RDG 4303: Reading and Language Arts Instructional Strategies for the Elementary and Middle School Teacher. This field-based course emphasizes the integration of research and theories concerning the processes of learning reading and language arts knowledge and skills. This course is the capstone field-based experience in reading/language arts prior to the clinical teaching (student teaching) experience. A field-based experience is required. **Prerequisites:** RDG 3332, 3335, and 3336. **Co-requisite:** RDG 4303

**RDG 4303 Candidate Learning Outcomes.** Candidates will:

- Understand that reading is a language process and the teaching of reading should be integrated with that of the other language arts: writing, listening, speaking, viewing, and representing.
- Recognize and plan for a wide range of individual differences in the classroom.
- Use a variety of approaches to teach reading.
- Understand the role of assessing each student’s strengths and weaknesses in providing successful instruction.
- Demonstrate knowledge of English/Language Arts TEKS ([http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.pdf](http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.pdf))

**Idea Objectives.** Candidates will experience progress in:

- Learning to apply course material (to improve thinking, problem solving, and decisions).
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Learning how to find and use resources for answering questions or solving problems

**Angelo State University Undergraduate Learning Goals.** Students will:

- 2e. Core skills - Use technological resources to access and communicate relevant info.
- 3a. Specialized knowledge - Demonstrate technical and analytical skills that are appropriate to their fields of study and applicable to future careers.
- 3d. Specialized knowledge—Apply classroom learning in a combination of reflective practice and experiential education.
- 5. Cultural identity – Practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.
Class Participation, Professionalism, and Engagement. Class participation and engagement entails: completing weekly lesson plans and turning in any assignments on time, active engagement in the classroom with tutoring, assisting students and teacher, teaching lessons, and planning and preparation with teacher and peers. Professionalism is a key component in the final grade for this course. Professionalism entails: appropriate dress, excellent attendance and arriving at field placement on time (preferably 5 to 10 minutes early) and staying engaged with students and campus professionals during the entire time period. Only two absences are allowed. All absences must be made up within two weeks. Students with poor attendance or lacking make ups are subject to penalties accessed to their final grade. Class participation, professionalism, and engagement are worth 40% of your final grade.

Lesson Plans, Lesson Reflections, and Observations. Teacher candidates are required to complete at least 4 different lesson plans. You are strongly encouraged to complete 6 to 8. Students will write lesson plans based on Cooperating Teacher topic recommendations and in the format required by their ASU instructor. For every week you are at field placement, you will turn in a lesson plan or a summary of what you will be doing that week. A digital reflection is required for 4 lesson plans. During the semester teacher candidates can expect to be observed by their professor. You will write a response to your professor’s feedback. You will also complete a 20-minute observation of one of their peers’ lesson and provide them with written feedback. Lesson plans are graded on a pass/fail basis. Lesson plans, reflections and observations are worth 30% of your final grade.

Integrated Unit. Teacher candidates will create and implement an integrate unit that combines literacy TEKS with science, math, or social studies content. The purpose of this assignment is to prepare teacher candidates for authentic teaching situations where learning is not compartmentalized. Students follow a unit template for the lesson and are required to integrate English Language Learner Proficiency Standards (ELPS) and student technology use. Teacher candidates are encouraged, but not required to write their Integrated Unit as a team. An integrated unit reflection is due at the end of the unit’s implementation. Teacher candidates will also share their units with peers. The Integrated unit and presentation is worth 15% of the final grade.

Quizzes. Teacher candidates will complete 2 book quizzes for RDG 4303. These quizzes are meant to support their review for certification exams. Quizzes are worth 15% of the final grade.
## Course Calendar and Due Dates

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<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>8/28 – 9/20</td>
<td>Complete Online Modules for Field Placement</td>
<td>All modules completed by 9/27</td>
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<td>Lesson Planning, Field Placement Expectations, Integrated Unit</td>
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<tr>
<td>10/02 to 12/11</td>
<td>Field Placement – in SAISD classrooms every T/Th from 8:30 to 11 a.m.</td>
<td>Lesson plans or Note due every Monday evening starting 10/01.</td>
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<td>Designated Make Up Day – November 20\textsuperscript{th}.</td>
<td>At least 4 different Lesson Plans due posted to Blackboard starting 10/01.</td>
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<td>Last field day: 12/11/18 (8:45-10:15 a.m.)</td>
<td>4 Lesson Plan Reflections due on blackboard and the public padlet starting 10/05.</td>
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<td>Integrated Unit Plan Due: 11/6/18.</td>
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<td>Integrated Unit Reflection Due: 12/07/18.</td>
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<td>Final – 12/13</td>
<td>Turn in Field Placement Attendance Record</td>
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<td>Share Integrated Unit Posters: 8:45 to 10:15 a.m.</td>
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SBEC Standards (EC-6, 4-8, ELL K-12)
Students in RDG 4303 will have opportunities to practice most of the English Language Arts knowledge and skills as well as opportunities to apply ELPS for the grade level of their placement.

INTASC Standards

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances

- 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances

- 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
**ISTE Standards**

**Designer**
Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. *Educators:*

a) Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

b) Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

**Facilitator**
Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. *Educators:*

a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces, or in the field.

d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections

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### Angelo State General Policies*

**ASU Attendance Policy**
Candidates are to adhere to ASU policy OP 10.4 and Unit policy. [http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

**Course Attendance Policy**
Dr. Solomon requires excellent attendance in all her courses. She firmly believes that learning cannot be facilitated with poor attendance. Students missing more than 2 days of this course are subject for penalties attached to the final course grade. If applicable to the course, time missed during field work must be made up within 2 weeks. Students are encouraged to email Dr. Solomon before or directly after absences, but this is a courtesy and not mandatory. Absences and tardies should not be discussed during class time. An excessive amount of tardies are subject to being being counted toward absences. Dr. Solomon does not necessarily distinguish between excused and unexcused absences; special accommodations will be held on a case by case basis.

**Accommodations for Students w/ Disabilities**
ASU OP10.15 Providing Accommodations for Students with Disabilities
[http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, 942-2191, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**Academic Honesty**
Candidates are to be familiar with the ASU Student Handbook and the University Honor Code which includes the “Student Academic Honor Code Statement.” [www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf](http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf)

Candidates are to adhere to ASU policy. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. *Plagiarism or the use of Internet Web, etc. prepared papers is strictly forbidden! Faculty utilize Internet search links that assist in identifying plagiarized materials.*