

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDMS 522 ICP Elementary Literacy II FALL 2005**  
Wednesday 4 – 6: 45 pm

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Office Hours: **By Appointment**

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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 the COE Governance Community, October 1997)

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**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.

**Course Prerequisites**

- For College of Education courses, admission to the program is considered a prerequisite. The sequence of literacy courses requires that EDMS 521 be taken prior to EDMS 522.

**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 an understanding of how people learn to read and writing in their first and second language
- Become familiar with current approaches to the teaching of reading and writing, their theoretical bases
- Understand current approaches reading & writing instruction in culturally-linguistically diverse classes
- Become familiar with classroom diagnostic techniques and evaluation procedures
- Become familiar with current approaches to teaching reading & writing to children with special needs.

(Skills) Teacher candidates will:

- Make sensitive observations 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 & informal reading/writing assessment into instructional plans
- Select appropriate materials and instructional strategies to meet the individual needs of students
- Organize the classroom for teaching reading & writing in culturally-linguistically diverse populations.

(Attitudes and Values) Teacher candidates will:

- Develop an appreciation for natural language abilities children possess for processing & producing print
- Develop an appreciation for the need & value of integrating reading-writing into all curricular areas
- Affirm the importance of a rich environment for developing an effective language arts program
- Develop a sensitivity to and appreciation of culturally and linguistically diverse learners
- Develop a sensitivity to and appreciation of 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/her individual needs.

## **GENERAL CONSIDERATIONS**

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

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

### **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. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

- 15 sessions: Your grade will drop below an “A” if you miss one class session. Your grade will automatically drop to a “C” if you miss three class sessions. You will receive a failing grade if you miss more than three class sessions.

### **CSUSM Academic Honesty Policy**

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

### **Standards Alignment**

3- Relationship Between Theory and Practice                      4- Pedagogical Thought and Reflective Practice  
5- Equity, Diversity, & Access to the Core Curriculum        7- Equity, Preparation to Teach Reading Language Arts

### **Task Stream, TPE’s, and Assignments**

TPE Reflective Writing for Task Stream:

This course requires that you complete an assignment for TPE 3 and TPE 8 and that you write reflections for both TPE 3 and TPE 8. You must post your reflections and your assignments (as an artifact for the TPE) to your TASK STREAM account. You will receive credit for your assignment when you have posted both the reflection and the artifact onto your TASK STREAM account. Your reflections and artifacts must adhere to the criteria for each.

<http://lynx.csusm.edu/coe/eportfolio/index.asp> This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.

<http://www.taskstream.com> This is the Task Stream home page where you will register for Task Stream and return to when working on your electronic portfolio.

### ***TPE 3: Interpretation and Use of Assessments***

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

REFLECTION: Describe your understanding of educational assessment and using assessments.

Describe how your artifact (assignment) demonstrates what you've learned about assessment.

ARTIFACT: The literacy case study

### ***TPE 8: Learning about Students***

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

REFLECTION: Describe your understanding of learning about students.

Explain how your artifact (assignment) demonstrates what you've learned about learning about students.

ARTIFACT: Introduction to Case Study Student and the Reading Attitude Survey Findings

## **COURSE REQUIREMENTS**

### **Required Texts**

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

**Tompkins, G. E. (2001). Literacy for the 21<sup>st</sup> Century: A Balanced Approach, 3<sup>rd</sup> or 4<sup>th</sup> edition.** Prentice Hall

**Culham, R. (2003) 6 + 1 Traits Writing: The Complete Guide.** Scholastic Professional Books.

### Unique Course Requirements

Students will need to arrange administering a series of assessments to a child that already knows how to read, including getting signed consent from the child's guardian. Additionally, you will need to arrange classroom visits to observe a teacher's instruction during literacy lessons on topics specified in the Field Observations assignment.

