

EDMI 522
Language and literacy in Elementary and middle school classrooms
Spring 2006
Woodland Park Middle School

Instructors: Laurie Stowell, Ph.D.
Office #: University Hall 427
Office Phone: (760) 750-4286
Home Phone: (760) 591-4295
Office Hours: Wednesdays. 4:30-5:30 and by appointment
Fax: (760) 750-3352
e-mail address:lstowell@csusm.edu

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.

Infused Competencies

Authorization to Teach English Learners

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning.

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 elementary and middle school classrooms.

Standard 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 Expectation (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 district in implementing an 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
TPE 3-Interpretation and Use of Assessments
TPE 8-Learning About Students

Objectives

KNOWLEDGE

Students 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

Students 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

Students 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 (Bring books to class on the date we discuss them):

- Beers, K. (2003) When kids can't read. Portsmouth: Heinemann.

- Johns, J. (8th ed.) (1997) Basic Reading inventory. Iowa: Kendall Hunt.
- National Council of Teachers of English. (Winter 2003). Voices in the middle Theme issue: Of writers and writing. Vol 11. No. 2
- Strong, W. (2006) Write for insight: Empowering content area learning, grades 6-12
- Fisher, D. & Frey, N. (2004) Improving Adolescent Literacy: Strategies at work
- Rethinking schools. Rethinking our classrooms 2: Teaching for Equity and social justice

Packet of readings available at Copy Serve

Choose ONE:

Hesse, K. Letters from Rifka
Witness

Jimenez, F. The circuit

Lord, B. In the year of the boar and Jackie Robinson

Ryan, P. M. Esperanza Rising

Yep, L. Dragonwings

Choose One:

Koertge, R. Shakespeare bats clean up

Meyers, W. D. Monster

Soto, G. Novio boy: A play

Fleischman, P. Seedfolks

Goldman Koss, A. The cheat

Wilhelm, The revealers

Assignments

Reading reflections (40pts.): It is expected that everyone will understand all the readings and will come to class prepared to discuss them. Write at least 3 comments or questions from the readings for that session. **Do not summarize.** Please give thoughtful reactions, responses, and reflections. If the readings are from more than one book, try to comment on more than one book. We will use these as the basis of our discussion at the beginning of some classes. I will collect them at the beginning of each session and they should show that you have done the reading. You do not have to write comment cards for the young adolescent literature. If a reading is repeated, do not comment on it again. **You have 3 free passes!**

Writing Strategy Lesson Plan (10 points) (Critical Assessment Task, TPE 4,9,10)

You will write and present a writing strategy lesson plan for a small group or whole class activity that takes into account the needs of your students. They can be mini-lessons, direct instruction, inquiry, or any format you choose. This is also an opportunity to try a writing-in-the-content-areas lesson. Make your lesson active, interesting, fun and meaningful. Examples of possible strategies include:

- How to begin a piece of writing
- Writing an engaging opening
- Narrowing or expanding topics
- Using a piece of literature as a model for writing
- Writing paragraphs
- Developing characters
- Developing a central idea
- Organizational structure for a particular kind of writing (compare/contrast, persuasion, etc.)
- Monitoring writing to see if it makes sense
- Editing writing
- Using commas
- Making transitions between paragraphs
- Using graphic organizers to write
- Using active verbs
- Peer response
- Strategies specific to a particular domain (like response to literature, persuasion, etc.)

Keep in mind when writing your lesson: What is the purpose of your lesson? How does it relate to real 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? Bring enough copies for the cohort on the day you demonstrate your lesson.

Reflect upon your own writing process (20 points) (TPE 6b, 8)

You will take a topic (we will explore some topics in class) and develop it as a piece of writing. You will bring a draft to class on February 11 and we will have conferences with each other about them. Then you will finish the piece on your own. After you have finished the piece you will reflect upon and write about your own writing process. How did you get started? What was it like writing the first draft? What was difficult for you? What was easy? What kinds of decisions did you have to make in the writing? Did you consider an audience when you were writing? Who was your audience? Especially respond to: What did you learn about fostering student's writing through this experience? **DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS!** Bring a rough draft to class Feb. 1

Final reflection and completed piece of writing due Feb. 14.

Case Study (Critical Assessment Task , TPEs 2,3,4,5,7,8,9,10,11) (60 points) DUE: March 13

Choose a student at your school site who struggles with reading and writing (the teachers will help identify students). Choose a student who is reading at least at a first grade level. Identify a student as quickly as possible after starting your observation. Ask your master teacher for a good candidate. Prepare a reading and writing case study on this student:

Important: Take notes as you work with your student. Include your anecdotal notes in the final appendix. (for example, your student's behavior during the activity, reactions to the activity, comments, etc.) in your analysis of the student and in your design of an appropriate instructional plan. Record all the student's oral responses on tape. Don't try to assess the child in only one day. If you think the child is getting tired, stop the assessment for the day and pick up another day. An important part of the assessment is developing a rapport with the child in which s/he is comfortable to fully participate.

