

**California State University San Marcos
College of Education**

EDMS 522 - Elementary Literacy

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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.

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 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 for MS Teaching

TPE 2-Monitoring Student Learning

TPE 3-Interpretation and Use of Assessments

TPE 4-Making Content Accessible

TPE 6-Developmentally Appropriate Teaching Practices

TPE 6a-Developmentally Appropriate Practices in Grades K-3

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:

- Moore, D.W., Cunningham, P. (2001) *Developing readers and writers in the content areas, K-12*. Second Edition. Longman. (Required)
- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt. (Required)
- Reading Language Arts Framework for CA Public Schools*. CA Dept. of Ed. (Required)
<http://www.cde.ca.gov/standards/>
- English Language Development Standards*. CA Dept. of Ed. (Required)
<http://www.cde.ca.gov/statetests/celdt/index.html>
- Tompkins, G.E. (2001). *Literacy for the 21st Century: A balanced approach*, 3rd Edition. Prentice Hall. (Required)
- Piazza, C. L. (2003). *Journeys: The teaching of writing in elementary classrooms*. Merrill Prentice Hall. (Required)
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall. (Recommended)
- Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3rd edition) (Recommended)
- No Child Left Behind*. <http://www.cde.ca.gov/pr/nclb/> (Required)

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 due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced .

- | | |
|--------------------------------|-----------|
| • Attendance and participation | 20 points |
| • Resource Notebook | 25 points |
| • Writing Strategy Lesson Plan | 20 points |
| • Case Study | 40 Points |
| • Field Observation | 15 points |

Total = 120 Points

Grading

- | | |
|----|--------|
| A | 96–100 |
| A- | 90–95 |

B+	89-87
B	86-83
B-	80-82
C+	77-79
C	73-76
C-	70-73

ASSIGNMENTS:

Language Arts Resource Materials Part 2 (25 Pts)

Each of you will develop Reading/Language Arts Resource materials that will be used to inform your teaching and serve as a study guide for you when you prepare for the RICA Test. 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 including students with special needs.

The materials will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45) and include sections on:

Each section of the notebook should contain the following:

- A RICA analysis sheet including: (a) what this content area(s) is about (Put it in your own words), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy in detail and explain how it supports reading, writing and/or language arts development.
- Field observation form
- A technology-rich assignment that enhances your teaching and student learning. This portion of the notebook supports the integration of technology standard.
- The completed case study

You can choose how to organize this information in your notebook. You may include course assignments (lesson plan, case study, classroom observations and interactive email journals), 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).

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 as well as students with special needs. **Please do not download this website and include it in your notebook. It is meant to be a resource, not submitted as a part of the notebook.**

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

Writing Strategy Lesson Plan (Critical Assessment Task). (20 points)

- You will write a writing strategy lesson plan for a small group activity that takes into account student needs. The lesson can be a mini-lesson, a lesson to be delivered through

direct instruction, or an inquiry. Use the universal design lesson plan in which you were trained in the first semester. Make your lesson active, interesting, fun and meaningful. Select a reading standard for your grade level to guide your objectives.

We will review how lesson plans must start with assessment. In this course will be learning how to assess students in both narrative and expository text and use the assessment information to make informed decisions about instruction that specifically addresses the standards.

Much of the assessment/lesson planning work will be done in class workshop sessions, however, you will be responsible for submitting a clean, typed copy for review and grading. *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?
- What language development goals do you have planned for students?
- How are the objectives aligned with the CA Reading/Language Arts standards? Check the Reading/Language Arts framework as well as the content standards for CA public schools.
- How will you present the lesson (instructional strategies, resource materials, time frame)?
- How will you group students for the lesson? Based on what criteria?
- How will you assess your students to check for understanding and determine who is to receive additional scaffolded instruction?
- What modifications will you provide for students who need additional help, specifically EL students and special needs students?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, struggling students, students with IEP's, and accelerated students. How will you decide on appropriate scaffolds for second language learners during the lesson? How will your lesson provide enrichment for accelerated students? How will you configure and re-configure your groups within the classroom? Will you meet with students individually or in a small group while other students work independently?

Case Study (40 points) In this assignment you will observe students reading, to listen to them read and make instructional decisions for interventions based on your observations and assessments. Requirements are listed below.