### Grading Policy

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. The following grading scale will be used:

A (96-100 points)	B+ (87-89 points)	C+ (77-79 points)	D+ (67-69)
A- (90-95 points)	B (83-86 points)	C (73-76 points)	D (63-67)
	B- (80-82 points)	C- (70-72 points)	D- (60-62)

### **ASSIGNMENTS**

Journal Assignments = 10 pts  
Field Experience Observations = 15 pts  
Writing Strategy Lesson Plan = 30 points  
TPE 3 Artifact and Reflection = 30 points  
TPE 8 Artifact and Reflection = 15 points  
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TOTAL points possible = 100 points

### Journal Assignments

**(10 points)**

Two journal entry assignments will require that you to apply the approaches and theories of literacy instruction in diverse cultural and linguistic settings OR you may choose to attend one of the events listed and write a one page reflection on your experience: The Border Pedagogy Conference, The Family Literacy Night.

### Field Experience Observations

**(15 points)**

When you are observing/participating in classrooms **BEFORE** you begin student teaching, please look for and write down your observations of lessons related to the RICA content areas taught in this course. (see list below) Jot down brief notes about the kinds of activities teachers and students are engaged in and your own reactions. *Be sure to write observations* of the teacher in the "activity" section and reserve your judgments for the "reflective notes" section. For each observation topic, please be sure to include: Topic, Date/time, Place (school/grade/classrooms), Activity, Reflective notes. Please use the form provided in this syllabus. (next page)

Literacy Assessment (RICA 1); Literary Responses and Analysis (RICA 8); Content-Area Literacy (RICA 9)  
Student Independent Reading (RICA 10); Structure of English Language (RICA 13)

Example of a Field Experience Observation:

**Topic:** Phonics Instruction

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

**Place** (school/grade/classrooms) Discovery Elementary, Monolingual 1<sup>st</sup> grade

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

**Reflective Notes:** The teacher effectively taught so as to include all students. She did a good job accommodating for second language learners by using some words that were close cognates (ball-bola) to help the students make connections. I noticed that one of the children who had trouble focusing was seated next to the teacher. She was selected children to participate in order to ensure that the students did not get out of hand. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how beginning sounds work in their language.

**Field Experience Observation Form**

<b>Topic</b>	
<b>Date/Time</b>	
<b>Place (school/grade/classrooms)</b>	
<b>What I observed during the lesson</b>	<b>Reflective notes to myself about the lesson</b>

**Writing Strategy Lesson Plan**

**(30 points)**

You will write and present one lesson plan to teach a **WRITING STRATEGY**. Please be advised that in order to obtain credit you may have to revise your lesson plan. Make your lesson active, interesting, and meaningful.

**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. The lesson plan must follow specific guidelines outlined in the writing lesson plan template (attached).

**Literacy Case Study (TPE 3) and (TPE 8)**

Choose a student in the upper elementary or middle school who is reading at or above first grade level and below his/her current grade level. Prepare a literacy case study on this student. Hand in the assignment for TPE 3 with the reflection attached. Hand in the assignment for TPE 8 with the reflection attached.

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**TPE 3 ASSIGNMENT (ARTIFACT)**

**(30 points)**

Bring all parts of the literacy case study together into a paper composed of the paragraphs from the different sections (A – F). Make sure your paper includes all items listed on the case study checklist. Case Study checklist

- [ ] one paragraph- Introduction to the case study student
- [ ] one paragraph - Reading Attitude Survey findings
- [ ] one paragraph - Writing Sample Analysis
- [ ] one paragraph - Oral Language Analysis
- [ ] one paragraph - Miscue Analysis summary of findings
- [ ] one table - Table of the Reading Levels
- [ ] one record sheet - IRI Performance booklet
- [ ] one analysis sheet – Data Analysis grid
- [ ] two paragraphs - Data analysis
- [ ] one paragraph - Recommendations
- [ ] one paragraph - Application

• **TPE 3 TASK STREAM postings**

REFLECTION: Describe your understanding of educational assessment and using assessments.

