

California State University San Marcos
College of Education
EDMS 521B-3 *Elementary Literacy*, CRN 22157

Spring 2004, Wednesdays, 2:30pm-5:15pm, ACD 404

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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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (adopted by COE Governance Community, October 1997)

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (approved by CCTC in SB 2042 Program Standards, August 02)

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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 absence, students will lose 6 points. 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.

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 TPEs are addressed in this course:

Primary Emphasis:

TPE 1a - Subject Specific Pedagogical Skills for Multiple Subject 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
 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

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

NOTE: All texts/readings MUST be brought to each appropriate class session.

Choate, J. (2000). Successful Inclusive Teaching. Fourth edition. Boston: Allyn and Bacon
 Cunningham, Patricia M., & Allington, Richard L. (2003). Classrooms That Work. Third edition.

Allyn and Bacon: Boston.

Gibbons, P. (1993). Learning to Learn in a Second Language. Portsmouth, NH: Heinemann.

Tompkins, Gail E. (2003). Literacy for the 21st Century. Third edition. Upper Saddle River, NJ: Merrill Prentice Hall.

Optional

Cunningham, Patricia. (2000). Phonics They Use: Words for Reading and Writing. Third edition. New York: Longman.

Johns, J. (2000). Basic Reading Inventory: Pre-Primer Through Grade Twelve & Early Literacy Assessments. Dubuque, Iowa: Kendall-Hunt.

Zarrillo, J. J. (2002). Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment. Merrill Prentice Hall.

Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed in on the due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced .

- Attendance, participation, and professional disposition.....14 points
- Readings presentation.....14 points
- Resource notebook (10 sections).....40 points
- Reading strategy lesson plan.....14 points
- Bibliography of professional resources.....9 points
- Bibliography of children's literature.....9 points

Grading Scale	
96-100 = A	80-82 = B-
91-95 = A-	77-79 = C+
86-90 = B+	74-76 = C
83-85 = B	70-73 = C-

Cell phones, pagers, and laptops

Out of consideration for your classmates and instructor, please turn the sound off on cell phones and pagers in class. Unless you *must* be contacted for emergencies, I will consider it a breach of appropriate professional disposition for cell phones and pagers to sound during class. If they do, immediately take your call outside. Kindly inform me (right before class) about your anticipated “emergency” call. Use of laptops in class other than to engage in classroom activities (e.g., note-taking, group work) is also a breach of appropriate professional disposition. Repeated breaches of this kind may lower your grade.

ASSIGNMENTS

Attendance, participation, and professional disposition (14 points) First is the expectation that you will attend all class sessions and participate constructively in class discussions and activities. Remember, if you miss three (3) class sessions, your grade will automatically drop to a “C” per the COE attendance policy.

Some characteristics of professional disposition are:

(1) Respect for the instructor and fellow students, which means tactful, diplomatic language--never attacking others with criticism of a personal nature; discreetly addressing personal problems (though related to your coursework) by contacting the instructor outside of class. **Do not** raise these kinds of issues in class.

(2) Remaining involved in class discussions and activities even if topics are not of interest to you. A friendly, cooperative, engaged attitude is critical in this course: ***A “bad attitude” will not be tolerated and will lower your grade.***

(3) Teamwork – ***All*** cohort members are to be included in groups and activities. ***The teaching profession is all about working together collaboratively.***

A cavalier or careless attitude toward the above standards may be grounds for (a) the lowering of your course grade, (b) dismissal from a class session, and/or (c) dismissal from the teacher preparation program.

As part of your participation grade, all assignments must be handed in on due dates. Your grade will be lowered by five percent every day that it is late, including weekends and holidays (e.g., two days late = 10% reduction; three days late = 15% reduction). Please speak to the instructor if you think you will be handing in a late assignment.

Late arrivals/early exits

Barring an emergency:

- Three late arrivals or three early exits, or a combination of both, will constitute an absence (i.e., loss of six points). **Plan your searching time for a parking space accordingly--arrive early.**
- You are expected to stay **in the classroom** during class. This means that trips to destinations outside the classroom (e.g., the library, restrooms, eateries, instructors’ offices for appointments or to pick something up) should be made before class and during breaks.