Intermediate Case Study

Follow these steps to develop your case study (checklist attached):

1. Select an intermediate student at your site who is experiencing difficulties with reading.

Explain the assessment project to your master teacher, and ask her/him to help you identify students – and don't shy away from second language learners or students with active IEP's. Discuss possible times for giving the assessments. You will probably need to meet with the student about 3 or 4 times. You will need to obtain written **parental permission** to work with this student (form attached in English and Spanish).

2. Observe the student in the classroom and other school areas. Take **anecdotal notes** about the student's interests and participation. Write a one-page **overview** about your student (including his/her age, gender, grade level, interests, ethnic and linguistic background, etc).

3. Implement the following Assessments:

* **Don't try to assess the student in only one day.** If you think the student is getting tired, stop the assessment for the day and pick it up another day. An important part of the assessment process is developing a rapport with the student in which s/he is comfortable to fully participate.

Assessment procedures

- 3.1 Use the **Reading and Writing Interview** (form attached) with your student. Ask the questions. You may expand on the interview questions. Record the answers on tape. You will especially want to find out what kinds of things/topics the student is interested in so you can make some book recommendations. Write up the responses as part of your project.
 - **Note:** In your analysis, you will want to draw some implications from the interview in relation to your observations and interactions with the student. How are the responses made by your student in the interview reflected in his/her writing, reading and miscues?
- 3.2 Take **Anecdotal records** (see Tompkins, pp.100-101, for examples) of your student's classroom participation/interactions in language arts activities. You may include anecdotal notes of your student's interactions outside the classroom.
- 3.3 **Informal Oral Language Assessment.** Obtain an oral language sample of the student. Observe your student's interactions and conversations in the classroom and/or other school areas. Take anecdotal notes of his/her vocabulary; language skills (conversational language/BICS and academic language/ CALP; check Gibbons, chapter 2); listening skills (e.g., ability to take turns during the conversation, and respond appropriately to questions, see Gibbons, chapter 4); organization and presentation of ideas.
- 3.4 **Writing Sample:**
 - a) Select a couple of **writing samples** from the student's classroom work. Also, ask your master teacher for a copy of the district's writing rubric.
Note: Use Gibbons' (chapter 9), Tompkins (pp. 94-97), Johns (p.333), and/or CA Reading/Language arts framework as guidelines to organize and guide your analysis. Analyze the student's stage of spelling development - use Tompkins (pp. 98-99 and 182-185).
 - **Important:** Take notes as you work with your student (for example, your student's behavior during the activity, reactions to the activity, comments, etc.). They'll provide additional information for your analysis of the student's responses, and instructional plan.
- 3.5 **Word list (word recognition in isolation).**
Use Johns (form A). Start at 2 to 3 grade levels below your student's grade level placement.
- 3.6 **Text reading level:**

Use your student's graded word list score to ascertain the level at which you will have your student begin to read the reading passage. You should start at two grade levels below the student's independent level on the word lists. **Note that you will administering two types of passages – one narrative and one expository. Each passage has to be examined separately.**

- (a) Oral Reading (word recognition in context/miscue analysis). Use Johns' narrative and expository passages, and use Johns' instructor form to take a running record and record the student's reading and miscues. Audiotape the student's reading. Listen to the tape.

Analyze the miscues made by your student using what you know about this student (use the miscue analysis handout - handed out in class, or Johns' form (p.361) to analyze the miscues made by the student). Look for trends and patterns. What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the John's. You may transfer that information to the "case study grid" (attached) 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.

- (b) Silent Reading. Use Johns' narrative and expository passages. Expository will be used only if your student is at or above grade 3 level.

- (c) Retelling and Reading Comprehension. **Before your student reads the John's narrative or expository passage, be sure to tell him/her that you will be asking him/her to retell the story.** Ask the comprehension questions as listed in Johns. You may transcribe the retelling word for word, designating who is talking (T for teacher or you, and S for student). Use the criteria provided in the John's to analyze the student's retelling. **The student may not look back at the text to answer comprehension questions.**

- (d) Optional: Listening Level. **This is to be used when you find that data collected in the oral as well as the silent samples do not reveal consistent data.** Read a passage to the student (form C) and ask for a retelling as well as comprehension questions to determine the highest level of understanding the student has of material read to them.

- Important: Use Johns' forms to analyze the student's independent, instructional and frustration levels (narrative and/or expository passages) for oral reading, silent reading, retelling and reading comprehension.

