

**EDMS 521.03 (Cohort 45): Literacy Education I
Spring 2003**

**CRN 21526; ACD 404
Tuesdays & Fridays, 12:00-2:45pm
California State University San Marcos
College of Education**

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College of Education Mission Statement

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

COURSE DESCRIPTION

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive K-8 school classrooms. This class is aligned with the California 2042 standards.

• **STANDARDS ALIGNMENT**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are a primary emphasis in this course:

Standard 3-Relationship between theory and practice
Standard 4-Pedagogical thought and reflective practice
Standard 5-Equity, Diversity, & Access to the Core Curriculum
Standard 7-Equity, Preparation to Teach Reading Language Arts

• **TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES**

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis:

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching
TPE 2-Monitoring Student Learning
TPE 3-Interpretation and Use of Assessments
TPE 4-Making Content Accessible
TPE 6-Developmentally Appropriate Teaching Practices
TPE 6a-Developmentally Appropriate Practices in Grades K-3

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TPE 6b-Developmentally Appropriate Practices in Grades 4-8
 TPE 6d-Teaching Special Education Populations in General Education Environments

Secondary Emphasis:

TPE 5-Student Engagement
 TPE 7-Teaching English Learners
 TPE 8-Learning About Students
 TPE 9-Instructional Planning
 TPE 10-Instructional Time
 TPE 11-Social Environment
 TPE 13-Professional Growth
 TPE 14-Educational Technology
 TPE 15-Social Justice and Equity

COURSE OBJECTIVES

- **KNOWLEDGE**

Teacher candidates will:

- gain an understanding of how a first and second language is acquired.
- gain an understanding of the reading process and its relationship to thought, language and learning.
- gain an understanding of how people learn to read and write in their first and second language
- become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.
- become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms
- become familiar with classroom diagnostic techniques and evaluation procedures.
- become familiar with current approaches to the teaching of reading and writing to children with special learning needs

- **SKILLS**

Teacher candidates will:

- become sensitive observers of children's language using behaviors.
- analyze children's reading and writing behavior as a basis for making instructional decisions
- translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plans
- develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students
- learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

- **ATTITUDES AND VALUES**

Teacher candidates will:

- develop an appreciation for the natural language abilities children possess for processing and producing print.
- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum.
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for children with special learning needs.
- develop an appreciation for the importance of reading and writing for their own personal and professional growth.
- develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

REQUIRED TEXTS

California Department of Education (1999). Reading/Language arts framework for California schools: Kindergarten through grade twelve. Sacramento, CA: Author. [You can also download the framework from <http://www.cde.ca.gov/ci/reading.html>]

Cunningham, P. M., & Allington, R. L. (2003). *Classrooms that work: They can all read and write* (3rd. ed.). Allyn & Bacon.

Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.

Tompkins, G.E. (2001). *Literacy for the 21st Century: A Balanced Approach* (3rd ed.). Prentice Hall.

Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

- **List of Recommended Readings:**

1. Fountas, I.C. and Pinnell, G.S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
2. Fountas, I.C. and Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
3. Taberski, S. (2000). *On solid ground: Strategies for teaching reading k-3*. Portsmouth, NH: Heinemann.
4. Cunningham, P. M. (2000) *Phonics they use: Words for reading and writing* (3rd ed.). Longman.
5. Cunningham, P., Hall, D., & Sigmon, C. (1999). *The teacher's guide to the four blocks: A multimethod, multilevel framework for grades 1-3*. Greensboro, NC: Carson-Dellosa.
6. Hall, D., & Cunningham, P. (1997). *Month by month reading and writing for kindergarten*. Carson-Dellosa.
7. Hall, D., & Cunningham, P. (1998). *Month by month phonics for second grade*. Carson-Dellosa.
8. Cunningham, P., & Hall, D. (1997). *Month by month phonics for first grade*. Carson-Dellosa.
9. Cunningham, P., & Hall, D. (1998). *Month by month phonics for third grade*. Carson-Dellosa.
10. Cunningham, P, & Hall, D. (1998). *Month by month phonics for upper grades: A second chance for struggling readers and students learning English*. Greensboro, NC: Carson-Dellosa.
11. Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4-12*. York, Maine: Stenhouse.
12. Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*, 2nd ed. Upper Saddle River, NJ: Prentice Hall.
13. Hoyt, L. (1999). *Revisit, reflect, retell: Strategies for improving reading comprehension*. Heinemann.
14. Moline, S. (1995). *I see what you mean: Children at work with visual information*. Stenhouse.
15. Rossi, J, & Schipper, B. (1999). *Case studies in preparation for the California reading competency test*. Needham Heights, MA: Allyn & Bacon.