Your attendance, participation, and professional disposition grade is directly related to the **quality** of your engagement in class. In conjunction with this, it will be obvious through your comments (or lack thereof) and course assignments that you have completed readings. The readings are critical to build your literacy knowledge. ***Quickwrites*** are part of your attendance, participation, and professional disposition grade. I will assign in-class quickwrites throughout the semester to assess your understanding of readings and instructional content. You are encouraged to take notes as you read and you may use your notes for your quickwrites, but not your course texts. **Please be advised that quickwrites cannot be made up if you are late or absent.**

Readings Presentation (14 points)

In a group, each of you will take part in presenting the main ideas of selected readings from course texts. Your group will be responsible for:

- (1) Summarizing the main points of your reading, in part, by providing each class member with a one-page summary of the main points (Suggestion: You can save resources by e-mailing the class your summary -- *at least 24 hours in advance, please*)
- (2) Leading the class in a discussion of the most important topics from your reading
- (3) Demonstrating at least one activity related to the reading (Suggestion: Involve the class: Teach mini-lessons, for example)

You may choose from a variety of approaches to present the main points of your reading – e.g., music, drama, hands-on activities, video clips. Be creative, interesting, and thought provoking. **Do not read long excerpts of text**—this is poor presentation form.

Language Arts Resource Notebook (40 points)

Each of you will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. The resource notebook has two main objectives. First, is to demonstrate your learning and understanding of the reading and language arts. Second is to start building a resource for your own learning. Be creative and thoughtful in the compilation of the notebook -- it will be a demonstration that you are ready to teach the language arts to a diverse student population. The notebook will be organized in the following order around the 13 RICA Content Areas (see the RICA Registration Bulletin, pp. 45-51) and include additional sections on:

- A **reflective summary** of your understanding of an effective balanced literacy program components, assessment, and instruction. This is not to include a summary/overview of the contents of your notebook—rather, it states your professional view of literacy education. I want to hear *your* opinion, *your* voice. **One to three pages, typed, double-spaced.**

Each section of the notebook should contain the following (i.e., first, your reflective summary, then):

- A **RICA analysis sheet** including: (a) what this content area(s) is about (Put it in your own words -- two to four sentences), (b) Two ways of assessing this content area (include rationale); and (c) One way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. (see sample in *Course Assignments Guide* or ones that I'll provide in class)

NOTE: I caution you against filling your notebook with extra pages of marginally relevant information. In other words, I will look for the following: *substance of content; clarity; neatness; no handwritten reflective summaries, RICA analysis sheets, nor lesson observation forms; and a logically organized, cohesive, well put-together document.* I will look for RICA content area information only on each respective RICA analysis sheet. I will not look elsewhere for information that *should be* included on these sheets. That is to say, please do not make me search all over the notebook for items that should be found in a logical place in your binder.

- A **technology-rich assignment** that enhances your teaching and student learning. At least one assignment should follow each respective RICA analysis sheet -- i.e., at least one assignment per section, for a total of at least ten assignments). In other words, do not create a separate “Technology” section and place all technology assignments from all RICA sections in a separate category: *In the notebook, each assignment must follow its respective RICA analysis sheet.*

You need to include a **sample** or explanation of each technology assignment. If the assignment is from the internet, provide the URL and a hard copy of the homepage and any other relevant information (e.g., an additional sheet from the web site describing the activity). In other words, do not simply list a web site address under the heading, “Technology.”

- A separate notebook section of **lesson observation forms** covering topics from RICA content areas 3, 4, 5, 6, 7, 8, and 9 follows the (content areas are listed below). For help on how to complete the forms, I've included a sample for you—see the *Field Experience – Classroom Lesson Observation Form* below.
- Lesson plans, articles, and any other **resources** collected within class or student teaching that would be helpful (This can complement your ***Bibliography of Professional Resources***).

