

California State University San Marcos
College of Education

EDMS 522B
Elementary Literacy II (3 units)

SPRING 2009

CRN # 20138 Section 1

Integrated Curriculum Program

Course Location: University Hall 257

Wednesdays: 1:00-3:45 p.m.

Instructor	Office	Office Hours	Phone	E-mail Address
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Mission Statement of the College of Education, CSUSM

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).*

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042

This 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

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. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

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.

This course is Web Based Instruction enhanced using WEB CT6 and can be found at: <http://courses.cusum.edu>. On-line access/work for web based instruction portion of the course is required.

Course Prerequisite

Successful completion of EDMS 521 is required.

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 for 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

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 understanding of how people learn to read and write in their first and second languages.
- 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/writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children’s reading and writing behaviors into instructional plan.
- 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 an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students’ 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/her individual needs.**

COURSE REQUIREMENTS

College of Education 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. Absences and late arrivals/early departures will affect the final grade. The COE attendance policy states, “At a minimum, students must attend 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.” (Adopted by the CE Governance Community, December, 1997)

In this section of EDMS 522, the following attendance policy will apply: One class session may be missed without penalty to your grade. Each additional missed session will drop your final grade by 1/3 grade point (A to A-, A- to B+, etc.). If you miss four or more class sessions, you will receive an F.

Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning. Should students have extenuating circumstances, please contact the instructor as soon as possible.

Student Participation

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups. The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process.

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 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 primarily addressed in this course:

Primary Emphasis

TPE 3-Interpretation and Use of Assessments

TPE 8-Learning About Students

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

GENERAL CONSIDERATIONS

Outcomes and Standards

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

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)*

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 presentation 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.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. P. Kelly, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

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.

Writing: In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways. Writing requirements for this course will be met as described in the assignments.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog. All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.

Electronic Communication Protocol (E-mail & Online Discussion Protocol)

Email & On-Line Discussion Protocol: Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact the instructor or other students, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings. For instance, electronic messages sent with all upper case letters, major typos, or slang; often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

All electronic messages should be crafted with professionalism and care. For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>.

COURSE REQUIREMENTS

Required Texts

- California Department of Education. (1999). *Reading Language Arts Framework for California Public Schools: Kindergarten through grade twelve*. Available on-line.
- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments*. 9th Edition. Kendall-Hunt.
- Flint, A. S. (2008). *Literate Lives: Teaching Reading and Writing in Elementary Classrooms*. John Wiley & Sons, Inc.
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.(packaged as one).
- Tompkins, G. (2008). *Teaching Writing: Balancing Process and Product*. 5th Edition. Pearson Education Ltd.
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Recommended Texts

- Quiocho, A. and Ulanoff, S. (2009). *Differentiated Literacy Instruction for English Language Learners*. Allyn & Bacon.

You will sign up for ONE of the following children/young adult books in class to read:

Creech, S. *Love That Dog*
 Clements, A , *Frindle*
 Fleischman, P. *Seedfolks*
 Dicomillo, K. *Because of Winn Dixie*
 Kinney, J. *Diary of a Wimpy Kid*
 Rylant, C. *The Van Gogh Cafe*

NOTE: Assigned texts and readings **MUST** be brought to class sessions according to the course schedule.

Other Materials: You will need a composition book to be used as a writer’s notebook for this course. Additional children’s literature will be introduced during the course.

Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. All required work is expected to be on time. One grade level will be deducted for each late assignment (e.g., an “A” assignment that is submitted late will be marked down to a “B”). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

Grading Emphasis

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment’s grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

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:

- 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.

The following grading scale will be used:

93 – 100	A	75 – 79	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	B	60 – 69	D
80 – 82	B-	59 – below	F

COURSE ASSIGNMENTS/POINTS POSSIBLE

Reading Reflections (independent)	12 points
Writing Strategy Lesson Plan (independent or partner)	20 points
Writers’ Workshop (independent)	8 points
Case Study (independent)	40 points
RICA Games (small group)	10 points
Professional Disposition (Attendance/Participation/Professionalism)	10 points
Total	100 points

Please note assignments are due whether or not you are present in class that day. On the required due date, turn in your assignment to WebCT. A hard copy of certain assignments needs to be turned in to class. Please refer to the class schedule for this information.