Assessment Procedures with Grades 2-8:

1. Overview: age, grade level, interests, ethnic and linguistic background, etc.
Select 3 students, however, you are only going to be working with one student. The other two will be backups- just in case students move or change schools.
2. Reading interview: Use an attitude survey. Surveys are included with this assignment. Summarize the interview and include the original responses in an appendix.
3. Reading assessment: Summarize the information gained from a Informal Reading Inventory and include the original data in an appendix. Insert the following chart at the appropriate place:

Independent	Instructional	Frustration
Grade level	Grade level	Grade level

Word list. Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Start at 2 to 3 grade levels below your student's grade level placement.

Miscue Analysis. Use an expository and narrative text. Record the student reading to be able to conduct the analysis.

Recording and Analysis. Listen to the tape. Record the miscues on a piece of paper containing a duplication of the reading selection. Use the *Johns* to record and analyze the miscues. Analyze the miscues made by your student using what you know about this student. What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the John's and transfer that information to the assessment grid provided to record data about your student. Write your analysis in a clear manner. As you

write your analysis, consider your original reading interview and consider how the answers given by the student during the interview connect to the miscues. Also consider the quality of the retelling and how you think that is related to the miscues.

Retelling. Before your student reads the expository or narrative text, be sure to tell him/her that you will be asking him/her to retell the story. Ask the comprehension questions as listed in the John's IRI. Also use the criteria provided in the John's to analyze the student's retelling.

5. Writing assessment: Use a Writing Survey about attitudes toward writing. Summarize the writing interview. Obtain a writing sample from the student. Have him or her write about a favorite toy, book, food, sport or anything that is personal to this child or use a piece of writing that the teacher has on file. Personal writing encourages more writing. Students can draw if they want to. You will want to see what stage of writing the child is in as well as the child's ability to manipulate this abstract type of language. Summarize the student's strengths and areas of improvement in writing.
6. Recommendations: based on the information you have gathered about the student, discuss his or her strengths (very important - what can he or she do) and weaknesses: what does this student need to work on. Make specific instructional recommendations for how a teacher could work with this student in the future. You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.
7. Instructional Plan: Design an instructional plan for your student. You are the teacher. Knowing what you know about your student as a result of assessment, what areas would an appropriate instructional plan focus on? Why? Refer to the standards in the reading/language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan.
8. Reflection: Based on your classroom observations of reading and writing as well as on what you learned in the assessment process and intervention process, what would you do differently or try differently? What other scaffolds or strategies would you use? How would you use them? What other interventions would you try? What would your next steps in assessment be?
9. Appendix: Include the reading and writing interviews, the John's forms, writing samples, and writing rubric.

Bring the data that you have to class February 22 and we will troubleshoot, and analyze your data.

Professional Disposition (10 Points) Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to the following:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class); Carefully considered, culturally aware approaches to solution-finding

<http://lynx.csusm.edu/coe/eportfolio/index.asp>

This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.

<http://www.taskstream.com>

This is the TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio

Grading:

	<u>Points</u>
Reading reflections	40 points
Case Study	60 points
Writing reflection	20 points

Writing strategy lesson	20 points
Professional disposition	10 points
Total	150 points

COE Attendance Policy: Due to the dynamic and interactive nature of courses 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. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

A good student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. Notification of absences does not allow students to assume they are automatically excused from class or making up missed class. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life that will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (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.

RICA Resource Notebook:

This is not for a grade but rather for you to use as a resource for organizing your materials and study for the RICA exam.

The Notebook will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45)

Each section of the notebook could contain the following:

- A RICA analysis sheet including: (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing this content area

(include rationale); and (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development.

- An lesson observation form
- A technology-rich assignment that enhances your teaching and student learning
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

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

- Section 1 Conducting ongoing assessment of reading development
- Section 2: Planning, Organizing, and Managing Reading Instruction
- Section 3: Phonemic Awareness
- Section 4: Concepts About Print
- Section 5: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 6: Spelling Instruction
- Section 7: Reading Comprehension - Narrative
- Section 12: Vocabulary Development
- Section 13: Structure of the English Language
- Section 14 Special Needs/accommodating all learners

For the second semester we need to complete these areas:

Section 8: Content area literacy
Section 9: Independent reading
Section 10: Literary response and analysis
Section 11: Relationship among reading, writing and oral language
Section 14: Special Needs/accommodating all learners
Section 15: Writing

You can choose how to organize this information in your notebook. You may include course assignments (lesson plan,, classroom observations, choice project, etc.), course handouts and materials from your classroom/school site, examples of lesson plans and student work, 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 Quioco'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.