COURSE REQUIREMENTS & ASSIGNMENTS

- Attendance (see attendance policy)
- Professional Participation 15 pts
- Interactive Journal 30 pts total Due: assigned weeks (see schedule)
- Reading Strategy Lesson Plan 10 pts Due: sign up (session 12 or 13)
- Analysis of Reading Patterns 15 pts Draft due: Feb. 11; Final due: Feb. 28
- Resource Notebook 30 pts total Due: see course schedule

Grading Scale:	
93-100 = A	80-82= B-
90-92= A-	77-79 = C+
87-89 = B+	74-76= C
83-86 = B	70-72= C-

ATTENDANCE

Attendance Policy: Due to the dynamic and interactive nature of EDMS 521, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or “early exits” will be the equivalence of an absence. A passing grade will not be issued for students who do not attend 80% or more of the class sessions. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

PROFESSIONAL PARTICIPATION (15 pts.)

You are now a credential candidate and this course is part of your professional preparation. Professionalism will be expected not only in your commitment to attending class sessions and being well prepared for course sessions by completing the scheduled readings and assignments. You will also be asked to participate in a variety of group activities, all of which will have direct applicability to your teaching in the classroom and ability to successfully work with students, parents and other teachers and educators. You are expected to be an attentive listener, and respect and take into account diversity of opinions and backgrounds. You are expected to provide constructive criticism and be an on task group participant and collaborator. You are expected to demonstrate reflective learning by relating discussions to the readings, other course sessions and your own experiences. Please do not bring outside work to class and make sure to turn off your cellular phone before coming to class.

Important: This is an eight-week course and is very intensive. There is a lot of reading to do and content to cover within our short time together. Please see or e-mail me if you are experiencing any difficulty with keeping up, need clarification and/or have questions. *Don't wait until the last minute!* Take advantage of my office hours and/or make an appointment.

ASSIGNMENTS

IMPORTANT: 1) Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. *Assignments not handed-in on due date will lose 10% of earned credit per day.* Assignments should be typed and double-spaced.

2) Students *have the option of re-submitting their assignments once* after receiving their grade. This process needs to be initiated by the student who needs to schedule a meeting

with the instructor in order to set a revision plan and determine a deadline. The first graded assignment needs to be attached to the re-submitted one.

1. Interactive Journal (30 pts total)

A daily class journal will be maintained for each class session (*except for sessions 12 and 13*). It needs to include the following:

- A brief summary and/or description of the topics discussed in class that reflects understanding of the key concepts.
- Direct connections with the assigned readings.
- It may include direct connections and/or specific examples from student teaching experiences, school observations or other personal experiences in diverse settings.

You will share your journal entries with an online **interactive journal partner** (to be defined in class). You and your interactive journal partner should read each other's journal entry and make comments on what has been written. This class journal will be graded according to its insightful connections and understanding of the session topics.

You and your interactive journal partner will only need to turn in one set of entries and responses. If needed, please be sure to identify your entries/responses in your journal packet. You are expected to turn in a **total of 12 entries (2.5 pts each)**. You can have **two passes** and use them instead of writing a journal entry for 1-2 of our class sessions. In class you and your journal partner will be identified as being part of **group A or B**. See the course schedule for your group A or B deadlines.