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

Course Outline EDMS 522B

BRING BOOKS TO CLASS SESSIONS AS INDICATED

(While this schedule is carefully planned, it may be modified at any time.)

Date	Topic	Readings/Assignments Due
Session 1 January 21	<ul style="list-style-type: none"> Course Overview Connecting 521 with 522 Building Community 	<p>BRING: SYLLABUS! <i>Search for Case Study Subject (permission)</i></p>
Session 2 January 28	<ul style="list-style-type: none"> Assessment/Case Study (IRI) Miscue Analysis 	<p>READ: <i>Johns, Section 1 (Overview)</i> <i>Johns, Section 2 (Administering & Scoring Procedures)</i> <i>Flint, pp 76-83 and Chapter 9 (Assessment)</i></p> <p>BRING:</p> <ul style="list-style-type: none"> Literacy Case Study Handbook (print copy from WebCT) Johns book <p>Due:</p> <ul style="list-style-type: none"> Reading Reflection 1 <p><i>Search for Case Study subject (permission)</i></p>
Session 3 February 4	<ul style="list-style-type: none"> Assessment/Case Study The Writing Process/Writers' Workshop/Writer's Notebook Writing Strategies 	<p>READ: <i>Tompkins, Chapter 1 (Process & Product)</i> <i>Tompkins, Chapter 5 (Journal Writing)</i> <i>Johns, Section 3 (Determining Reading Levels)</i></p> <p>BRING:</p> <ul style="list-style-type: none"> Johns book Tompkins book Personal notebook <p>Due:</p> <ul style="list-style-type: none"> Reading Reflection 2 <p><i>Student selected for CASE STUDY begin assessing</i></p>
Session 4 February 11	<ul style="list-style-type: none"> Assessment/Case Study Reading Comprehension Select Literature Circle book 	<p>READ: <i>Flint, Chapter 7 (Beginning Readers & Writers)</i> <i>Flint, Chapter 8 (Intermediate Readers & Writers)</i></p> <p>BRING:</p> <ul style="list-style-type: none"> Literacy Case Study Handbook (print copy from WebCT) Johns book Flint book <p>Due:</p> <ul style="list-style-type: none"> Reading Reflection 3
Session 5 February 18	<ul style="list-style-type: none"> Writer's Workshop Reading Comprehension 	<p>READ: <i>Tompkins, Chapter 2 (Writer's Workshop)</i> <i>Tompkins, Chapter 10 (Descriptive Writing)</i> <i>Tompkins, Chapter 7 (Biographical Writing)</i> <i>Lit Circle Book</i></p> <p>BRING:</p> <ul style="list-style-type: none"> Tompkins book Draft of Writing Piece <p>Due:</p> <ul style="list-style-type: none"> Reading Reflection 4 Rough Draft of Writing Piece (in class, not WebCT)
Session 6 February 25	<ul style="list-style-type: none"> Writing Instruction Literature Circles 	<p>READ: <i>Flint, Chapter 10 (Meaningful Lit Discussions)</i> <i>Tompkins, Chapter 3 (Writing Strategies/Skills)</i> <i>Zarillio, Chapter 11 (Support Reading... Oral & Written Language Development)</i> <i>Lit Circle Book</i></p> <p>BRING: Tompkins book</p> <p>Due:</p> <ul style="list-style-type: none"> Reading Reflection 5

