

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

**EDMS 521: Literacy Education I
Fall 2002
CRN 42512; UH 444
Tuesdays & Thursdays, 8:00-10:45am**

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I have come to believe that a great teacher is a great artist ...

Teaching might even be the greatest of the arts since the medium is the human mind and spirit. My three (great teachers) did not tell – they catalyzed a burning desire to know. Under their influence the horizons sprung wide and fear went away and the unknown became knowable.

John Steinbeck (2000)

College of Education Mission Statement

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

COURSE DESCRIPTION

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

STANDARDS ALIGNMENT

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

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

TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective programs for

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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:

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

Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3rd ed.).

Cunningham, P. M. (2000) *Phonics they use: Words for reading and writing* (3rd ed.). Longman.

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

Johns, J. (2000). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.

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

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

List of Recommended Readings

1. Fountas, I.C. and Pinnell, G.S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
2. Fountas, I.C. and Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
3. Taberski, S. (2000). *On solid ground: Strategies for teaching reading k-3*. Portsmouth, NH: Heinemann.
4. Cunningham, P. M., & Allington, R. L. (2003). *Classrooms that work: They can all read and write* (3rd. ed.). Allyn & Bacon.
5. Cunningham, P., Hall, D., & Sigmon, C. (1999). *The teacher,s guide to the four blocks: A multimethod, multilevel framework for grades 1-3*. Greensboro, NC: Carson-Dellosa.
6. Hall, D., & Cunningham, P. (1997). *Month by month reading and writing for kindergarten*. Carson-Dellosa.
7. Hall, D., & Cunningham, P. (1998). *Month by month phonics for second grade*. Carson-Dellosa.
8. Cunningham, P., & Hall, D. (1997). *Month by month phonics for first grade*. Carson-Dellosa.
9. Cunningham, P., & Hall, D. (1998). *Month by month phonics for third grade*. Carson-Dellosa.
10. Cunningham, P, & Hall, D. (1998). *Month by month phonics for upper grades: A second chance for struggling readers and students learning English*. Greensboro, NC: Carson-Dellosa.
11. Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4-12*. York, Maine: Stenhouse.
12. Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*, 2nd ed. Upper Saddle River, NJ: Prentice Hall.
13. Hoyt, L. (1999). *Revisit, reflect, retell: Strategies for improving reading comprehension*. Heinemann.
14. Moline, S. (1995). *I see what you mean: Children at work with visual information*. Stenhouse.
15. Rossi, J, & Schipper, B. (1999). *Case studies in preparation for the California reading competency test*. Needham

Heights, MA: Allyn & Bacon.

COURSE REQUIREMENTS

Attendance Policy

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

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 .

- | | | |
|---------------------------------------|-----------|--|
| • Participation | 20 points | |
| • Resource Notebook Sections – Part I | 50 points | Due: See course schedule |
| • Reading Strategy Lesson Plan | 15 points | Due: Sign up |
| • Analysis of Reading Patterns | 15 points | Due: Draft/ Sept. 24
Final/ Oct. 10 |

Grading Scale:	
96-100 = A	80-82= B-
90-95= A-	77-79 = C+
87-89 = B+	73-76= C
83-86 = B	70-73= C-

ASSIGNMENTS:

1. Participation (20 pts.)

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. The nature of this class relies heavily on classroom dialogue. You will be asked to participate in a variety of group activities, all of which will have direct applicability to your teaching in the classroom. You are expected to provide constructive criticism; be an attentive listener, on task group participant and collaborator; and to relate discussions to the readings and your own experiences. Please do not bring outside work to class and make sure to turn off your cellular phone before coming to class.

Important: This is an eight-week course and is very intensive. There is a lot of reading to do and content to cover within our short time together. Please try to keep up and see me if you are experiencing any difficulty with keeping up.

2. Reading Strategy Lesson Plan (Critical Assessment Task) (15 pts.)

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

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

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

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold second language learners' learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently?

Strategy presentation (10 minutes): Four strategy presentations will be presented as learning centers over the period of 1 h. Students will circulate in small groups.

(1) provide a one-page write up; (2) briefly demonstrate it; (3) explain how this strategy supports reading/writing; and (4) address recommendations on the usefulness of the strategy for native English-speaking and second language learners. Bring a copy of your strategy paper for all class members.

3. Language Arts Resource Notebook -- Part 1 (50 Pts)

Each of you will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. The Resource Notebook has two main objectives. First, is to demonstrate your learning and understanding of the reading and language arts. Second is to start building a resource for your own learning. Be creative and thoughtful in the compilation of the notebook—it will be a demonstration that you are ready to teach the language arts to a diverse student population.