2. Reading Strategy Lesson Plan (10 pts)

Sign up: Session 12 or 13

You (individually or with another student) will write and present a reading strategy lesson plan for a small group activity that takes into account student needs. They can be mini-lessons, direct instruction, inquiry, or any format you choose. Make your lesson active, interesting, fun and meaningful. Because lesson planning may be unfamiliar to some of you, but is so important to teaching, you will learn how to write a language arts lesson plan in class. Choose a reading standard for your grade level to guide your objectives. Sample lessons include:

- Monitoring Reading
- Comprehension
- Content area reading
- Phonics
- Phonemic Awareness
- Organizing information while you read
- Relating what you are reading to what you already know
- Finding the main idea of a story
- Identifying patterns in a text
- Using graphic organizers for comprehension

Keep in mind when writing your lesson: What is the purpose of your lesson? How does it relate to real reading and/or writing? What are your learning goals? How are they aligned with the CA Reading/Language Arts standards (check the Reading/Language Arts framework for CA public schools)? How will you present the lesson (instructional strategies, resource materials, time frame)? How will you group students for the lesson? How will you assess your students? What accommodations will you provide for students who need additional help?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold second language learners' learning

during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently?

Strategy presentations (sessions 12 or 13): Bring a copy of your strategy paper for all class members.

3. Analysis of Reading Patterns Project (15 pts) Draft due: Feb. 11; Final due: Feb. 28

You will be taught how to observe students reading, to listen to them read, and gather information about their use of cueing systems and reading monitoring strategies. You will learn how to take and analyze running records, and you will be expected to take a *minimum of 3* running records of one student and look for patterns across them. This assignment will start to prepare you for the case study you will be asked to develop in EDMS 522: Literacy Education II (2nd semester).

FIRST STEPS:

- (1) Explain the assessment project to your master teacher, and ask her/him to help you identify possible students. **Select a student – a beginning reader or a student who is experiencing difficulties with reading simple books (around grade 1 level).** Don't shy away from second language learners. If you are having problems selecting a student, please let me know.
- (2) Ask your teacher if you may need to obtain written parental permission to work with this student (form attached in English and Spanish).
- (3) Discuss with your master teacher possible times for giving a reading interview and taking running records.
- (4) Before taking a running record - ask your teacher for examples of books the student is reading at his/her independent and instructional level.

More information about this assignment will be provided in class:

- Learning how to take Running Records – Session 4 (Jan. 31)
- *Workshop:* Analysis of Reading Patterns & Identifying interventions - Session 7 (Feb. 11)

FINAL PAPER – it needs to include:

- 1) A brief introduction/ overview of your student's background (including his/her age, grade level, interests, ethnic and linguistic background, etc).
- 2) Documentation:
 - a. anecdotal records of classroom observations (minimum of 2). They can be the same or overlap with your classroom observations for the resource notebook.
 - b. reading interview
 - c. running records (*minimum of 3: 1 independent level and 2 instructional levels*). Don't forget to identify the selected books.
- 3) Analysis of information gathered:
 - What monitoring strategies did your student use during his/her reading? (e.g., self-correcting, re-reading/repetition, cross-checking information like checking the pictures and grapho- phonic cues). See Gibbons, chapter 7 and "In-process reading strategies" handout.
 - Describe and analyze the quality of your student's miscues. What is your student's theory about how to read a written text? When is s/he successful? When does his/her reading process break down? Why? See Gibbons, chapter 7. Include a miscues analysis summary sheet (to be distributed in class).
 - Was your student able to understand the text? What types of question did you use to assess his/her understanding? See handouts to be distributed in class.
- 4) Instructional recommendations (1-page minimum). **They should be based on your analysis of all documentation collected and course readings and materials.**

4. Resource Notebook (30 pts total)

You will develop a Reading/Language Arts Resource Notebook that will allow you to: (1) demonstrate your learning and understanding of reading and language arts; (2) compile a resource notebook that will help you prepare and review the content areas assessed by the RICA test; (3) start building a resource for your own learning and teaching; and (4) develop a resource that may be used for job interviews to illustrate your knowledge and experiences.