Session 7 March 4	<ul style="list-style-type: none"> • More on teaching writing • Writing Strategy Lesson Workshop 	READ: <i>Tompkins, Chapter 11 (Poetry Writing)</i> <i>Tompkins, Chapter 9 (Narrative Writing)</i> <i>Lit Circle Book</i> Due: Reading Reflection 6
Session 8 March 11	<ul style="list-style-type: none"> • Assessing Writing • Writing Strategy Lesson Presentations 	READ: <i>Tompkins, Chapter 4 (Assessing Writing)</i> <i>Zarillo 12 Vocabulary Development</i> <i>Lit. Circle book</i> Due: <ul style="list-style-type: none"> • Reading Reflection 7 • Writing Strategy Lesson/Presentations Due (Submit to WebCT)
Session 9 March 18	<ul style="list-style-type: none"> • Literature Circles experience • Writing Strategy Lesson Presentations 	READ: <i>Tompkins, Chapter 6 (Letter Writing)</i> BRING: <i>Literature Circle Book</i> <i>Completed Lit Circle Role Sheet</i> Due: <ul style="list-style-type: none"> • Reading Reflection 8 • LITERATURE CIRCLE ROLE DUE: (submit to WebCT and bring hard copy to class)
Session 10 March 25	<ul style="list-style-type: none"> • Content Area Literacy • Writing Strategy Lesson Presentations 	READ: <i>Zarillo, chapter 9 (Content Area Literacy)</i> <i>Flint, Chapter 11 (Reading to Learn)</i> <i>Tompkins, Chapter 8 (Expository Writing)</i> <i>Tompkins, Chapter 12 (Persuasive Writing)</i> Due: <ul style="list-style-type: none"> • Reading Reflection 9 • Final Copy of Writing Piece & Reflection (bring hard copy to class and submit to WebCT)
Session 11 April 8	<ul style="list-style-type: none"> • Case Study Workshop 	READ: <i>Flint, Chapter 12 (Struggling Readers/Writers)</i> Article on WebCT: <i>Matching Instructional Strategies to Facets of Comprehension</i> BRING: <ul style="list-style-type: none"> • Johns book • All Case Study data, work with classmates to analyze assessment data, identify patterns, and write up instructional recommendations. Due: <ul style="list-style-type: none"> • Reading Reflection 10
Session 12 April 15	<ul style="list-style-type: none"> • Vocabulary/Spelling • Case Study Workshop 	READ: <i>Zarillo, Chapter 12 (Vocabulary Development)</i> BRING: <ul style="list-style-type: none"> • Johns book • All Case Study data, work with classmates to analyze assessment data, identify patterns, and write up instructional recommendations. Due: <ul style="list-style-type: none"> • Reading Reflection 11
Session 13 April 22	<ul style="list-style-type: none"> • Case Study round table discussions • Independent Reading • RICA review workshop 	READ: <i>Zarillo, Chapter 10 (Student Independent Reading)</i> BRING: Zarillo book Due: <ul style="list-style-type: none"> • Reading Reflection 12 • CASE STUDY (Bring hard copy of case study to class with appendix. Submit to WebCT.)

Session 14 April 29	<ul style="list-style-type: none"> • Planning, organizing, and managing literacy instruction 	READ: <i>Zarillo 8 (Literary Response and Analysis)</i>
Session 15 May 6	<ul style="list-style-type: none"> • RICA Games Event • Evaluation of Instructor 	BRING: Zarillo book Due: RICA Games activity: 1 group member publish copy/submit to WebCT. <u>All students individually submit game to WebCT.</u>

ASSIGNMENTS

✓ **READING REFLECTIONS (12 points total)**

It is expected that everyone will understand all the readings and will come to class prepared to discuss them. You will be required to complete 12 reading reflections. Write at least 3 comments or questions from the readings for that session. **Do not summarize.** Please give thoughtful reactions, responses, and reflections. They should show that you have done the reading. 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. Therefore, you must bring a hard copy to each class as well as submit them on WebCT. They will be due to Webct by the start of each class session and I will collect them each session. No points will be given if they are turned in late.

