

California State University San Marcos
College of Education
EDMS 540 Language and Literacy, 4 units
Fall, 2001

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|---------------|------------------------------------|-----------------|-----------------------|
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Every expert began as a novice.

Mission of the College of Education at CSUSM. The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators advancing professional practice. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, live-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism and shared governance.

EDMS 540 Catalog Course Description. The scope and sequence of language arts in the K-8 curriculum to include: the place of literacy in the elementary school curriculum; methods and materials in teaching language and literacy to students from diverse class, cultural, and ethnolinguistic background; strategies in using literacy across the curriculum; first and second language acquisition theories; and English as a second language methods. *Prerequisites: Semesters 1 of Integrated Bachelor of Arts and Multiple Subject Credential Program and consent of Program Coordinator.*

Reading Instruction Competence Assessment, a.k.a., the RICA (pronounced ree-ka). By state law, all multiple subject credential candidates (including CLAD/BCLAD multiple subject candidates) and special education credential candidates in mild-to-moderate, moderate-to-severe, physical and health impairments, and visual impairment programs have to demonstrate their competency in reading and writing instruction for all K-8 children, native and non-native speakers alike, by passing the state-administered RICA to be eligible for a preliminary credential. While EDSM 540 is a major class in preparing you for this exam, the exam is an *end-of-program* examination and should not be taken until you have completed student teaching.

College of Education Attendance Policy. Due to the dynamic and interactive nature of the course in the College of Education, all students are expected to attend all classes and

participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. If you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of “A”. If you miss three class sessions, your highest possible grade is a “C+”. Should you have extenuating circumstances, contact the instructor as soon as possible.

Writing Policy. In keeping with the All-University Writing Requirement, all courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

Course Objectives.

To address the following California Reading Standard Factors:

- A. Exposure to well-designed instructional programs, which enables [credential candidates] to provide a balanced comprehensive program of instruction.
- B. Explicit and meaningfully-applied instruction in reading
- C. Explicit and meaningfully-applied instruction in writing
- E. Strong preparation for teaching comprehension skills
- J. Instruction and experience in developing student background knowledge and vocabulary
- K. Instruction and experience in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning and making inferences
- M. Instruction and experience in writing instruction, including pre-writing, drafting, revising, editing, publishing and assessment strategies for writing
- N. Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing including: phonemic awareness, systematic, explicit phonics; and decoding skills including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing connected text
- P. Instructional uses of ongoing diagnostic strategies that guide teaching and assessment
- Q. Early intervention techniques in a classroom setting, and
- R. Guided practice of these techniques
- S. The phonological/morphological structure of the English language
- T. Methodologically sound research on how children learn to read, including English language learners, students with reading difficulties and students who are proficient readers

...and the following RICA Competencies:

- 1.1 Principles of assessment
- 1.2 Assessing reading levels
- 1.3 Using and communicating assessment results
- 2.1 Factors involved in planning reading instruction
- 2.2 Organizing and managing reading instruction
- 3.1 Assessing phonemic awareness
- 3.2 The role of phonemic awareness

- 3.3 Developing phonemic awareness
- 4.1 Assessing concepts about print
- 4.2 Concepts about print
- 4.3 Letter recognition
- 5.1 Assessing phonics and other word identification strategies
- 5.2 Explicit phonics instruction
- 5.3 Developing fluency
- 5.4 Word identification strategies
- 5.5 Sight words
- 5.6 Terminology (digraphs; blends...)
- 6.1 Assessing spelling
- 6.2 Systematic spelling instruction
- 6.3 Spelling instruction in context
- 7.1 Assessing reading comprehension
- 7.2 Fluency and other factors affecting comprehension
- 7.3 Facilitating comprehension
- 7.4 Different levels of comprehension
- 7.5 Comprehension strategies
- 9.1 Assessing content-area literacy
- 9.2 Different types of texts and purposes for reading
- 10.1 Encouraging independent reading
- 10.2 Supporting at-home reading
- 11.1 Assessing oral and written language
- 11.2 Oral language development
- 11.3 Written language development
- 12.1 Assessing vocabulary knowledge
- 12.2 Increasing vocabulary knowledge
- 12.3 Strategies for gaining and extending meanings of words
- 13.1 Assessing English language structures
- 13.2 Differences between written and oral English
- 13.3 Applying knowledge of the English language to improve reading

....and the Cross-cultural, Language and Academic Development (CLAD) competencies circled on the attached page.