You will need to purchase a three-ring binder and dividers to organize your materials. We will have a “Putting together your Resource Notebook” session (Feb. 25) in order to help you get it ready.

The Notebook needs to include 11 sections:

- A) A brief overview of 8 RICA Content Areas (the other sections will be completed in your 2nd semester) **(10 pts)**
- B) A personal statement of your philosophy of the teaching of reading and writing **(5 pts)**
- C) A bibliography of literacy related websites **(5 pts)**
- D) A classroom observation form **(10 pts)**

A) Brief overview of the following 8 RICA content areas: Planning, Organizing, and Managing Reading Instruction; Phonemic Awareness; Concepts About Print; Systematic, Explicit Phonics and Other Word Identification Strategies; Spelling Instruction; Reading Comprehension; Vocabulary Development; and Structure of the English Language. **(10 pts) DUE: March 14** (Session 16)

You may work individually or in groups to complete this assignment. We will do some of it in class.

Your overview of the above content areas should contain: (1) A description of what each content area(s) is about; (2) 1 way of assessing this content area (include rationale); and (3) 1 way of teaching it (description – include explanation of how it supports reading, writing and/or language arts development – and accommodations).

Optional: You may use this notebook to organize teaching resources by including lesson plans, articles, and any other resources collected within class or student teaching.

References: Besides the course readings, see the 2003-2003 RICA Registration Bulletin (p.39-45); Zarillo’s book; and Dr. Alice Quioco’s web site. The address is: <http://www.csusm.edu/Quiocho>. Click on “reading instruction portfolio.” See the section on accommodations for ideas on ways to support second language learners and special needs students.

B) Personal Statement of your Philosophy of Teaching Language Arts (5 pts)
DUE: March 14 (Session 16)

It is important before you begin teaching reading/language arts that you define what reading is and address literacy education. Your personal statement of your philosophy of teaching is an opportunity for you to find your own voice as a teacher and to begin to understand what you believe in and to analyze and reflect on how your beliefs and experiences will shape you as a teacher. You are asked to reflect on the context or learning environment in which instruction takes place. What type of classroom context support the literacy development of children? What are the strengths of an effective language arts program? What would you do the same/ different? Think for examples of effective language arts classroom-based instruction based on your classroom experiences and observations as well as course sessions and materials. Make sure to support your philosophy statement by utilizing theory and research from class readings, texts, class activities and notes. *Keep in mind: Teaching is a journey and you will continue to expand on your views throughout your career.*

C) Literacy and Technology Assignment (5 pts)**DUE: Feb. 4** (Session 5)

For this assignment you will visit 5 web sites related to reading and writing instruction: 3 listed with URL below and 2 of your choosing. Find one that is appropriate for teachers (and/or parents) and one appropriate for children (many sites are appropriate for both so use them for either). Then write an annotated bibliography of each web site and how you could use it. For each web site include the following information:

1. The URL of the web site
2. A description of what is there.
3. Who's sponsoring the site (if you can) so that we know if it is simply an advertisement, a personal web site or one from a professional organization.
4. Is it primarily an adult site (includes lesson plans, etc.) or is it appropriate for children as well? Describe how you or your students might use the site.

