The Department of Elementary Education
RDG 314 TEXT-BASED RDG TECHNIQUES and PROCEDURES
Fall 2010
Instructor: Dr. Elizabeth Miranda Witherspoon
Office: ECRC 201 Q
Office phone: 936-468-2904/1544
Course Time and Location: online at mycourses.sfasu.edu
Office Hours: Tuesday 1-3
Credits: 3
Email: BlackBoard Mail or ewitherspoon@sfasu.edu

I. Course Description

Text-based Reading Techniques and Procedure - Study of the selection and evaluation of literacy texts for children and young adults including gradients of difficulty, matching individual levels of reading to appropriate texts, and implementation of key reading strategies with texts. Prerequisites: RDG 318, 320 and pass all four parts of the Elementary Education Admissions Test; or department permission.

II. Intended Learning Outcomes/Goals/Objectives

In keeping with the College of Education goals for academic excellence http://www.education.sfasu.edu/coe/html/Introduction.htm this course guides and supports the prospective candidate through a variety of ways to select and evaluate texts for children and young adults. Good quality children's literature will be used to learn about gradients of difficulty, matching individual levels of reading to appropriate texts and implementation of key reading strategies. There will be many opportunities for the teacher candidate to put the core values into practice by meeting course objectives. Through discussion and assignments, this course promotes a variety of reading strategies to teach children how to read, openness to new ideas, the study of cultural difference through children's literature, and motivates teacher candidates to be life-long learners.

ELEMENTARY EDUCATION EC6 Undergraduate Program Learning Outcomes
1. EC6 candidates will demonstrate the professional knowledge and skills required of an entry-level educator for pre-k through 6th grades in Texas public schools.
2. EC6 candidates will demonstrate the prerequisite content and professional knowledge necessary for an entry-level position for pre-k through 6th grades in Texas public schools.
3. EC6 candidates will demonstrate the dispositions of the College of Education (service, openness, collaboration, integrity, academic excellence, and life-long learning).
4. EC6 candidates will illustrate the ability to assess, plan instruction, determine impact on learners, reflect/plan for future learning, and advocate for the profession/family/community.
5. EC6 candidates will demonstrate critical reflection of values/ideals and excellent communication skills.

ELEMENTARY EDUCATION EC-6 Undergraduate Student Learning Outcomes
EC6 candidates will demonstrate their understanding of the values of using literature with children
1. EC6 candidates will analyze and evaluate individual works of literature in terms of the work itself and in terms of the needs and characteristics of its informational texts
2. EC6 candidates will identify leading authors and illustrators in the field of children's and young adult literature
3. EC6 candidates will demonstrate knowledge of instructional practices to enhance opportunities to read regularly at independent and instructional levels.

4. EC6 candidates will identify and recognize the importance resources for teachers that will help them select and evaluate literature for children.

5. EC6 candidates will identify strategies and activities matching children and books at different age levels.

6. EC6 candidates will read and critically evaluate research that investigates various fields of children's literature.

7. EC6 candidates will demonstrate knowledge of leveling children’s books for gradients of difficulty.

8. EC6 candidates will demonstrate the importance of skills needed to interpret wide reading of different genres.

9. EC6 candidates will demonstrate, plan and evaluate language arts activities (listening, reading, speaking, and writing activities) that will deepen and extend the meaning of literature for children, particularly as these activities promote attitudes of diversity and equity.

10. EC6 candidates will demonstrate their understanding of the values of using literature with children.

Competencies/Reading Standards

Standards in Reading/Language Arts for Teachers (EC-6) for this course are:

IV. Literacy Development and Practice
Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

VI. Reading Fluency
Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

VII Reading Comprehension
Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

X Assessment and Instruction of Developing Literacy
Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

XI Research and Inquiry Skills
Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

XII Viewing and Representing
Teachers understand how to interpret, analyze, evaluate, and produce.
Standards in Reading /Language Arts (Grades 4-8) for this course are:

II Foundations of Reading
Teachers of students in grades 4–8 understand the foundations of reading and early literacy development

IV Reading Comprehension
Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

VI Study and Inquiry Skills
Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

VII Viewing and Representing
Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