4. Analysis: For each assessment measure, summarize what you learned about your student's **strengths** (very important – **what s/he can do**) and **needs** (what s/he needs to work on). Re-read the assessment procedures (k-1 or 2-6) for additional information and guidelines for the analysis process. Identify **patterns** that you may see across assessment results (for example, your student said in the interview that when s/he does not know the word, s/he sounds it out. Your running

records and miscue analysis also shows that the student's only decoding strategy is attempting to sound out new words). These patterns will help you identify an appropriate instructional plan.

You may use the Case Study grid (attached) to organize the information.

5. Instructional 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). Design an Instructional Plan for your student. You are the teacher. Knowing what you know about your student as a result of your assessments, what areas should 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. Make sure to:

- Identify areas of strength and need (minimum of 4 total) that an instructional plan should focus on – how a teacher builds on the student's strengths and address his/her needs. Select two areas in reading, and one area in writing and oral language.
- Provide specific instructional recommendations for each area (reading, writing and oral language). List one example of an appropriate strategy and/or activity for each identified area. Look for examples in the course readings. For each instructional recommendation, explain why you selected it and how it is going to help your student (see the guiding questions listed in the Case Study grid).

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.

You may discuss your instructional plan with your master teacher, and if possible, implement parts of it.

6. Reflection (minimum of 1 page single-spaced).

What did you learn about assessment through the process of developing this project? What did you learn about children's reading, writing and oral language learning and development? What did you learn about developing an instructional plan and making instructional decisions? Did anything in the process surprise you? Based on your classroom observations of reading and writing as well as on what you learned in the assessment and instructional plan process, what would you do differently or try differently? What other scaffolds or strategies would you include? How would you use them? What other interventions would you try? What would your next steps in assessment be? Reflect on how the knowledge you have gained may help you as a soon-to-be first year teacher.

Attendance Policy

Due to the dynamic and interactive nature of EDMS 522, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardies or "early exits" will be equivalent to one 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 Outline
(Timeline Subject to Change Based on Student Needs)

Date	Topic	Assignment
Session 1	Assessment Connecting semester 1 with semester 2	Moore and Cunningham, Chapter 2
Session 2	Assessment Comprehension in the content areas	John's Basic Reading Inventory Moore and Cunningham, Chapter 5
Session 3	Assessment Content area reading and writing	Piazza, Chapters 6 Tompkins, Chapters 8 & 9
Session 4	Assessment Content area reading and writing	Tompkins, Chapter 14 Moore and Cunningham, Chapter 7
Session 5	Assessment Writing workshop	Piazza, Chapter 1 Tompkins, Chapter 12
Session 6	Assessment Literary response and analysis	Tompkins, Chapter 10
Session 7	Assessment Independent reading	Tompkins, Chapter 11
Session 8	Assessment Integrating reading, writing, and oral language	Moore and Cunningham, Chapter 3
Session 9	Assessment Grade level access for ELL's	Moore and Cunningham, Chapter 9
Session 10	Assessment Supporting grade level access in writing	Moore and Cunningham, Chapter 4
Session 11	Assessment Focusing on specific genres of writing: standards based topics modules Developing rubrics	Piazza, Chapter 7
Session 12	Assessment Academic oral language development and its relationship to writing	Piazza, Chapters 3 & 4
Session 13	Assessment Vocabulary	Tompkins, Chapter 7 Moore and Cunningham, Chapter 6
Session 14	Assessment Study Skills	Moore and Cunningham Chapter 8
Session 15	Case studies	
Session 16	Closure	

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	I. The Nature 3. 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.

Case Study Rubric

Name _____

Your case study assignment was worth a total of 40 points. You will find a list of the items listed in the case study packet and discussed in class that should be included in your final project below.

_____	Overview/ Introduction of your student (and parent permission form)	(2 pts)
_____	Data from the administration of k-1 or 2-6 assessment procedures (administration forms, your notes and student responses)	(10 pts)
_____	Analysis of your student responses	(10 pts)
_____	Instructional recommendations	(14 pts)
	<ul style="list-style-type: none">• Identify areas of strength and need (minimum of 4 total) that an instructional plan should focus on – how a teacher could build on the student’s strengths and address his/her needs. Select two areas in reading, and one area in writing and oral language.• Provide an example of an appropriate strategy and/or activity for each identified area. Look for examples in the course readings. For each instructional recommendation, explain why you selected it and how it is going to help your student.	
_____	Reflection	(3 pts)
_____	Overall presentation and organization (including table of contents)	(1 pt)
_____	Total	(40 pts)