Choose three websites from the list below:

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

SDCOE: <http://www.sdcoe.k12.ca.us>

- When you get to the SD county Office site be sure to visit:

SCORE: <http://www.sdcoe.k12.ca.us/score/cla.html>

Cyberguides: <http://www.sdcoe.k12.ca.us/score/cyberguide.html>

Barahona Center for the Study of books in Spanish: <http://www.csusm.edu/csb/>

Inspiration: <http://www.inspiration.com>

IRA: <http://www.reading.org>

NCTE: <http://www.ncte.org>

ALA: <http://www.ala.org/alsc/>

SUAVE (Socios Unidos para Arte Via Education) program: <http://www.csusm.edu/SUAVE/>

Esmé Codell's web site: <http://www.planetesme.com>

The Pacific children's literature web site: <http://www.uog.edu/coe/paclit/index.htm>

D) Classroom Observation Form (10 pts)**DUE: March 14** (Session 16)

Use **the field observation form** (attached) to fill it out as you observe various aspects of language arts instruction. Be able to describe what you see and how your observations are related to reading/writing instruction. Your observations will be helpful to you in preparing your philosophy statement and overview of the Rica content areas, and gathering ideas for your reading strategy lesson,

Some of the elements of a language arts program may only be seen in primary grade classrooms or intermediate and you will have to schedule time to visit other classroom(s) (One visit minimum).

** Note: See www.ed.gov/free/ for free Educational Materials.

RICA TEST PREPARATION

* Pick up a copy of the 2002-2003 RICA Registration Bulletin in the COE Student Services area.

* Attend one of our RICA Study Sessions (see Dr. Alice Quioco's web site for more information)

Helpful Sites:

* CSU Credential Students News Page: <http://www.csusm.edu/Quiocho/credentialstudents.html> (links to RICA web pages, RICA Study Session Dates, as well as calendar of events; MSAT information, etc.)

* RICA Help: <http://www.rica.nesinc.com/> (State RICA test web page) and <http://www.csusm.edu/courses/EDUC496R/> (CSUSM RICA Test help).

Rica content reviews: <http://www.cde.ca.gov/ci/reading.html>,
<http://www.csusm.edu/Quiocho/rip.html>, and
<http://www.coe.sdsu.edu/people/jmora/default.html>

Practice questions: Check the state RICA test web page, and <http://gsep.pepperdine.edu/gsep/as/rica/Domain-1-Questions.html> (This page is The URL for the first RICA domain. Please note that you must type in the number 2 to get to domain 2 and so on).

"The important thing is not so much that every child should be taught,
as that every child should be given the wish to learn." John Lubbock

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EDMS 521.03 (Cohort 45) - Course Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Readings & Assignments
Session 1 Jan. 21	<ul style="list-style-type: none"> - Building Community & Low Affective Environment - Culture, Language, Learning & (Bi)Literacies - Course Overview – part 1 (readings, int. journal & rdg patterns assignment) 	Flores et al.’s “Transforming deficit myths about learning, language and culture”
Session 2 Jan. 24	<ul style="list-style-type: none"> - Course Overview – part 2 - <u>Sharing</u> “Three things in a bag” - The Language Arts: Listening, Speaking, Reading & Writing - Oral Language Development & Creating a language rich environment 	Gibbons, Chap 1, 3, 4 and 8 Cunningham & Allington, chapt. 1 **BRING 3 things that are special for you – one of them needs to be related to reading, writing and/or school**
Session 3 Jan. 28	<ul style="list-style-type: none"> - (Bi)Literacies & (Bi)Literacy in School - Becoming a Reader: Reading as a Process - Reading in a Second Language 	Tompkins, Chap 1 and 2 (pp. 28-45) Gibbons, Chap 7
Session 4 Jan. 31	<ul style="list-style-type: none"> -Informed Instruction & Authentic Assessment: * Running Records * Assessing Reading Strategies, Reading Levels (independent, instructional and frustration), and Comprehension * Selecting Appropriate Texts * Accommodations <i>Note:</i> The Analysis of Reading Patterns project will be explained during this session. 	Cunningham & Allington, chap. 6 Tompkins, Chap 3 (pp. 75-81) and 13 Handout (to be distributed in class) DUE: Group A journals
Session 5 Feb. 4	<ul style="list-style-type: none"> - Writing Development & Processes - <i>Workshop:</i> Reading Strategy Lesson 	Tompkins, Chap 2 (pp. 45-64) and Part V Gibbons, Chap 2 CA English/Language Arts Standards (bring it to class) <u>Due:</u> Literacy and Technology Assignment
Session 6 Feb. 7	<ul style="list-style-type: none"> - Emergent Readers and Writers: Phonemic Awareness, Concepts of Print, Letter Knowledge & The Structure of English Language 	-Cunningham & Allington, chap. 9 and 10 -Tompkins, Chap 4 and 5 (p.138-161) -Gibbons, Chap 7 (review) DUE: Group B journals