VIII Assessment of Developing Literacy
Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

Complete approved educator standards are posted on the SBEC website at www.sbec.state.tx.us

<table>
<thead>
<tr>
<th>Alignment Components</th>
<th>PLO</th>
<th>SLO</th>
<th>Standards EC-6</th>
<th>Standards 4-8</th>
<th>Assignment/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 knowledge and skills</td>
<td>#3- enhancing opportunities to read regularly at independent and instructional levels</td>
<td>IV – literacy develops over time and progresses from emergent to proficient stages</td>
<td>II – early literacy development</td>
<td>• Pretest (RDG 318 review) • leveled books</td>
<td></td>
</tr>
<tr>
<td>#2 prerequisite content and professional knowledge</td>
<td>#1- analyzing and evaluating individual works of literature</td>
<td>IV – literacy develops over time and progresses from emergent</td>
<td>II- foundations of reading and early literacy development</td>
<td>• Literature circles • Leveled books</td>
<td></td>
</tr>
</tbody>
</table>
| #3 dispositions | #9 - demonstrating, planning and evaluating language arts activities that will deepen and extend the meaning of diverse children’s literature | IV- literacy develops over time and progresses from emergent to proficient stages | II- foundations of reading and early literacy development | • Lesson plans  
• Literature circles  
• ENLACE  
• CIStorybook |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#3- enhancing opportunities to read regularly at independent and instructional levels</td>
<td>#5 - matching children and books at different age levels</td>
<td>VI- fluency to reading comprehension relationship</td>
<td>IV- strategies for improving reading comprehension</td>
<td></td>
</tr>
<tr>
<td>#7 - leveling children’s books for gradients of difficulty</td>
<td>X- basic principals of assessment</td>
<td>VIII - literacy assessment practices</td>
<td>VIII - literacy assessment practices</td>
<td></td>
</tr>
</tbody>
</table>
| #4 assess, reflect, advocate | #4 – resources that will help select and evaluate literature for children | VII-strategies for improving comprehension | IV-strategies for improving comprehension | • Educational websites newsletter  
• TBS  
• Diversity module  
• CIS |
<p>| #8 – skills needed to interpret wide | X-literacy assessment practices | VII-interpreting, analyzing, evaluating and producing visual images | VII-interpreting, analyzing, evaluating and producing visual images | |</p>
<table>
<thead>
<tr>
<th>#5 critical reflection, communication</th>
<th>#6 – critically evaluate research that investigates various fields of children’s literature</th>
<th>XI- research and inquiry skills</th>
<th>VI-applying study and inquiry skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading of different genres #9- demonstrating, planning and evaluating language arts activities that will deepen and extend the meaning of diverse children’s literature #10- values of using literature with children</td>
<td>analyzing, evaluating and producing visual images</td>
<td>VIII- literacy assessment practices</td>
<td></td>
</tr>
<tr>
<td>III. Readings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required textbooks:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required trade books:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curtis, Christopher P. <em>Bud, Not Buddy</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speare, Elizabeth. <em>The Sign of the Beaver</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Course Assignments, Activities, Instructional Strategies, use of Technology:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Requirements and Assignments

All requirements must be completed for a final grade in this course.

All written assignments for this class should be computer generated.

Course requirements and schedules are tentative and subject to change. Keep copies of all grades and assignments and work submitted throughout the semester. Please bring these when course grades and work need to be addressed regarding grading concerns.

If you are experiencing difficulty with Standard English and/or conventions of writing you should seek assistance at the campus Academic Resource Center at 468-4108.

Exam
The final exam is cumulative. Expectations are that the candidate will draw on prior knowledge from previous education courses and apply the strategies and knowledge gleaned throughout the current semester that will be used in future field-based settings. It will include fill-in-the blank, multiple choice, true-false and scenario-based essays. This will help prepare the candidate for the TEXES exams you will take in later semesters. Look for the review on the home page of the course.
On-line Quizzes
Quizzes will be taken on-line and will cover information from the textbook. These quizzes will check course content mastery. This may include but not limited to chapter information, critical analysis of professional articles and strategies to help children progress from phonemic awareness to phonics, fluency and other skills necessary to interpret different types of text. The quizzes will also help the candidate prepare for the essay portion of the final exam.