Intermediate Case Study Checklist

- ___ 1. Select a student (who is experiencing difficulty in reading) with your master teacher's assistance, and talk about your assessment schedule.
- ___ 2. Obtain written parental permission.
- ___ 3. Begin process of establishing rapport with your student.
- ___ 4. Start your observations – take Anecdotal Records of your student's participation in classroom activities involving reading, writing, listening and speaking.
- ___ 5. Informal Oral Language Assessment. Observe and take anecdotal notes of your student's interactions and conversations in the classroom and/or other school areas.
- ___ 6. Reading and Writing Interview. If possible, record the answers on audiotape.
- ___ 7. Select a Writing Sample from your student's classroom work.
- ___ 8. Analysis. For each assessment measure, summarize what you learned about your student's strengths and needs. Re-read the instructions listed in the "assessment procedures" section.
- ___ 9. Develop an Instructional Plan based on your student's strengths and needs. See instructions in "instructional recommendations" section.
- ___ 10. Write a Reflection (1 page minimum) of what you learned through the case study project and how the knowledge you gained will help your teaching. See guiding questions in the case study packet.
- ___ 11. Write a one-page general overview of your student (age, grade level, interests, ethnic and linguistic background, etc.).
- ___ 12. Finish student assessment project. Check "paper outline" of what your case study paper should include.
- ___ 13. Word list. Administer Johns' word recognition in isolation (form A).
- ___ 14. Oral reading fluency. Administer Johns' word recognition in context for narrative (form A). Take a running record. Ask your student to retell the story, and ask the comprehension questions.
- ___ 15. Silent reading. Administer Johns' word recognition in context for narrative (form A) and expository (form LE) passages. Form LE will be used only if your student is at or above grade 3 level. Ask your student to retell the story, and ask the comprehension questions. Audiotape your student's responses.

Primary Case Study Checklist

- ___ 1. Select a student (who is experiencing difficulty in reading) with your master teacher's assistance, and talk about your assessment schedule.
- ___ 2. Obtain written parental permission.
- ___ 3. Begin process of establishing rapport with your student.
- ___ 4. Start your observations – take Anecdotal Records of your student's participation in classroom activities involving reading, writing, listening and speaking.
- ___ 5. Informal Oral Language Assessment. Observe and take anecdotal notes of your student's interactions and conversations in the classroom and/or other school areas.
- ___ 6. Reading and Writing Interview. If possible, record the answers on audiotape.
- ___ 7. Select a Writing Sample from your student's classroom work.
- ___ 8. Analysis. For each assessment measure, summarize what you learned about your student's strengths and needs. Re-read the instructions listed in the "assessment procedures" section.
- ___ 9. Develop an Instructional Plan based on your student's strengths and needs. See instructions in "instructional recommendations" section.
- ___ 10. Write a Reflection (1 page minimum) of what you learned through the case study project and how the knowledge you gained will help your teaching. See guiding questions in the case study packet.
- ___ 11. Write a one-page general overview of your student (age, grade level, interests, ethnic and linguistic background, etc.).
- ___ 12. Finish student assessment project. Check "paper outline" of what your case study paper should include.
- ___ 13. Administer Johns' Phonemic Segmentation test.
- ___ 14. Administer Johns' Letter Knowledge test (form A)
- ___ 15. Administer Johns' Word Test (form A).
- ___ 16. Administer Tompkins' CAP Test scoring sheet (p.87) or Johns.
- ___ 17. Text Reading Level – identify your student's independent, instructional and frustration levels using the leveled books sequence of the DRA packet. Ask your student to retell the story, and ask the comprehension questions as listed in the DRA and/or suggested in the "assessment procedures" guidelines.
Audiotape your student's responses.

California State University San Marcos
College of Education
EDMS 521-522

Parental Consent

Dear Parents:

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

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

I am asking for your permission to work with your child. The project will take approximately 5 hours over a period of time. The information will remain confidential. Your child's name will not be used in the report issued to my professor. You are entitled to all of the information I have gained, and I will share it with the classroom teacher if you so wish.

Sincerely,

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

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

Signature

Date



San Marcos, California · USA
92096-0001
(760) 750-4035

College of Education

24 de agosto, 2001

Estimados Padres,

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

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

Sinceramente,

Por favor, firme y regrese a la clase.