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

Each section of the notebook could contain the following:

- A RICA analysis sheet including:
 - (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences),
 - (b) 2 ways of assessing this content area (include rationale), and
 - (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. Include description of 3 accommodations minimum.
- An observation form (except for section 1).
- A technology-rich assignment that enhances your teaching and student learning.
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

Example 1

California Reading Initiative Reading/ Language Arts Components Grid

Component	How to Assess (include rationale)	How to Teach It (Strategies)	Accommodations (at least 3)

Example 2

RICA Analysis Sheet

Component	How to Assess	How to Teach it (Strategies)	Accommodations
Phonemic Awareness	Phonemic awareness is assessed by finding out whether or not the student is capable of manipulating the language. For example; <ul style="list-style-type: none"> • I would ask a student to pick out the first sound or last sound of a word, • I would ask the student to identify, pronounce and blend sounds or a segment of a word, • I would ask students to identify sentences, words, or sounds to see if they are aware of the structure of a sentence. <p style="text-align: center;">Assessment Tools</p> 1.) The Yopp-Singer Test of Phonemic Segmentation	These are strategies that can be used to teach ELL and non-ELL students phonetic awareness, <ul style="list-style-type: none"> • Involve students in poetry, rhymes and songs of all types, • Use a chant to clap syllables in students' names, • Sort known objects or pictures into groups of similar sounds (Realia Cans), • Play a guessing game using picture cards and help the children to put together blends to make their guess, • Sing songs that allow 	For children with special needs I would use these strategies, <ul style="list-style-type: none"> • Specific skills instruction alongside a basal reading program- This means I would ask students what sounds they hear in certain words or what word would make sense in an empty space within a sentence. This strategy would allow me to assess my student's progress, • Great children's literature books including, nursery

		<p>children to replace sounds with other sounds, even to make nonsense words,</p> <ul style="list-style-type: none"> • Read to your students. 	<p>rhymes, alliterative books, picture books, rhyming books, repetitive pattern books, Dr. Seuss books, and alphabet books with word-picture formats,</p> <ul style="list-style-type: none"> • Rhymes, chants, finger rhymes, manipulatives, games, role-playing, • Writing journals and quick writes (encourage invented spelling!), • Provide a print rich environment including the use of Word Walls, • Rebus activities- this activity is when you replace a noun in a sentence with a picture of the noun. The student can then replace the picture with an invented spelling of the word.
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Readings for EDMI 522

Date	Topic	Readings
January 18 am	Engagement/Motivation	
January 19 pm	6 traits and writing	Strong, pgs. 130-141 VIM p. 5, pgs. 8-13, 50-55 Course reader, pgs. 168-170
January 24 pm	Comprehension and prior knowledge	Beers Chs 1, 2, 6
January 25 pm	Assessment/case study Miscue analysis	Beers Ch 3 Course reader, pgs. 149-157 Bring Johns book
January 31 am	Writing workshop	Strong chpts. 1, 2, 7 VIM pgs. 16-19
January 31 pm	Assessment/case study	Beers Chpt. 3, 10 Johns chpt 1, 2, 3 Bring Johns book
Feb. 1 am	Writing workshop Teaching writing	VIM 16-19 Strong, chpts. 4, 6 Course reader p. 136, 166-167 Bring draft of writing piece
Feb. 6 am	Comprehension	Beers Chpts. 4, 5
February 7 pm	Teaching literature/comprehension Struggling readers	Beers Chpts. 7, 11, 14, 15 Course reader p. 197 Course reader, p. 158 Read and Bring choice book
Feb. 8 am	Content reading and writing	Beers Chpt. 9 Fisher & Frey, chpt. 1
Feb. 10 pm	Content reading and writing	Strong chpts. 9, 10 Beers Chpt. 8 Fisher & Frey (Bring), jigsaw chapters VIM p. 43- 49, 32-35
February 14 am	Language Arts/Social Studies Curriculum integration	Read and bring immigration books Writing process reflection due
Feb. 21 pm	Teaching writing Teaching skills in the context of writing	Strong, chpts. 3, 5 VIM pgs. 20-26, 27-31, 50-55
Feb. 22 am	Case study workshop RICA	Bring all case study data and Johns
March 1 am LS	Differentiating: meeting the needs of all learners	

Case study due: March 13

If you need more time with your student you may turn it in March 20 but for every day late after March 21, 5 points will be automatically deducted.