Knowledge gained throughout this course will be demonstrated through a variety of activities. Due to the nature of this course, active, hands-on, cooperative participation is a must. Everyone contributes. Activities include but are not limited to:
emergent literacy review, trade book share (TBS)chapter response letters, pop quizzes, chapter question and answer, author highlights, leveled books lab, review, practice and evaluation, active participation in literature circle, including role responsibility, critical analyses of the author’s work, visual representation of concepts, open communication, summarization and end presentation, multiple educational website readings, response, and newsletter composition, manipulative production, and active participation in class discussions centered around skills needed to interpret wide reading of different genres, demonstrating, planning and evaluating language arts activities and teaching literacy skills necessary to be successful readers, open-minded discussions about teaching in a diverse classroom that includes children with diverse learning needs, library labs for the purpose of investigating various fields of children’s literature and identifying leading authors and illustrators, end of semester on-line evaluation submission, DVD viewing and curriculum planning that will include planning and evaluating language arts activities that will deepen and extend the meaning of diverse children’s literature and will provide opportunities for children to read regularly at independent and instructional levels.

If the candidate is not present during these activities, 2-5 points will be deducted per day. Due to the nature of these activities, make ups will not be possible. It may be possible to submit an assignment ahead of time but the candidate will still lose participation points but will not lose any points off of that particular assignment.

Late work is devalued by one-half total credit if not turned in on due date at beginning of class. It is the candidate’s responsibility to find out what was missed from classmates or the class scribe.

The leveled books lab is a 3 hour lab and if missed the candidate will receive 0 (zero) points out of 75 with no make up other than attending another section for partial credit.

Genre Trade Book Share (TBS) -- Completion of work does not guarantee exceptional quality points. Candidates will read 1-2 quality, award winning, children's books (trade books) in this course, each week. Since the membership of this class includes both EC-6 program candidates and 4-8 program candidates, everyone will need to bring trade books that would be appropriate for 4th-6th graders.

Trade Book Titles
At the end of each chapter in the course textbook and in the appendices candidates will find a guide that will help in this effort. These trade book titles are considered QUALITY trade books and will help the candidate make good choices and therefore earn quality points for the TBS assignment.
The TBS will include a summary of the book, author highlights (little known facts, extremely interesting facts about the author making the author’s works memorable and easy to identify, other book written by the author), award information (reason the award exists), cross-curricular connections and fourth grade TEK and assessment of reading skills that can be taught using that particular book. If you are a 4-8 program student, you must meet with me if you would like to use a higher level TEK. The trade book share will include graphic response/manipulatives for trade book presentation.

Submit the Genre TBS to Assignments in BlackBoard under the appropriate topic. More detailed instructions are provided there. Please see the Course Timeline for due dates.

Trade Book Share Format: Computer-generated (hard copy for face to face candidates and MUST fit on ONE page). If more than one page is submitted, only the first page will be graded. All candidates -Please see Trade Book Share Format located in the Resources folder on our course homepage for an example of how to format this assignment.

Trade Book Share (TBS) Lesson Plans -- Completion of work does not guarantee exceptional quality points. Please read through the Strategies Used with Literature module to find information about pre-reading, during-reading and after reading strategies. Then create or find a lesson plan that will focus on teaching the following strategies: word analysis, decoding, summarization, sequencing and inference. Check the Course Timeline for the due date.

Educational Websites Newsletter (may be found under the name Internet Articles Newsletter)-- Completion of work does not guarantee exceptional quality points. Candidates must be present and be an active participant in discussions around website and hard copy educational articles. Candidates will read 5 articles from several sites, summarize and present information gleaned through newsletter format. This information will include information about how to help children develop literacy skills. You may download a newsletter template from the Education World web site. This assignment will be submitted through Discussions under the topic Educational Websites Newsletter. Follow the instructions provided for you there for completing and submitting this assignment. Check the Course Timeline for the due date.

Leveled Books -- Completion of work does not guarantee exceptional quality points. Candidates must be present and be active participant in understanding rationale and process used to level books. This is a mandatory lab.