✓ **WRITING STRATEGY LESSON PLAN (20 points)**

Overview:

Individually or with a partner, write and present a WRITING strategy lesson plan that is *active, interesting, meaningful and accessible* to diverse students. It can be a mini-lesson, direct instruction, inquiry, or any format you choose. Choose a writing standard for your grade level to guide your objectives. Sample lessons might include:

- Using graphic organizers to write
- Writing an engaging opening
- Using a piece of literature as a model for writing
- Making transitions between paragraphs
- Developing characters
- Developing a central idea
- Editing writing
- Peer response/conferencing
- Strategies specific to a particular genre (response to literature, persuasion, etc.)

What to Do (follow the format learned in your EDMS 511 course for lesson plan writing):

What To Do:

Select one of the instructional strategies from the Lesson Plan assigned in 511, and present it to the class as a mini-lesson. The mini-lesson should have an Into, Through, and Beyond.

Use this template for your mini-lesson:

Lesson Design by _____

Title of the Lesson:
Grade Level:
CA Content Standard (s):
<u>Learning Goal (s)-Objectives</u> (Cognitive, Affective, Psychomotor, Language)
Students will:
<u>Instructional Strategies</u> *(See Below)
<u>INTO</u>
<u>THROUGH</u>
<u>CLOSURE</u>
<u>BEYOND</u>
Differentiation Strategies for ELL students and students with special needs: (Content-Process-Product)
Assessment(s): (Describe and state if it is Entry Level, Formative-Progress Monitoring, or Summative)
Rationale: (Explain why you chose these strategies, groupings, etc...)

* **Instructional Strategies**

- **INTO**

Write a brief paragraph that describes what you will do prior to teaching the lesson to connect to

students' prior knowledge and to engage them in the topic.

Describe Instructional Strategies

Describe Student Activities

- **THROUGH**

Write a detailed instructional plan of what you will do when teaching the reading lesson.

What will you do for each of the following steps of instruction?

- Modeled instruction: ("I do")

Describe Instructional Strategies

Describe Student Activities

- Shared instruction: ("We do")

Describe Instructional Strategies

Describe Student Activities

- Guided instruction ("You do")

Describe Instructional Strategies

Describe Student Activities

- **CLOSURE**

Write a brief paragraph that describes how you will end the lesson

- **BEYOND**

Write a brief paragraph that describes how you want students to apply what you have taught them to do in this lesson as they continue reading in the overall reading unit you have chosen.

How will you reinforce and review the key concepts and skills of this lesson so that they continue applying them?

✓ **Writers' Workshop (8 points)**

Overview:

In EDMS 522, we concentrate on writing as part of balanced literacy. This assignment emphasizes the nature of writing and how it relates to student performance. **DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS!** You will submit your final writing piece and reflection to WebCT and bring a hard copy of each to class to share with peers. Please staple the two together.

What to do:

In class we explore some topics about which to write. Using the writer's workshop model, you will develop a short (1 page) piece of writing. Bring your draft to class, and we will have conferences about it.

After you finish, **reflect** upon and write about your own writing process. Please consider the following when you write your reflection:

- Use the 6 traits rubric to score your writing. In your reflection, tell how you scored yourself for each trait and why. Be specific with evidence from you piece for each trait.
- 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 your audience? Who was your audience?
- What did you learn about fostering student's writing through this experience?

✓ Case Study (40 points)

In this assignment you will conduct a case study on one student in which you use literacy assessments data to develop a **reading** intervention. You will observe a student reading, conduct various assessments, interpret assessment data and use the data to develop an instructional strategy/intervention.

You will be taught how to conduct the assessments in class workshops. The Literacy Case Study Handbook (WebCT) and the Johns text contain the assessment tools. You will be asked to work with a student and to conduct assessments with this student. In order to analyze the data, you will be taught how to use the Data Analysis Grid (developed by Dr. Quiocho), which can be found in the Literacy Case Study Handbook.