Organization of this class. This class is organized around the basic components of a comprehensive literacy program, listed in class 1 in this syllabus. We will examine the research/theoretical underpinnings of the components, how they apply to native and non-native speakers of English, and how to implement them in California K-8 classrooms. Then, after reading about the components, you will practice them in schools.

Required Books.

- California Department of Education (1999). *Reading/Language Arts Framework for California Public Schools: Kindergarten through grade twelve*. Sacramento, CA: California Department of Education Press.
- Moustafa, M. (1997). *Beyond Traditional Phonics: Research discoveries and reading instruction*. Portsmouth, NH: Heinemann.
- Pike, K., Compain, R. and Mumper, J. (1997). *New Connections: An integrated approach to literacy*. New York: Longman.

Required Reading Packet.

- California State University (CSU) Center for the Improvement of Reading Instruction (1998). Glossary of Reading Terms.
- Cantrell, S. (1999). Effective teaching and literacy learning: A look inside primary classrooms. *The Reading Teacher*, 52, 4, 370-378.
- Clymer, T. (1963/1966). The utility of phonic generalizations in the primary grades. *The Reading Teacher*, 50, 3, 182-187.
- Lancia, P.J. (1997). Literacy borrowing: The effects of literature on children's writing. *The Reading Teacher*, 50, 6, 470-475.
- Milligan, J.L. and Berg, H. (1992). The effect of whole language on the comprehending ability of first grade children. *Reading Improvement*, 29, 3, 146-154.
- Moustafa, M. and Maldonado-Colon, E. (1999). Whole to parts phonics instruction: Building on what children know to help them know more. *The Reading Teacher*, 52, 5, 448-458.
- Reutzell, D.R. and Cooter, R.B. (1991). Organizing for effective instruction: The reading workshop. *The Reading Teacher*, 44, 8, 548-554.
- Richgels, D.J. and Wold, L. S. (1998). Literacy on the road: Backpacking partnerships between school and home. *The Reading Teacher*, 52, 1, 18-29.
- Swift, K. (1993). Try reading workshop in your classroom. *The Reading Teacher*, 46, 5, 366-371.

Recommended Texts (to deepen your knowledge). When not available for preview in the bookstore, most of the books may be previewed in my office. Books may be purchased through the CSUSM bookstore or through their publishers' web sites:

www.heinemann.com

www.kendallhunt.com

www.prenticehall.com

www.stenhouse.com

- general, K-8
 - Johns, J. (2001). *Basic Reading Inventory: Pre-primer through grade twelve and early literacy assessments, eighth edition*. Dubuque, Iowa: Kendall/Hunt.
 - Routman, R. (1999). *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.
 - Tompkins, G. (2001). *Literacy for the 21st Century: A balanced approach*, second edition. Upper Saddle River, NJ: Prentice Hall.
- for emergent and early readers, K-3
 - Dahl, K.L., Scharer, P.L., Lawson, L.L. and Grogan, P.R. (2001). *Rethinking Phonics: Making the best teaching decisions*. Portsmouth, NH: Heinemann.
 - Dorn, L.J., French, C., and Jones, T. (1998). *Apprenticeship in Literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.
 - Fisher, B. (1998). *Joyful learning in kindergarten*. Portsmouth, NH: Heinemann
 - Fountas, I.C. and Pinnell, G.S. (1996). *Guided Reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
 - Fountas, I.C. and Pinnell, G.S. (1999). *Matching Books to Readers: Using levels books in guided reading, K-3*. Portsmouth, NH: Heinemann.
 - Parkes, B. (2000). *Read It Again!: Revisiting shared reading*. Portland, ME: Stenhouse.
- for junior high, 6-8
 - Atwell, N. (1998). *In the Middle: Writing, reading, and learning: Second Edition*. Boynton/Cook (available through Heinemann).

Helpful Websites.

California Department of Education:

<http://www.cde.ca.gov>

CSU San Marcos

<http://www.csusm.edu>

free teaching materials:

<http://www.ed.gov/free/>

Required Experiences.