Session 7 Feb. 11	- Learning to Read: Breaking the Alphabetic Code - <i>Workshop</i> : Analysis of Reading Patterns & Identifying interventions	Cunningham & Allington, chap. 2 & 11 Tompkins, Chap 5 (p.138-161) <u>Due</u> : Draft/ Analysis of Rdg Patterns (Parent Consent, Reading Interview, and 1 Running Record and Analysis). Don't forget to bring the book used.
Session 8 Feb. 14	Spelling Development & Instruction The Writing Process & Writer's Workshop	Cunningham & Allington, chap. 4 Gibbons, Chap 9 Tompkins, Chap 3 (pp.81-87), 5 (p.161-173) and 12 (pp.389-398) DUE: Group A journals
Session 9 Feb. 18	- Building Fluency: Guided Reading, Independent Reading & Learning Centers - Facilitating Students' Comprehension & Meaning Making with Fiction - Reader's workshop	Cunningham & Allington, chap. 3 and 5 Tompkins, Chap 6, 8, 9 (pp.278-297) and 12 (pp.372-388)
Session 10 Feb. 21	Author's Study Guest Speaker: Erica Cox	DUE: Group B journals
Session 11 Feb. 25	- Facilitating Students' Comprehension & Meaning Making with Fiction (cont.): Vocabulary Instruction & Literature based curriculum - Putting together your Resource Notebook	Cunningham & Allington, chap. 7 Tompkins, Chap 7, 8 and 10 **Bring all the sections of the Resource notebook that you have completed so far.
Session 12 Feb. 28	Strategy Presentations Marathon Debriefing: Discussion of Accommodations	DUE: Group A journals <u>Due</u> : 1. Strategy Presentations 2. Final/ Analysis of Reading Patterns
Session 13 March 4	Strategy Presentations Marathon Debriefing: Discussion of Accommodations	<u>Due</u> : Strategy Presentations
Session 14 March 7	2003 V. Hansen Symposium California Center for the Arts, Escondido	
Session 15 March 11	A Whole School Response A Balanced Literacy Program Extra Support for Students who Need it Most	Cunningham & Allington, chap. 8 and 12 Gibbons, Chap 5, 6 and 10
Session 16 March 14	Sharing Philosophy Statement Closure Course Evaluation	DUE: Final Group A & B journals <u>Due</u> : Complete Resource Notebook

California State University San Marcos
College of Education
EDMS 521

Parental Consent

Dear Parents:

I am studying to be an elementary school teacher and am enrolled in the credentialing program at California State University San Marcos.

A very important part of our learning is to understand the reading process. We have been asked to work with a student inquiring about what that student thinks and feels about the reading process. Another part of our assignment is to audiotape and listen to the student read and to study the strengths that the he or she brings to the reading process. From our observations, we develop instructional recommendations to assist that student in building on his or her strengths and working on his or her needs.

I am asking for your permission to work with your child. The project will take approximately 3 hours over a period of time. The information will remain confidential. Your child's name will not be used in the report issued to my professor. You are entitled to all of the information I have gained, and I will share it with the classroom teacher if you so wish.

Sincerely,

I give my permission for you to work with my child _____.

I understand that all information will be kept confidential and that I am entitled to all of the information.

