Chapters 3 & 4 <b>Phonics Pre-Test (Bring Self-Paced Phonics to class)</b>	The Pre-A Reader Writing Workshop Phonics Pre-Test
<b>2/8</b>	Richardson, Chapter 3 Fletcher, Chapters 5 & 6 <b>Pre-Service Teacher Bare Book Due</b>	The Emergent Reader Writing Workshop
<b>2/13</b>	Richardson, Chapter 4 Fletcher, Chapters 7 & 8	The Early Reader Writing Workshop



2/15	Richardson, Chapter 5 Fletcher, Chapters 9 & 10	The Transitional Reader Writing Workshop
2/20	Richardson, Chapter 6 <i>Words Their Way</i> , Chapter 1  <b>Case Study Part 1 Due (Background/Contextual Information)</b>	The Fluent Reader Developmental Word Knowledge
2/22	Fletcher, Chapters 9 & 10 <i>Words Their Way</i> , Chapter 2  <b>Print and bring to class 6 copies of the <i>Words Their Way Elementary</i> Spelling Inventory Feature Guide (the 2<sup>nd</sup> page only). This is located on Blackboard under Spelling Inventories.</b>  <b>Book Share #1 Due Print and attach the rubric for Book Share #1 located on Blackboard.</b>	Writing Workshop Assessment of Orthographic Development
2/27	<i>Words Their Way</i> , Chapter 3	Organizing for Word Study
3/1	<i>Words Their Way</i> , Chapter 4  <b>Class Reflection #1 Due—Follow format provided in syllabus</b>	Word Study for Learners in the Emergent Stage  Author Study
3/6	<i>Words Their Way</i> , Chapter 5  <b>Spelling Inventory Due</b>  <b>Book Share #2 Due. Print and attach the rubric for Book Share #2 located on Blackboard.</b>	Word Study for Beginners in Letter/Name Alphabetic Stage  Model Mini-Lessons
3/8	<i>Words Their Way</i> , Chapter 6  <b>Case Study Part 2 (Analysis of Assessments) Due. Print and attach the assessment analysis rubric located on Blackboard.</b>	Word Study for Transitional Learners in the Within Word Pattern Stage
3/13	<b>Spring Break—No Class</b>	
3/15	<b>Spring Break—No Class</b>	

3/20	<p><i>Words Their Way</i>, Chapter 7 Tomkins, Chapter 9 <b>This article is available on Blackboard. Print, read, and bring the article to class.</b></p>	<p>Word Study for Intermediate Readers and Writers: The Syllables and Affixes Stage</p> <p>Reading Non-Fiction Text</p>
3/22	<p>Stead, “Getting the Facts” <b>This article is available on Blackboard. Print, read, and bring the article to class.</b></p> <p><b>Literacy Lesson Presentation</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol> <p><b>Author Study Due</b></p>	<p>Presentations</p> <p>Non-fiction text</p> <p>RAN charts</p>
3/27	<p>Tompkins, Chapter 10 <b>This article is available on Blackboard. Print, read, and bring the article to class.</b></p> <p><b>Literacy Lesson Presentation</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<p>Presentations</p> <p>Poetry</p>

3/29	<p><b>Literacy Lesson Presentation</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p><b>Let Dr. Reed know what book your group will be reading for literature discussion groups and what your assignment will be for the next time we meet.</b></p> <p><b>Book Share #3 Due. Print and attach the rubric for Book Share #3 located on Blackboard.</b></p>	<p>Presentations Poetry Technology Presentations</p>
4/3	<p>Dorn &amp; Soffos, “Creating Literature Discussion Groups” <b>This article is available on Blackboard. Print, read, and bring the article to class.</b></p> <p><b>Literacy Lesson Presentation</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> <p><b>Writing Process Final Reflection Due</b></p>	<p>Presentations Poetry Video on Literature Discussion Groups/ Literature Discussion Group meetings</p>
4/5	<p>Ray, “Understanding the Difference Between Mode and Genre” This article is available on Blackboard. Print, read, and bring the article to class.</p> <p><b>Technology Presentations Due</b> <b>Guided Reading Reflection Due</b></p>	<p>Mode and Genre Technology Presentations Reader’s Theater Literature Discussion Groups</p>
4/10	<p><b>Librarything.com Due</b> <b>Phonics Post-Test</b></p>	<p>Reader’s Theater Literature Discussion Groups</p>