- 15 hours of observation. This is built into your weekly participation in schools concurrent with this class. Take advantage of this to learn about the diversity of teaching styles and children in public schools, as well as how teachers
 - begin the school year (i.e., introduce new classes to classroom routines and procedures)
 - assess the children's instructional needs and make instructional decisions, and
 - implement the instructional techniques we are studying in class

- 9 of the following teaching experiences with summaries and reflections for each experience:
 1. Read-aloud
 2. Running record (**REQUIRED**)
 3. Writers workshop with emergent, early, or fluent writers including a mini-lesson (such as writing under the influence of literature), student writing time, and author's chair. (If you do this experience with both emergent and fluent writers, it counts as two experiences.)
 4. Shared writing with emergent writers
 5. Shared reading with emergent readers
 6. Whole-to-parts phonics instruction
 7. Interactive writing with early writers
 8. Guided reading lesson with early readers
 9. Literature discussion circles
 10. The writing process: revising (one experience) or editing (another experience)
 11. KWL (Know, What to Know, Learned) lesson
If the *whole cycle* is implemented, this experience counts as two experiences.
If only the first part is implemented, it counts as one experience.
 12. Venn diagram

Please wait until the teaching technique has been discussed in class and you have read about it before you use it as an experience to count towards this class requirement. As often as possible, after we discuss the techniques in class, please observe teachers at your school site using the techniques, before and after you practice the techniques.

Summaries and reflections on your teaching experiences are brief (approximately one page) descriptions of your practice teaching including your successes and challenges and what you would do again or change next time. Perfection in the beginning is not expected. Reflection is expected.

Summaries and reflections should be word-processed and saved to your computer or computer disc. At the top of each report include:

- the instructional strategy you used (read-aloud, etc.)
- the grade level where you practiced the instructional strategy
- the reading/writing proficiency level of the children
- the English language proficiency level of the English language learners (non-native speakers of English), if any, in the group.

The first two reports are due as soon as possible but no later than Class 6 (**Friday, Sept 14**).

The next three reports are due no later than Class 10 (**Friday, Sept 28**).

The last four are due no later than Class 15 (**Friday, Oct 12**).

Literacy (Reading/Language Arts) Portfolio. Professional portfolios are used in job interviews to display one's abilities. Your professional portfolio should display your abilities in different curricular areas of the K-8 public school program.

For the literacy (reading/language arts) section of your portfolio I suggest you display your ability to implement the components of a comprehensive literacy program. Here is a suggested index for this section of your portfolio. Adapt it appropriately.

| My Teaching Experiences with Components of a Comprehensive Literacy (Reading/Language Arts) Program | | Page |
|--|---|------|
| 1. | Read-alouds | XX |
| 2. | Self-selected reading | XX |
| 3. | After school (at home) reading | |
| 4. | Initial and ongoing assessment | XX |
| 5. | Reading and writing instruction at each child's instructional level | |
| | A. for emergent readers and writers: | |
| | i. systematic, explicit phonemic awareness and phonics instruction | XX |
| | ii. shared reading (including promoting fluency) | XX |
| | iii. shared writing (includes direct instruction in conventional spelling, punctuation, and other conventions of print) | XX |
| | B. for early readers and writers: | |
| | i. guided reading (includes instruction in phonics) | XX |
| | ii. interactive reading (includes instruction in phonics, spelling and punctuation) | XX |
| | C. for fluent readers and writers: | |
| | i. literature discussion circles | XX |
| | ii. the writing process | |
| | a. instruction in revising | XX |
| | b. instruction in editing | XX |
| | iii. reading and writing across the curriculum | |
| | a. Venn diagram | XX |
| | b. KWL | XX |

Examples of appropriate papers/artifacts you might include in your portfolio would be your summaries and reflections on your teaching experiences, photographs of you reading to children (shows you know how to handle books during a read-aloud),

Grading.

- Summaries & reflections on teaching experiences 5 pts. each 45 points
- Portfolio 5 points
- RICA-like Exam #1 30 points
- RICA-like Exam #2 40 points

Summary of important dates.

| Class | Day | Event |
|-------|-----------------|--|
| 6 | Friday, Sept 14 | First two practice teaching summaries & reflections due |
| 8 | Friday, Sept 21 | RICA-like Exam #1 |
| 10 | Friday, Sept 28 | Second three practice teaching summaries & reflections due |
| 12 | Friday, Oct 5 | Preliminary portfolio due |
| 14 | Friday, Oct 12 | RICA-like Exam #2 |
| 15 | Monday, Oct 15 | Last four practice teaching summaries & reflections due Portfolio due |

Class schedule:

CLASS 1, Friday, August 24

- TORP (Theoretical Orientation to Reading Profile)
- **various definitions of reading**
 - pronouncing print (original)
 - constructing meaning with print (later)
- **various assumptions about the building blocks of reading:**

| Building block | Visibility | Underlies | Dates back to |
|-------------------|------------|--|------------------|
| letters | Visible | Phonics-only method, Phonics-first method | Socrates |
| [print] words | Visible | Whole-word (a.k.a., sight- word, look-say) method | 1500s? 1800s? |
| [spoken] language | Invisible | Contemporary method | 1960s |