EDMS 521-22 - Literacy Education I & II
Reading and Writing Interview – Guiding Questions

1. What are you learning to do in reading? [writing]
2. How are you learning it? Who is helping you?
3. What is easy about reading, what's hard? [writing]
4. What do you do before you start to read? [write]
5. While you are reading, if you come to a word that you don't understand or don't know, you _____ [writing]
6. How can you tell when someone is a good reader? [writer]
_____ is a good reader because _____

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

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

7. What would your teacher do to help someone who doesn't know a word while s/he is reading? [writing]
8. What do you do to help yourself understand and/or remember a story after you have read it?
9. Do you think that you are a good reader? [writer] Why or why not?
10. What would you like to learn to do next as a reader? [writer]
How do you think you will learn it? (will someone help you?)

EDMS 521-22 - Literacy Education I & II
Reading and Writing Interview – Guiding Questions (Spanish)

4. ¿Que estas aprendiendo hace en la lectura? En la escritura?
5. ¿Como estas aprendiendo? ¿Quien te ayuda?
6. ¿Que es fácil acerca de la lectura? (Escritura?) ¿Que es dificil acerca de la lectura? (Escritura?)
7. ¿Que haces antes de empieza a leer? ¿Que haces antes de empieza a escribir?
8. ¿Cuando lees, si llegas a una palabra que no entiende o no sabes, tu _____
9. ¿Como sabes cuando alguien es un buen lector? (Escritor?)

_____ es un buen lector porque _____

¿Piensas que _____ encuentra una palabra que no entiende/sabe?

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

Field Experience - Classroom Observation Form

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

<u>Topic</u>	<u>Date/time</u>	<u>Place</u> (school/grade/classroom)	<u>Activity</u>
Example: Writing topic of Workshop an ongoing timed 12 quickly has Comprehension Instruction of Expository Text	9/7/99 9:00-10:00	1 st grade, Struct. English Immersion (SEI), School Name	Each student free writes, their choice; each has journal for this purpose; Minute activity; Teacher Reviews what each student Produced; reads as few;

Content Area
Reading

Strategies for Second
Language Learners

Content Area
Writing

Writing
Instruction –
Writer’s
Workshop

Literary
Response and
Analysis

Independent
Reading

Integration of
Reading,
Writing
And Oral
Language

Writing Assessment

Field Experience Observation Guide

When you are observing/participating in classrooms **BEFORE** you begin student teaching, please look for and write down your observations in the following areas and place in the appropriate section of your resource notebook. Jot down brief notes about the kinds of activities teachers and students are engaged in and your own reactions. Be sure to write observations and not judgments.

(Example:

Observation: Teacher taught "B" sound Students wrote words beginning with "B"

Judgment: Teacher did a good job teaching "B" sound.

Please note: If you don't see something in your classroom, visit another class or grade level.

For each observation topic, please be sure to include: Topic, Date/time, Place (school/grade/classrooms), Activity

Example:

Topic: Phonics Instruction

Date/Time 9/7/98 9:00-10:00

Place (school/grade/classrooms) Discovery Elementary, Monolingual 1st grade

Activity: Teacher taught "B" sound using alphabet cards and the pocket chart. Students wrote words beginning with B then illustrated the following-bird, ball, balloon, and boat.

Please do one observation sheet for each topic listed below:

- Assessment Strategies
- Managing Reading Instruction
- Phonemic Awareness
- Concepts About Print
- Phonics Instruction
- Spelling Instruction
- Reading Comprehension
- Literacy Response and Analysis
- Content Area Literacy (include reading & writing)
- Writers Workshop
- Supporting Reading through Oral and Written Language Development
- Vocabulary Development
- Intervention Strategies (SDAIE; Scaffolds)

Field Experience Observation Form

Topic	
Date/Time	
Place (school/grade/classrooms)	
Activity	Reflective Notes to Myself

California Reading Initiative Reading/ Language Arts Components Grid (Quioco, 2000)

Component	How to Assess	How to Teach It (Strategies)	Modifications

Case Study Grid¹

Assessments Used	What I Learned What have I learned about the student? What are his/her strengths? What are his/her areas of need?	Instructional/Intervention Plan What are you going to do to help the student (build on his/her strengths and address his/her needs)? Provide an example of an appropriate instructional strategy for each identified area (select two areas in reading, and one area in writing and oral language). Why did you select this plan? How is this plan going to help the student?
Classroom /school observations & anecdotal records		
Reading interview		
Writing Interview		
Informal oral language assessment		

¹ Adapted from Quioco's (2000) Data Collection Grid.