Signature

Date



San Marcos, California · USA
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College of Education

21 de enero, 2003

Estimados Padres,

Soy un estudiante en una clase de lectura y escritura en California State University San Marcos. Estoy estudiando para profesor/a. Tengo una tarea que requiere que observe a un niño(a) durante la hora de lectura y escritura en la clase. Tengo que entrevistar a los niños sobre la lectura, y oír y grabar su lectura. También tengo que escribir un plan de enseñanza que ayude a el niño(a) continuar a crecer como lector.

Necesito su permiso para esta actividad. Toda su información sobre su hijo/a será confidencial y puede pedir una copia si desea.

Sinceramente,

Por favor, firme y regrese a la clase.

EDMS 521
Reading Interview – Guiding Questions

- 1. What are you learning to do in reading?**

- 2. How are you learning it? Who is helping you?**

- 3. What is easy about reading, what's hard?**

- 4. What do you do before you start to read?**

- 5. While you are reading, if you come to a word that you don't understand or don't know, you _____**

- 6. How can you tell when someone is a good reader?**
_____ is a good reader because _____

Do you think _____ ever comes to a word that s/he doesn't know?

If _____ comes to word s/he doesn't know, what do you think _____ does?

- 7. What would your teacher do to help someone who doesn't know a word while s/he is reading?**

- 8. What do you do to help yourself understand and/or remember a story after you have read it?**

- 9. Do you think that you are a good reader? Why or why not?**

- 10. What would you like to learn to do next as a reader?**
How do you think you will learn it? (will someone help you?)

EDMS 521
Reading Interview in Spanish – Guiding Questions

1. **¿Que estas aprendiendo hace en la lectura?**
2. **¿Como estas aprendiendo? ¿Quien te ayuda?**
3. **¿Que es fácil acerca de la lectura? ¿Que es dificil acerca de la lectura?**
4. **¿Que haces antes de empieza a leer?**
5. **¿Cuando lees, si llegas a una palabra que no entiende o no sabes, tu _____**

6. **¿Como sabes cuando alguien es un buen lector?**
_____ es un buen lector porque _____
¿Piensas que _____ encuentra una palabra que no
entiende/sabe?
¿Si _____ encuentra una palabra que no sabe o entiende
que piensa que hace?
7. **¿Que haría tu maestro/a para ayudar a alguien que no sabe una palabra**
mientras ella o el lee?
8. **¿Que haces para ayudarte a ti mismo/a para comprender o recordar un**
cuento despues que lo has leído?
9. **¿Piensas que eres un buen lector? ¿Porque o porque no?**
10. **¿Que te gustaría aprende como lector? ¿Como piensas que lo aprenderas?**
¿Te ayudara alguien?

Classroom Observation Form
Field Experience - EDMS 521

When you are observing/ participating in classrooms throughout the semester, look for and write down your observations of the following. Jot down brief notes about the kinds of activity teachers and students are engaged in. Be sure to write observations and not judgments. If you don't see something in your classroom, visit another. If you are placed in an intermediate grade, you will need to schedule time to visit a primary grade classroom and vice-versa. If you need more room, use another piece of paper. As we cover each of the following topics in class, you will be asked to briefly share your observations of examples of classroom-based instruction.

<u>Topic</u>	<u>Date/time</u>	<u>Place</u> (school/grade/classroom)	<u>Activity</u>
Example: Writing writes, topic an	9/7/02 Workshop 9:00-10:00	1 st grade, Struct. English Immersion (SEI), School Name	Each student free of their choice; each has ongoing journal for this purpose; timed 12 minute activity; Teacher quickly reviews what each student has produced; reads as few;

Planning,
Organizing,
and Managing
Reading Instruction

Phonemic
Awareness

Concepts about print
and/or letter knowledge

Phonics Instruction
and Word Study

Structure of the
English Language

Spelling
Instruction

Writing workshop

Comprehension
Instruction

Vocabulary
Instruction