- **research testing these assumptions**
 - Cattell (the late 1800s)
 - Goodman, Nicholson, Stanovich (1960s to present)

- various types of **text** for beginning readers

| Text type | Examples |
|--|--|
| letter-emphasis (a.k.a., phonics or decodable) stories | <ul style="list-style-type: none"> • McGuffey’s Readers (late 1800s and early 1900s) • Bloomfield’s “linguistic” readers (1960s and 1970s) • <i>Hooked on phonics</i> (today) |
| word-emphasis stories | <ul style="list-style-type: none"> • Gray’s “Dick and Jane” readers |
| predictable stories | <ul style="list-style-type: none"> • <i>Mrs. Wishy-Washy; The Chick and the Duckling</i> |

- various types of **programs** for beginning readers
 - based on any one or any combination of the above. Combinations typically have decontextualized phonics books/activities to accompany the text.
- **research findings on children’s responses to various types of text**
 - Ruddell, Tatham, Kucer, Rhodes, Allington (1960s to present)
- various definitions of **balanced reading instruction**
 - reading *to, with, and by* children; writing *to, with, and by* children
 - literature and phonics
 - literature and phonics *in proportion to need* (analogy to balanced nutrition)
- **overlapping phases of reading development**
 - emergent reader: not yet able to independently read *most* print
 - early reader: able to independently read *some* age-appropriate text
 - fluent reader: able to independently read age-appropriate text on which he/she has the pre-requisite background knowledge.
- **overlapping phases of English language development for non-native speakers of English**, a.k.a., English language learners (ELL); English as a second language (ESL)
 - limited English proficient:
 - speaks home language
 - speaks home language plus emerging/early skills in English (sounds like a non-native speaker of English)
 - speaks home language plus has BICS (basic interpersonal communication skills) in English (sounds like a native speaker of English)
 - English proficient
 - speaks home language plus has CALPs (cognitive academic language proficiency) in English

- components of a comprehensive literacy program

| Components of a Comprehensive Literacy Program | Developmental Stages | | |
|--|----------------------|--------------|----------------|
| | Emergent | Early | Fluent |
| 1. *Daily read-aloud | MTWTF | MTWTF | MTWTF |
| 2. Daily SSR (self selected reading) | MTWTF | MTWTF | MTWTF |
| 3. Daily after-school (at home) reading | MTWTF | MTWTF | MTWTF |
| 4. *Initial & ongoing informal assessment | ongoing | ongoing | ongoing |
| 5. Daily writing <ul style="list-style-type: none"> • journal writing • *writers workshop | T T | MTWTF MTW | MTWTF MTWTF |
| 6. Daily reading & writing instruction at each child's instructional level: | | | |
| *shared writing (includes phonics) | M W F | | |
| *shared reading plus *phonics | MTWTF | | |
| *interactive writing (includes phonics) | | TF | |
| *guided reading | | MTWTF | |
| *literature discussion circles (a.k.a. reading workshop) | | | MTWTF |
| *writing process (drafting, revising, editing select pieces) | | | MTWTH |
| reading and writing across the curriculum (*KWL, *Venn diagram, etc.) | | | MTWTH |

* included in 9 required teaching experiences for this class

1. Daily Read-Alouds (i.e., reading *to* children) –from the first day of school!

- Benefits of read-alouds
- Technique: primary grades, intermediate grades

Follow-up assignments:

- **Read Pike:**
 - Introduction: pp. xi-xii 2 pgs.
 - Learning *to* read: Cp 1 (all) 15 pgs.
pp. 20-28 8 pgs.
 - Preliminaries: pp. 168-172 4 pgs.
 - Reading *to* children: pp. 176-8, 239, 241-244 5 pgs.
- **Then** (as soon as can be arranged):
 - Read to children (whole class & small group) / Write a reflection

CLASS 2, Monday, August 27

- discuss TORP
- discuss reading assignment
- 2. **Daily Self-Selected Reading (SSR)**
- 3. **Daily After-School (at Home) Reading**

4. Initial and Ongoing Informal Assessment

- objectives
 - to make initial and ongoing instructional placements (e.g. shared vs. guided reading)
 - to document growth for you, child, child's caretakers, administrators
- **some informal reading assessments**
 - **concepts of print, K**
 - **running record and retelling, K-3 (demo)**
 - **silent reading and retelling, 4-8**
- **some informal writing assessments**
 - **portfolios**
 - **writing rubrics**