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

- A personal statement of your philosophy of the teaching reading and writing
- Special Needs Students

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 – 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.
- A lesson observation form (except for section 1). When you begin observing in your classroom, use **the field observation form** (attached) to fill it out as you observe various aspects of language arts. Be able to describe what you see and how your observations are related to reading/writing instruction. Your observations and artifacts collected in the classroom should be helpful to you in preparing your portfolio. **Some of the elements of a language arts program may only be seen in primary grade classrooms or intermediate and you will have to schedule time to visit other classroom(s) (One visit minimum).**
 - 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.

Important: You will share your Rica Analysis Sheets with an online interactive journal partner.

You will need to choose a journal partner in class for an online interactive journal on the first week and exchange email addresses. Write a reflective entry (complete Rica analysis sheet) to your email partner regarding the content area.

Your interactive partner should read the entry and make comments on what has been written. You will be responsible for turning in your journal that has your original entries and your partner's responses. Please be sure to identify your entries in your journal.

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

- Section 1: Philosophy of Literacy Learning (see below)
- Section 3: Planning, Organizing, and Managing Reading Instruction
- Section 4: Phonemic Awareness
- Section 5: Concepts About Print
- Section 6: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 7: Spelling Instruction
- Section 8: Reading Comprehension - Narrative
- Section 13: Vocabulary Development
- Section 14: Structure of the English Language
- Section 15: Special Needs

You can choose how to organize this information in your notebook. You may include course assignments (lesson plan, case study, mini book unit, 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).

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 Quiocho'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.

*** Lang. Arts Res. Notebook – Section 1:**
Personal Statement of your Philosophy of Teaching

It is important before you begin teaching reading/language arts that you define what reading is and address literacy education. Your personal statement of your philosophy of teaching is an opportunity for you to find your own voice as a teacher and to begin to understand what you believe in and to analyze and reflect on how your beliefs and experiences will shape you as a teacher. You are asked to reflect on the context or learning environment in which instruction takes place. What type of classroom context support the literacy development of children? What are the strengths of an effective language arts program? What would you do the same/ different? Think for examples of effective language arts classroom-based instruction based on your classroom experiences and observations as well as course sessions and materials.

For this section of the notebook, you can be as creative as you choose. Find a way to express your voice and your ideas. You can use icons, photos, poems, quotes and favorite storylines. Be individualistic and thorough as you explore who you are and what you believe. Make sure to support your philosophy statement by utilizing theory and research from class readings, texts, class activities and notes. *Keep in mind: Teaching is a journey and you will continue to expand on your views throughout your career.*

4. Analysis of Reading Patterns (15 pts)

You will be taught how to observe students reading, to listen to them read, and gather information about their use of cueing systems and reading monitoring strategies. You will be taught how to take and analyze running records, and you will be expected to take a minimum of 4 running records of one student and look for patterns across them.

Select a student at your site – a beginning reader or a student who is experiencing difficulties with reading simple books (around grade 1 level). Explain the assessment project to your master teacher, and ask her/him to help you identify students. Don't shy away from second language learners. Discuss possible times for giving a reading interview and taking running records. You will need to obtain written parental permission to work with this student (form attached in English and Spanish).

Your final paper should include:

- 1) A brief introduction/ overview of your student's background (including his/her age, grade level, interests, ethnic and linguistic background, etc);
- 2) Documentation: (1) anecdotal records of classroom observations (minimum of 2); (2) reading interview; and (3) running records (don't forget to identify the selected books);
- 3) Analysis of information gathered;
- 4) Instructional recommendations (1-page minimum). Both should be based on your analysis of all documentation collected and course readings and materials.

More information about this assignment will be provided in class. This assignment will start to prepare you for the case study you will be asked to develop in EDMS 522: Literacy Education II (2nd semester).

RICA TEST PREPARATION

* Pick up a copy of the 2001-2002 (or 2002-2003) RICA Registration Bulletin in the COE Student Services area.

* A RICA test preparation handout will be handed in class.

Helpful Sites:

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

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

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

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

EDMS 521 - Course Outline
(Timeline Subject to Change pending “Teachable” Moments)

Date	Topic	Readings & Assignments
Session 1 Sept. 3	Course Overview Building a Cohort community: goals & expectations	
Session 2 Sept. 5	A Balanced Approach, Differentiated instruction & Flexible grouping	Tompkins, Chap 1
Session 3 Sept. 10	The Language of School/The Language of Learning Culture, Language and Learning	Gibbons, Chap 1, 5 & 6 Flores et al.’s “Transforming deficit myths about learning, language and culture”
Session 4 Sept. 12	Informed Instruction & Authentic Assessment	Gibbons, Chap 2 Tompkins, Chap 3 Due: Res. Notebook, section 3 (email Dr. Dantas)
Session 5 Sept. 17 .	Informed Instruction & Authentic Assessment (cont.) The Processes <u>Sharing “Three things in a bag”</u>	Tompkins, Chap 2 CA English/Language Arts Standards (bring it to class)
Session 6 Sept. 19	Oral Language Development Creating a language rich environment <u>Sharing “Three things in a bag”</u>	Gibbons, Chap 3 & 4