For the first semester you will need to complete the following content areas:

- Section 1: Assessment Strategies (RICA Content Area 1) [including “Special Needs” section]

- Section 2: Planning, Organizing, and Managing Reading Instruction (RICA CA 2) [including “Special Needs” section] – Also, include a **floor plan** of your classroom and a copy of the daily **schedule**. Analyze how the floor plan and daily schedule affect students’ reading instruction. Include these comments in the section (i.e., in Section 2)
- Section 3: Phonemic Awareness (RICA CA 3) [including “Special Needs” section]
- Section 4: Concepts About Print (RICA CA 4) [including “Special Needs” section]
- Section 5: Systematic, Explicit Phonics and Other Word Identification Strategies (RICA CA 5) [including “Special Needs” section]
- Section 6: Spelling Instruction (RICA CA 6) [including “Special Needs” section]
- Section 7: Reading Comprehension - Narrative (RICA CA 7) [including “Special Needs” section]
- Section 8: Vocabulary Development (RICA CA 12) [including “Special Needs” section]
- Section 9: Oral Language Lesson (RICA CA 11) [including “Special Needs” section]
- Section 10: Structure of the English Language (RICA CA 13) [including “Special Needs” section]

Note: “Special Needs” refers to *how lessons would be modified* to accommodate students who are **gifted**, **English language learners**, or in **special education**.

You can choose how to organize this information in your notebook. You may include course assignments, course handouts and materials from your classroom/school site, examples of lesson plans, student work, and information from internet sources or professional journals. You may want to include strategies you will use to teach these content areas. You may even include pictures of students learning a specific strategy as well as your reflection on what was happening, why it worked or didn’t work and why that was. You may include one (or more) successful activities that you used in the classroom (must be related to language arts instruction).

The resource notebook will contain samples of your learning and understanding, and examples of your work that demonstrate that you are ready to instruct children in reading, writing, listening and speaking. Feel free to use a variety of graphic and written presentations, as best suits your learning style, in order to show your learning and understanding. Use a three-ring binder to organize your materials. Work with a friend so you can exchange ideas.

As you learn about assessment, phonemic awareness, the use of phonics, comprehension strategies and other components crucial to effective literacy instruction, compiling your resource notebook will help you prepare and review the content areas assessed by the RICA test. More importantly, it will serve as a resource for you in the future, and may be used for job interviews to illustrate your knowledge and experiences.

Note: Besides the course readings, Dr. Alice Quicho’s web site can also serve as a resource. 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. You might also want to browse at www.ed.gov/free/ for free educational materials.

- Put your full name across the top, on the front (cover), of the notebook in a large font (1”-2” high). Also put your full name on the spine of the binder, in a large font.
- **Be sure that notebook sections are organized such that everything is clearly marked and information is easy to find.** You must use **tabs** to separate sections.
- Do not use plastic sheet covers.
- You must use the grid-like format, as shown in samples
- Avoid submitting hand-written work, as I may find it difficult to read. If I do not understand your penmanship, I may lower your notebook grade.

Reading Strategy Lesson Plan (Critical Assessment Task) (14 Points)

You 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 California Reading/Language Arts standards? -- check the Reading/Language Arts framework for California 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 for 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?

It is your responsibility to provide ***all*** materials needed for your lesson, including items such as masking tape and overhead projector pens for transparencies. On the day that you are to present your lesson, you must provide me with a copy of your lesson plan so that I may refer to it as I observe your presentation. Each person in class is responsible for coming to class with enough copies of the lesson evaluation (rubric) to evaluate lessons. The reading strategy lesson evaluation form is located at the end of the syllabus. Following each lesson presentation, everyone in class will be given a few minutes to complete an evaluation.

Bibliography of Professional Resources (9 points)

This is intended to be the beginning of a reference collection for your professional library. Be creative in your search – school/district sites, colleagues, teachers, libraries, community centers, museums, and the internet are some good sources of information. There's a lot out there; be selective and discriminating. ***This is not intended to be a list of web sites***: Refer to the samples I will bring to class as a model for the assignment. Minimum of 30 entries or items representing a variety of resources is required (e.g., multicultural; technology; district/professional development; community/neighborhood resources; across subject areas—language arts, science, music, etc.). Please ***number*** entries/items.