<b>4/12</b>	<b>Reader's Theater Presentations Due</b>  <b>Course Reflection #2 Due—Follow format provided in syllabus</b>	Presentations Practice Test Literature Discussion Groups
<b>4/17</b>		Literacy Discussion Groups Practice Test
<b>4/19</b>		Dyslexia Literature Discussion Groups
<b>4/24</b>	Reed & Kellum, "What Do I Teach Tomorrow" <b>This article is available on Blackboard. Print, read, and bring the article to class.</b>	Using Data to Make Decisions Literature Discussion Groups
<b>4/26</b>	<b>Case Study Due</b>	6 Trait Writing Literature Discussion Groups
<b>5/1</b>	<b>Mentor Teacher Evaluation Due</b> <b>Course Notebook Due</b>	Literature Discussion Groups
<b>5/3</b>	<b>Case Study Due on TK 20</b> <b>Student Log and Reflection Due on TK20</b> <b>End of Semester Celebration/Author Share</b> <b>Final Day to turn in Lesson Reflection from Classroom Presentation</b>	Author Share

# Sam Houston<sup>TM</sup>

## STATE UNIVERSITY

### 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: Personal devices may be used for note-taking purposes. Permission for other purposes will be granted on a case by case basis.
  - Technology during exams: Personal devices are not to be used during exams unless specific permission is granted by the instructor.
  - Technology in emergencies: In the event of a life-threatening situation, cell phones may be used immediately and without permission needed. Personal emergencies will need to be discussed with the instructor.
- 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 many of the instructional techniques are demonstrated in class, applied in elementary classrooms, and debriefed in large and small group discussions. Your participation and contributions are vital to your success. Therefore, regular and punctual attendance is expected. Attendance also demonstrates a level of responsibility and commitment that is expected of a professional. **For each absence without a doctor’s excuse, five points may be deducted from your professionalism points and also from your attendance points. Tardies and early departures are recorded. Three such occurrences are equivalent to one absence. I am very strict about recording tardies. You are expected to be in our classroom, seated, and ready to begin class by beginning of class time.**

#### Course Expectations

1) Professional Disposition--You are currently in a professional course of study in which you are preparing to be a teacher, accountable to and for our children, their parents, your colleagues, and administrators. This is not a responsibility that can 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. Houston Elementary School is our host school for this course. You are a guest in this school. That means your attitude and behaviors are those of the perfect guest: You look for the good things, you’re cheerful and enthusiastic, and you show that you’re grateful to be here. The dispositions that you will be evaluated on for TK20 include values, commitment, professional ethics, organization and flexibility

2) Because children and teachers at Houston 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. You will be expected to greet office staff each morning appropriately and with enthusiasm. Every person on the campus is supportive of working with us and you will be 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 time. You may bring your lunch or purchase a lunch from the cafeteria.
- 5) Please do not talk loudly in the hallways or sit in the hallways to socialize.
- 6) You may use the Teachers' lounge at the school for lunch or other areas to prep for your lessons, but please behave in an appropriate manner.
- 7) You may use the library and literacy library at the school, but you must follow the procedures that the librarian and/or reading specialist outline for you. **IF YOU HAVE OUTSTANDING BOOKS FROM THE LIBRARY AT THE END OF THE SEMESTER, YOUR FINAL GRADE WILL NOT BE TURNED IN UNTIL YOU RETURN THE BOOK(S).**

Web link on *Educator Preparation Services* site for **Conceptual Framework**:  
[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

### **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)

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### Journal Articles

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### Websites:

- <http://www.reading.org>
- This is the website for the International Reading Association. This respected organization offers outstanding journals, conferences, and current information about literacy.
- <http://www.readwritethink.org/>
- readwritethink provides educators and students access to the highest quality practices and resources in reading and language arts instruction.
- <http://interdys.org/>
- This is the website for the International Dyslexia Society. This organization provides resources for professionals and families dealing with individuals with reading disabilities.
- <http://www.tea.state.tx.us/index.aspx>
- Texas Education Agency—information about TEKS and the STARR test are located here.
- [http://www.thomasarmstrong.com/multiple\\_intelligences.htm](http://www.thomasarmstrong.com/multiple_intelligences.htm)
- Multiple Intelligences website.



## College of Education Information

### Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.