What Are Leveled Books? by Vi Alexander

Leveled books are books that have been categorized according to how they support and challenge young readers as they learn how to read. The term "gradient of difficulty" refers to level of difficulty. The level is an approximation of difficulty because each child responds differently depending on what they bring to the text. Readability of a text is determined not according to an arbitrary formula but by educators examining critical features of the text against agreed upon criteria. Then, making a judgment about where the book "fits" relative to other levels. Such a system ensures that children have access to text that offers appropriate support and appropriate challenges. A critical factor in children's ability to read a text successfully is the way the teacher mediates or intervenes to help them in a text that is not too easy nor too hard, but one that offers challenges and opportunities to teach and practice reading strategies.
Be sure to read through the entire Leveling Books module. The leveled books lab is MANDATORY for completion of course. If the lab is missed, the candidate will receive a WH until the next available leveled books lab.

The first part of the lab is an introduction to the rationale of leveling books. Candidates will be asked to identify their own reading level through a variety of university article excerpts. The second part of the lab is spent examining five different categories of leveled books. The final portion of the leveled books lab is the evaluation of the ability to recognize gradients of difficulty and correct levels. You will be asked to examine seven books and correctly level five, one for each level introduced: 1-4, 5-8, 9-12, 13-15, 16-20.

Literature Circles -- Completion of work does not guarantee exceptional quality points.
Please review the Literature Circles Assignment instructions in the Literature Circles module. Check the Course Timeline for the due date.

Evaluating K-8 Textbooks -- Completion of work does not guarantee exceptional quality points.
Please read through the Textbook Evaluation and Selection module. The assignment will be submitted through the Assignments tool in BlackBoard under the title Evaluating K-8 Textbooks. Follow the instructions provided for you there for completing and submitting this assignment. Check the Course Timeline for the due date.

Diversity in the Classroom Discussion Posting
Completion of work does not guarantee exceptional quality points.
First, read through the entire module, Diversity in the Classroom. Second, read An Educator’s Guide to Diversity in the Classroom by Carl Grant. Finally, post responses to the discussion questions under the topic Diversity in the Classroom Discussion Posting. Follow the instructions provided there for completing and submitting this assignment. It is very important to be aware of the factors that may affect a child’s ability to develop good reading skills particularly if the child is negotiating a new culture and a new language. Check the Course Timeline for the due date.

Chapter Questions and Answers
Completion of work does not guarantee exceptional quality points.
Read each chapter of the course textbook and create 5 questions with answers (for each chapter) that would be relevant to someone who does not have a teaching background. Post Chapter Questions and Answers to Discussions under the appropriate topic. Please include page numbers where the answer can be found. Follow the instructions provided for you there for completing and submitting this assignment. Check the Course Timeline for the due date.

V. Evaluation and Assessments

\[
\begin{align*}
450-500 & \quad (90-100\%) \quad = A \\
400-449 & \quad (80 - 89\%) \quad = B \\
350-399 & \quad (70 - 79\%) \quad = C \\
300-349 & \quad (60 - 69\%) \quad = D \\
299 \text{ and below} & \quad = F
\end{align*}
\]

VI. Course Evaluations

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: course and program improvement, planning, and accreditation; instruction evaluation
purposes; and making decisions on faculty tenure, promotion, pay and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VII. Course Timeline/Calendar
Please go to Homepage or Getting Started module for the course. AFTER you complete the Getting Started module, you will be able to access the course timeline.

VIII. Student Ethics and Other Policy Information

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Attendance: Due to the nature of this course, attendance is integral to your success. An excused absence does not count for participation points- PLEASE do not present any doctor excuses unless you have been hospitalized. You cannot participate if you are not present.

Students with Disabilities --To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

Academic Honesty --It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)

POLICY ON WH GRADES:

The university policy concerning WH grades states, "Students are responsible for providing documentation satisfactory to the instructor for each class missed. Students with acceptable excuses will be permitted to make up work for absences to a maximum of three weeks of a semester or one week of a six-week summer term when the nature of the work missed permits." It
also states that: "Students may not attend sections of a course in future semesters to 'complete' a WH grade. Limited course visitation may be arranged with the permission of the instructor. When students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average."