Session 7 Sept. 24	Reading in a Second Language The Structure of English Language	Gibbons, Chap 7 & 8 <u>Due:</u> 1. Strategy Presentations 2. Draft/ Analysis of Rdg Patterns (Parent Consent, Reading Interview, and 1 Running Record and Analysis). Don't forget to bring the book used.
Session 8 Sept. 26	Emergent Readers and Writers	Cunningham, Chap 1 Tompkins, Chap 4 <u>Due:</u> Strategy Presentations
Session 9 Oct. 1	Breaking the Alphabetic Code	Cunningham, Chap 2 & 3 Tompkins, Chap 5 (p.138-161) <u>Due:</u> Strategy Presentations
Session 10 Oct. 3	The Writing Process	Gibbons, Chap 9 Tompkins, Chap 5 (p.161-173) <u>Due:</u> 1. Strategy Presentations 2. Res. Notebook, section 4, 5, 6 and 14 (email Dr. Dantas)
Session 11 Oct. 8	Fluent Readers and Writers * Selecting Appropriate Texts * Assessing Reading Levels: independent, instructional and frustration	Johns, TBA Tompkins, Chap 13 <u>Due:</u> Strategy Presentations
Session 12 Oct. 10	Fluent Readers and Writers	Cunningham, Chap 4 Tompkins, Chap 6 <u>Due:</u> . 1. Strategy Presentations 2. Final/ Analysis of Rdg Patterns.
Session 13 Oct. 15	Fluent Readers and Writers/ Constructing Meaning	Tompkins, Chap 7 <u>Due:</u> Strategy Presentations
Session 14 Oct. 17	Comprehension	Tompkins, Chap 8 <u>Due:</u> 1. Strategy Presentations 2. Res. Notebook, section 7, 8 and 13 (email Dr. Dantas)
Session 15 Oct. 22	A Whole School Response A Balanced Program	Gibbons, Chap 10 Tompkins, Chap 1 & 12 TBA

Session 16 Oct. 24	Sharing Philosophy Statement Closure Course Evaluation	<u>Due:</u> Complete Resource Notebook
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Dantas

Language Arts Resource Notebook Rubric

Name _____

Your Reading/Language Arts Resource Notebook was worth a total of 50 points. Below, you will find a list of the items listed in the course syllabus and discussed in class that should be included in your final project.

_____ A personal statement of your philosophy of teaching reading and writing (10 pts)
(following syllabus guidelines).

_____ All specified **RICA Content Areas** (see below) including an additional (32
pts)
section on *Special Needs Students*. 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 – 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.
- A 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.

_____ Met deadlines for the interactive email journal entries of the RICA analysis sheets (see course outline schedule), and included an interactive journal partner response. (6 pts)

_____ Overall presentation and organization (including table of contents) (2 pts)

_____ Total

Note: EDMS 521/ **RICA Content Areas:** Section 3: Planning, Organizing, and Managing Reading Instruction; Section 4: Phonemic Awareness; Section 5: Concepts About Print; Section 6: Systematic, Explicit Phonics and Other Word Identification Strategies; Section 7: Spelling Instruction; Section 8: Reading Comprehension – Narrative; Section 13: Vocabulary Development; and Section 14: Structure of the English Language.

California State University San Marcos
College of Education
EDMS 521

Parental Consent

Dear Parents:

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

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

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

Sincerely,

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

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

Signature

Date



San Marcos, California · USA
92096-0001

(760) 750-4035

College of Education

31 de agosto, 2002

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 oír y grabar su lectura. También tengo que escribir un plan de enseñanza que ayude a el niño(a) continuar a crecer como lector.

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

Sinceramente,

Por favor, firme y regrese a la clase.

EDMS 521
Reading Interview – Guiding Questions

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

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

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

EDMS 521

Reading Interview in Spanish – Guiding Questions:

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

_____ es un buen lector porque _____
- ¿Piensas que _____ encuentra una palabra que no
entiende/sabe?**
- ¿Si _____ encuentra una palabra que no sabe o entiende
que piensa que hace?**
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? ¿Porque o porque no?**
13. **¿Que te gustaría aprende como lector? ¿Como piensas que lo
aprenderas? ¿Te ayudara alguien?**