5. Daily Writing

- (discussed throughout section 6: Daily writing instruction at each child's instructional level)

Follow-up assignments:

- Read
 - Pike:
 - Self-selected reading SSR (Reading *by* children):
 - Grades K-2 pp. 187-189 2 pgs.
 - Grades 3-6 p. 240 1 pg.
 - Assessing to teach: pp. 89-120, fig 4.2 31 pgs.
 - Richgels & Wold: in reading packet pp. 20-24 4 pgs.
 - Then (as soon as can be arranged):
 - Do a running record on at least 3 primary grade (K-3) children / Write a reflection

CLASS 3, Friday, August 31

- discuss reading assignment and teaching experiences
- 6. Daily Reading and Writing Instruction at Each Child's Instructional Level: Emergent Readers and Writers**
 - **shared reading (demo)**
 - **phonics instruction (demo)**

Follow-up assignments:

- Read:
 - Moustafa: Cps. 1&2 12 pgs.
 - Pike:
 - Teaching reading
 - basals pp. 57-65 4 pgs.
 - contemporary instruction pp. 78-86 8 pgs.
 - shared reading pp. 178-180 4 pgs.
 - reading *with* children pp. 239-240 1 pg.
 - phonics pp. 189-195 5 pgs.

Then (as soon as can be arranged):

- Do a shared reading lesson with a predictable story with emergent readers/
Write a reflection

Monday, Sept 3 is a holiday.

Bring the “Glossary of Reading Terms” in reading packet to Class 4.

CLASS 4, Friday, September 7

- discuss reading assignment and teaching experiences
- **terms associated with phonics:** blending, digraphs, phonemic awareness, etc.
- **phonics practicum**
- **readers’ theater**
- **writing defined**
- **writing development**
- **spelling development**

Follow-up assignments:

- Read:
 - Moustafa: pp. 14-25 12 pgs.
 - Moustafa & Maldonado: in reading packet 7 pgs.
 - Terminology: in reading packet
 - Pike:
 - Readers’ theater pp. 376-378 2 pgs.
 - Writing & spelling development pp. 39-45, 211-212 11 pgs.
 - Reading-writing connection pp. 46-47 2 pgs.
- Then (as soon as can be arranged):
 - Do a phonics lesson with emergent readers using a story the children have learned to read.

CLASS 5, Monday, September 10

- Discuss reading assignment and teaching experiences
- **Language Experience Approach**, a.k.a. LEA (**demo**)
- **shared writing (video)**
- **writer’s workshop at emergent level**

Follow-up assignments:

- Read:
 - Moustafa: pp. 26-31 5 pgs.
 - Pike:
 - Language Experience pp. 172-174 3 pgs.
 - Writing in emergent literacy classrooms pp. 195-217 21 pgs.
- Then (as soon as can be arranged):
 - Do shared writing with emergent readers and writers / Write a reflection

CLASS 6, Friday, September 14

Due: FIRST TWO SUMMARIES & REFLECTIONS ON TEACHING EXPERIENCES

- discuss reading assignment and teaching experiences
- **Early Readers and Writers**
 - **guided reading (video)**
 - **interactive writing (video)**
 - **writing workshop in an early reading and writing classroom**
- our writing workshop
 - writing under the influence of literature, first experience
 - authors' chair: whole group
- RICA explained

Follow-up assignments:

- Put your first piece of writing done under the influence of literature of literature in a folder. Bring the folder to each class.
- Read
 - Pike:
 - guided reading pp. 182-187, 240, 315-318 10 pgs.
 - interactive writing pp. 174-176 1 pg.
 - interactive charts p. 182, figures 6.9A, 6.9B 1 pg.
 - Reading Recovery pp. 408-414 5 pgs.
 - Milligan in reading packet 9 pgs.
 - Cantrell in reading packet 9 pgs.
- Then (as soon as can be arranged):
 - Do guided reading with early readers / Write a reflection
 - Do interactive writing with early readers / Write a reflection

CLASS 7, Monday, September 17

- discuss reading assignment and teaching experiences
- **Fluent Readers and Writers**
 - **literature discussion circles** (a.k.a., literature circles, discussion circles)
 - **the reading workshop**
 - **the writing process**
- our writing workshop
 - writing under the influence of literature, second experience
 - sharing writing – small group

Follow-up assignments:

- Put your second piece of writing done under the influence of literature of literature in a folder. Bring the folder to each class.
 - Review for RICA-like Exam #1
-

CLASS 8, Friday, September 21

| |
|-------------------|
| RICA-like Exam #1 |
|-------------------|

- TORP #2
- Debriefing from RICA-like Exam #1 (multiple choice questions)
- discuss teaching experiences
- our writing workshop
 - writing under the influence of literature, third experience
 - sharing writing – small group

Follow-up assignments:

- Put your third piece of writing done under the influence of literature of literature in a folder. Choose your favorite of the three pieces you have written and word process it. Bring the word-processed version to class.
- Read (as follow-up from class 7):
 - Pike:
 - using the basal pp. 296-306 8 pgs
 - literature circles pp. 241-242, 244-272 28 pgs.
 - Then (as soon as can be arranged):
 - Do a literature discussion lesson / write a reflection

CLASS 9, Monday, September 24

- TORPs #1 & 2 compared
- More debriefing from the exam (constructed response questions)
- discuss reading assignment and teaching experiences
- **teaching writing through rubrics**
- **teaching revision through shared reading (two videos)**
- **teaching editing (video)**
 - dos and don'ts of editing
- **proofreading and publishing**
- our writing workshop
 - peer conferencing, revising
- RICA explained

Follow-up assignments:

- Revise & edit your composition on your computer. Bring the edited revision to class.
- Read:
 - Reutzel & Cooter: reading workshop in reading packet 6 pgs.
 - Swift: reading workshop in reading packet 5 pgs.
 - Pike: pp. 28-39 11 pgs.
pp. 273-288, figure 2.9 12 pgs.
- Then (as soon as can be arranged):
 - Conduct a writing workshop / Write a reflection
 - Do a lesson on revising for fluent writers / Write a reflection

- Do a lesson on editing for fluent writers / Write a reflection

CLASS 10, Friday, September 28

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| Due: SECOND 3 SUMMARIES & REFLECTIONS ON TEACHING EXPERIENCES |
|---|

- **journal writing**
- **Venn diagram**
- **reading across the curriculum** (a.k.a., reading in the content areas)
- Our writing workshop
 - Peer conferencing: editing and author's chair

Follow-up assignments:

- Do a final revision/edit on your computer at home and turn in next class.
- Read:
 - Pike:
 - Journal writing pp. 289-295 4 pgs.
 - Venn diagram p. 337 1 pg.
 - Lancia: in reading packet 6 pgs.
 - Moustafa: background knowledge Cp. 6 14 pgs.
- Then (as soon as can be arranged):
 - Do a Venn diagram lesson / write a reflection

CLASS 11, Monday, Oct 1

- Discuss reading assignments and teaching experiences
- **KWL**
- Applying what we've learned to California's reading/language arts content standards for K-1 classrooms.

Follow-up assignments:

- Read:
 - Pike:
 - Writing across the curriculum pp. 295-296 2 pgs.
 - Thematic units pp. 311-352 29 pgs.
- Then (as soon as can be arranged):
 - Do a KWL lesson / Write a reflection

CLASS 12, Friday, Oct 5

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|----------------------------|
| Due: PRELIMINARY PORTFOLIO |
|----------------------------|

- Discuss reading assignments and teaching experiences
- **Classroom management**
- RICA case studies, examples

- Applying what we've learned to California's reading/language arts content standards for 2-3 classrooms.

Follow-up assignment:

- Read:
 - Pike:
 - classroom management, primary grades Cp. 5 20 pgs.
 - classroom management, intermediate grades Cp. 7 14 pgs.

CLASS 13, Monday, Oct 8

- Discuss reading assignments and teaching experiences
- Applying what we've learned to California's reading/language arts content standards for 4-8 classrooms.

Follow-up assignment:

- Review for RICA-like Exam #2

CLASS 14, Friday, Oct 12

RICA-like Exam #2

- TORP # 3
- Debriefing from the exam (multiple choice questions)
- **Computers in reading/language arts instruction**
- **The home-school connection**

Follow-up assignments:

- Read:
 - Pike:
 - computers Cp. 11 10 pgs.
 - home-school connection Cp. 13 25 pgs.

CLASS 15, Monday, Oct 15

Due: LAST FOUR SUMMARIES & REFLECTIONS ON TEACHING EXPERIENCES
 Due: PORTFOLIOS

- TORPs #1, 2, 3 compared
- Debriefing from the exam (constructed response questions)
- Discuss reading assignments and teaching experiences
- Class evaluation