ADMISSION TO ELEMENTARY EDUCATION:

Admission to Elementary Education requires that students pass all parts of the Elementary Admissions Test initially given in RDG 318. Students who fail this test may not take ELE, RDG, or ECH courses in subsequent semesters (until they pass the test).

ADMISSION TO TEACHER EDUCATION:

Admission to Teacher Education requires 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of the course work. If the GPA falls below 2.5 during the intern courses or student teaching, students will be dropped from professional education courses.

ASSIGNMENT POLICY:

All candidates are expected to complete assignments on the due date shown on the course schedule. Assignments are due at the beginning of class. Failure to complete any assignment will result in an automatic reduction of the course grade earned by one letter grade, regardless of the total number of points earned. Written work in which the use of the English language is not at an acceptable level for a university senior will be returned to the intern marked "Unacceptable" and a zero assigned.

LATE WORK POLICY:

If late work is accepted, it will be devalued by 1/2 points and receive little to no feedback.

NONDISCRIMINATION:

"No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University." (Reference: SFASU General Bulletin 2001 - 2003)

IX. REFERENCES AND RESOURCE MATERIALS

Periodicals Reviewing Children's Literature:


Websites:

Phonics Book - Beck's newest teacher-friendly research-based book on how to teach phonics

Vocabulary - teacher-friendly book on how to teach vocabulary
http://www.elearnaid.com/brwotolirovo.html

Art of Storytelling http://www.pbs.org/howartmadetheworld/interactive/
Latinos dropping out of school  Video: *Lost in Transalation* (#33: Examines the future of Latino youth, the fastest growing ethnic group in the U.S. (1998)
ESL - help Spanish speaking parents teach their kids to read
Preschool / Elementary School Log on to this Web site, produced by PBS member station WETA, designed to help Spanish-speaking parents teach their children to read. Explore the new "For Educators" section which allows classroom practitioners to tap into an array of research-based resources to address the needs of Latino students.

Piaget was right - concrete to abstract with a little help from technology
http://www.ascd.org/cms/objectlib/ascdframeset/index.cfm?publication=

Muslim Head Scarves & other religious symbols banned in schools

Diversity - When 'teachers of color' teach 'students of color' - inner city teaching / "practice shock" & cultural mismatch / teachable moments
http://www.tcrecord.org/Content.asp?ContentID=15156

Moving from ESL to DSL - Digital natives http://www.youtube.com/watch?v=ecFizWZgIiA

Keep Teachers Teaching
Keep Student Learning

Immigrant Students - 1 in 4 American born under 18 have one immigrant parent.
"Inheriting the City: The Children of Immigrants Come of Age" NPR
http://www.npr.org/templates/story/story.php?storyId=93861094&amp;f=1013&amp;s=c=emaf

Teen Text Lingo -
http://news.yahoo.com/s/nm/20080205/wr_nm/texting_dc&amp;printer=1;_ylt=AvXQQy5duXbEO9B6Xq9jhJ4h2.cA

Are we neglecting our Gifted Students?
http://seattlepi.nwsource.com/opinion/346155_focuseducation06.html?source=mypi

ESL & Technology - interesting partnership for teaching language
http://edrev.asu.edu/brief/july07.html
http://www.seemore.mi.org/booklists/
http://www.acs.ucalgary.ca/%7Edkbrown/authors.html
http://www.tea.state.tx.us/student.assessment/
http://www.tea.state.tx.us/teks
www.education-world.com/a_lesson/lesson019.shtml
www.education-world.com/a_lesson/lesson074.shtml
http://edweb.sdsu.edu/people/sguanipa/amigos/ cyberschoolbus@un.org
http://www.ncbe.gwu.edu/miscpubs/lists/altern.htm

assessment sites
http://www.multiculturalchildrenslit.com/
http://www.colorincolorado.org/
www.tea.state.tx.us/index3
http://wps.ablongman.com
http://www.litcircles.org/
www.eric.ed.gov/
www.sbec.state.tx.us/
updated 1/10/10