Create a document that includes the Literacy Case Study cover page (below) and the 8 sections listed in the Case Study checklist. The Literacy Assessment Case Study document needs to be submitted to WebCT6 on the due date. Submit the hard copy of your case study along with the appendix (your data assessment papers, student writing, etc) in class on the due date.

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... and 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.

COVER PAGE

LITERACY ASSESSMENT CASE STUDY

Name:

Date:

Case study check list

- Student Profile (Learning about Student)
- Reading Attitude Survey
- Writing Sample Analysis
- IRI Comprehension and Word Recognition Tables *
- One grid – Data Analysis Grid
- Description of Student's Literacy strengths
- Description of Student's Literacy needs
- Description/Explanation of Instructional Strategy/ Intervention

(submit the above to WebCT)

Add an Appendix section . It should be added to your hard copy that is turned in to the professor (not submitted electronically). Do NOT put the appendix in the document with the other sections of your case study. Your appendix includes all assessment forms and records what you used to conduct the case study,

Permission (consent) Form should be in the Appendix

NOTE:

The student you choose for the Literacy Case Study of a Reader **must already be reading.** It is recommended that s/he be in the upper elementary grades and be reading below his/her current grade level.

*Summarize the information gained from the Informal Reading Inventory and include the original data in an appendix. Insert the following chart at the appropriate place:

<u>Independent</u>	<u>Instructional</u>	<u>Frustration</u>
Grade level	Grade level	Grade level

✓ Professional Disposition (10 points)

Overview:

Grading in 522 includes a component of “professional disposition.” Students in the College of Education conduct themselves in ways expected of those entering the profession. Disposition includes:

- General classroom attendance, promptness, and participation
- Attention to classroom discussion protocols
- Social and cooperative skills
- Attention to assignments (deadlines, quality, multi-tasking)
- General classroom demeanor and attitude
- Flexibility
- Openness to and enthusiasm for learning

You will be given an opportunity to evaluate yourself in professional dispositions; your instructor will take your self-evaluation into consideration in determining your score.

✓ RICA Game

(10 points)

Overview:

Assessment drives instruction. Teachers use many assessments throughout a day to determine what students know. With that information, they make decisions about what – and how – to teach.

Assessment comes in many forms, and it can be fun as well as informative. You and a partner(s) will be assigned one chapter from *Ready for RICA*. You have two goals: fairly assess your classmates on their understanding of the chapter; *everyone* involved for the full 15 minutes we play.

What to do:

1. With your partners create a list of 10 important ideas from your chapter.
2. Create a game focusing on those facts. Model your game after Jeopardy, Pictionary, Cranium, Concentration, Monopoly, etc. Organize your game to play as a class, or break into groups to play.
3. Questions to ask yourself as you create the game:
 - (a.) Will everyone be involved?
 - (b.) Is this a fair assessment?
 - (c.) Does this game show you who knows the facts and who doesn't?
 - (d.) What strategies would you use to help those struggling students?
4. Submit your game to WebCT. Have one member publish your game in WebCT for the entire class.

RICA areas:

EDMS 521	EDMS 522
Ongoing assessment (Ch. 1)	Ongoing assessment (Ch. 1)
Planning, organizing, managing reading instruction (Ch. 2) (managing groups, classroom organization: time and physical layout)	
Phonemic Awareness (Ch. 3)	
Concepts about Print (Ch. 4)	Content Area Literacy (Ch. 9)
Phonics Instruction and word Identification Strategies (Ch. 5)	Independent Reading (Ch. 10)
Spelling Instruction (Ch. 6)	Literary Response and Analysis (Ch. 8)
Reading Comprehension – Narrative (Ch. 7) (not assessment) (guided reading)	Reading Comprehension –Expository (Ch. 7)
Vocabulary Development (Ch. 12)	Vocabulary Development (Ch. 12)
Structure of the English Language (Ch. 13)	Structure of the English Language (Ch. 13)
Supporting Reading through Oral and Written Language (Ch. 11)	Supporting Reading through Oral and Written Language (Ch. 11)