Bibliography of Children's Literature (9 points)

This document will also serve as the beginning of a reference collection for you. Engage the services of librarians. Remember to add your personal favorites. Book titles must be accompanied by an annotation, or summary, as an annotated bibliography contains useful information that will save you time as a teacher. The annotation should be approximately 50-100 words per book. Make a full bibliographical annotation (i.e., title, author, date of publication, publisher, and city and state where it was published). Include the ISBN, International Standard Book Number when possible. Minimum of 30 entries or items representing a variety of resources is required (e.g., multicultural literature; technology-driven literature, such as CDs and interactive websites). Please ***number*** entries/items.

- Please **do not e-mail** me any assignment ***unless you have received my approval*** to do so. For example, if you are ill or out of town on the day that an assignment is due, ***do not e-mail it to me.***
- **Be sure to make a copy of all your work** to avoid problems if it is lost or misplaced in the inevitable shuffle of collecting, grading, storing, and returning assignments from multiple courses and sections.
- Kindly **paginate** all assignments. Place page numbers in the top right-hand corner of each page.

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY AND ALL MATERIAL FROM THE COURSE.

Course Calendar

(Subject to change by instructor to best meet student needs)

Week/Date	Topic	Readings and Assignments Due <i>Today</i>
Week 1 January 21	- <i>Class introductions</i> - <i>Go over syllabus</i> - <i>Assign readings presentations</i>	Work/plan in presentation groups
Week 2 January 28	- Becoming an Effective Teacher of Reading - Teaching the Reading and Writing Processes - The English Language Arts Standards - A Language for Learning	- Tompkins, Chapters 1 and 2 - The English Language Arts Standards (Read through) - Gibbons, Chapter 1
Week 3 February 4	- Developing and Assessing Students' Literacy Skills - Emergent Readers and Writers	- Tompkins, Chapters 3 and 4 - Gibbons, Chapter 2 - <i>Lesson obs. form due (from any of six topics)</i> - <i>RICA CA 3 sheet due (Phonemic Awareness)</i>
Week 4 February 11	- The Alphabetic Code - Developing Fluent Readers and Writers - Developing Spoken Language	- Tompkins, Chapters 5 and 6 - Gibbons, Chapter 3 - <i>Due: Bibliography of Children's Literature</i>
Week 5 February 18	- Assessing Spoken Language - Johns (Basic Reading Inventory) - In-class workshop (Johns)	- Gibbons, Chapter 4 - Johns (Basic Reading Inventory) –Read through - <i>Due: Biblio. of Professional Resources</i>
Week 6 February 25	Tour/Guest Speaker: Dr. Isabel Schon, Director, CSUSM <i>Barahona Center for the Study of Books in Spanish for Children and Adolescents</i>	To be announced
Week 7 March 3	- Meanings of Words - Facilitating Students' Comprehension	Tompkins, Chapters 7 and 8
Week 8 March 10	- New ELL Arrivals in the Classroom - The Mother Tongue in the Classroom	Gibbons, Chapters 5 and 6
Week 9 March 17	- Getting the Sounds Right - The Writing Program - A Whole School Response	Gibbons, Chapters 8, 9, and 10

Week 10 March 24	Video, activities, discussion	To be announced
Week 11 April 7	Reading Strategy Lesson Plan Presentations	To be announced
Week 12 April 14	Guest Speaker: CSUSM <i>Distinguished Teacher in Residence</i> Jill Halaska	(Continue working on RICA Notebooks)
Week 13 April 21	Student-teacher conferences	<i>RICA Notebook due</i>
Week 14 May 5	Student-teacher conferences	<i>RICA Notebook due</i>
Week 15 May 12	- Closure	

Field Experience – Classroom Lesson Observation Form

When you are observing/participating in classrooms throughout the semester, look for and write down your observations of the following topics: **Phonemic Awareness, Concepts About Print, Phonics, Spelling, Reading Comprehension (narrative), and Vocabulary Development**. Jot down brief notes about the teacher instruction, student activity and assessment of learning. Note any accommodations you see for ELL and intervention strategies for struggling readers. Be sure to write observations and not judgments. The place to judge is in the “Comments/Reflective notes” section—write about how you thought the lesson went, what went well and what didn’t, and how the lesson could be improved, etc.

<u>Topic</u>	<u>Date/time</u>	<u>Place</u> (school/grade/classroom)	<u>Activity</u>
Example: Phonics	2/2/03	Richland, Gr. 1, Mrs. Smith	onset and rime
<p>Teacher introduced the rime “ate” to students reinforcing the “silent e rule” making the “a” a long sound. Students discussed the meaning of ate. Teacher provided a variety of letter cards and blend cards along with a word card sheet ___ate. Students worked in pairs to try a variety of onset letters to build words. When students discovered a word they recorded it on their word card sheet. Teacher circulated and assisted students as needed, correcting some non-word choices “cate” and the difference in spelling for bait/bate. When students finished they shared the words they built with the class and words were added to a class chart entitled “The ate word family”. Students then cut apart their word cards and read the words aloud to teacher and filed them in their word card box.</p> <p>Assessment: Teacher assessed student’s ability to build words during the partner work, then assessed their ability to blend sounds and read words by listening as they read the word cards.</p> <p>Strategies for English Language Learners: Teacher worked with students who needed help with a few blend sound “ch, th”. Teacher modeled saying the blend aloud having students watch mouth formation and placement of the tongue. Students said them orally and thought of words that used this blend, then realized that they do not work with “ate”. Teacher asked meaning of words students had built with word cards to determine if students knew the word in English.</p>			

Note: The students who created most of the non-words appeared to be ELL students and the vocabulary work became part of the lesson.

Intervention Strategies: Two students appeared to struggle to read the words they had built on their word cards. These students were partnered with more capable students who were helpful during the building of words. After the words were built and shared the teacher went to these students first, as other students were cutting word cards, and worked one-on-one to help them blend the sounds on the cards students appeared to improve with teacher assistance, the teacher then asked them to read their words again to a partner.

Comments/Reflective notes (e.g., What did you think of the lesson? What would you do to improve it?)
Mrs. Smith has a challenging class. Students were noisy and often off-task. Part of the problem was due to her illegible writing. I see now how important it is to write legibly for students.

Some students seemed to be bored with the lesson. I think they may be GATE students. Or perhaps it wasn't boredom—it could be that there was too much information all at once. Maybe this lesson should actually be two lessons?

If you see more than one topic being integrated during your lesson observation (**i.e., Phonemic Awareness, Concepts About Print, Phonics, Spelling, Reading Comprehension (narrative), and Vocabulary Development**), you may combine the topics into a single written observation. For example, if you observe students being instructed in phonemic awareness and phonics, you may submit one written observation instead of two. However, be sure to clearly explain and justify why you combined more than one topic.

If in your assigned classroom you are unable to observe lessons related to some of the above six topics, you may complete the assignment in the following manner, in order of descending preference (i.e., #1 would be the most preferred manner, #2 would be the second option if #1 were not possible, etc.):

- (1) Observe in another classroom
- (2) Look for evidence of topics in your own classroom (e.g., on walls, lesson materials)
- (3) Look for evidence of topics in another classroom (e.g., on walls, lesson materials)
- (4) If you've been an aide or tutor, describe a lesson you may have seen or taught
- (5) Find a lesson based on the topic (e.g., on the Web) and discuss it

The CLAD (Cross Cultural Language and Academic Development) competencies below are included in this syllabus for your information to ensure that you understand which CLAD competencies will be addressed in this course. Issues of English language learners will be an integral part of this course.

Authorization to Work with English Learners Competencies

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Education	3. The Nature Culture

A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Context
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	E. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDMS 555 stresses competencies highlighted in bold.

Reading Strategy Lesson Evaluation

Names of Group Members _____

Date: _____

1. Did each group member have a significant role in the presentation? (i.e., was it balanced? -- who did what?)
2. Were all the main points covered in the presentation? Which ones, if any, were missing?
3. What grade would you give the activity presented in conjunction with the assigned reading? Why?
- 4a. What were the strengths of the presentation?
- 4b. Name at least two (2) ways in which the group could have improved the presentation.
5. Overall, what grade would you give the group for the presentation? _____
6. Other comments about the presentation, positive and otherwise...