Describe how your artifact (assignment) demonstrates what you’ve learned about this TPE.

ARTIFACT: The Literacy Case Study

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**TPE 8 ASSIGNMENT (ARTIFACT)**

**( 15 points)**

Separate out two parts of the literacy case study (section A and section B) and combine them two make one short paper.

**Section A :** Introduction to case study student: Write one well-developed paragraph describing the student you are working with in the case study using the criteria and graphic organizer. (attached)

**Section B:** Reading interview: Use the Reading Attitude Survey. (attached) Ask a student the questions and write down their answers. Write a well developed paragraph which describes 3 important findings you made about the reader. Support each finding with interview data. Attach your notes to the paragraph.

• **TPE 8 TASK STREAM postings**

REFLECTION: Describe your understanding of learning about your students and its importance to your teaching.

Explain how your artifact (assignment) demonstrates what you’ve learned about this TPE.

ARTIFACT: Section A: Introduction to Case Study Student paragraph and  
Section B: the Reading Attitude Survey

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**Literacy Case Study continued...**

**Section C: Writing assessment:** Analyze a student’s writing sample. Write a well developed paragraph which describes the child’s proficiency in each of the 6 traits of writing. See attached 6 Traits Writing Rubric.

**Section D: Oral Language Assessment:** Analyze a sample of student’s oral language. Write a well developed paragraph which describes the student’s oral language according to the criteria of the oral language rubric. See the attached Oral Language Rubric.

**Section E: IRI ASSESSMENT:** You must administer the IRI, record the scores on the IRI Performance Booklet, write a summary of the miscue analysis findings, and complete the reading levels table

- **IRI part 1: Word list:**

Ask student to read a word list that is marked with a grade that is below the student’s current grade level. After s/he reads the list, you must score it. Determine if the score is in the “independent” range or the “instructional” range. The first time the student scores in the “instructional” range, STOP. Do NOT continue. Record the scores on the IRI score sheet.

- **IRI part 2: Student Reading and Comprehension (retell) Questions:**

Use the reading passages in the **Johns section A**. Find the grade level that is ONE grade level BELOW the grade level on the word list where the student scored in the “instructional.” range. TAPE RECORD (on audio tape) the student reading the passage. Immediately afterwards, ask the comprehension questions on the back of the page. You must score it. Determine where the student is scoring for comprehension of the passage: independent, instructional, or frustration. If the student scores in the independent and/or instructional range, have the child continue reading the passages. If the score is in the frustration level – STOP. Record the scores on the IRI score sheet.

- **IRI part 3: Miscue Analysis:**

Listen to the tape of the student reading the passages. You may want to record miscues directly on your copy of the narrative text as you listen. You must record the miscues on the miscue record sheets for each text found in the reading passages Next, score the miscues for significant miscues. Determine where the student is scoring for word recognition of the passage: independent, instructional, frustration. Record the scores on the IRI score sheet. Write a one paragraph SUMMARY of your findings.

- Replicate the READING LEVELS TABLE below and complete it with data from the IRI:

	Grade Levels for Independent Reading	Grade Levels for Instructional Reading	Grade Levels for Frustration Reading
Comprehension Levels			
Word Recognition Levels			

**Literacy Case Study continued...**

**Section F: Data Analysis:** Take the role of a literacy consultant. Look at ALL the information that you have gathered about the child. Replicate the DATA ANALYSIS GRID and organize the data on it.

DATA ANALYSIS GRID

Assessments administered to student	Data from the assessments	Student's strengths and needs (3 of each)	Instructional Interventions

Next, you must write 2 well developed paragraphs. Each paragraph MUST use data gathered through the various assessments to support your conclusions. Please see attached graphic organizer to help you with your paragraph.

- Write a well developed paragraph describing the child's strengths (3) in language arts.
- Write a well developed paragraph describing the child's areas of need (3) in language arts.

**Section G: RECOMMENDATIONS**

- Write a well developed paragraph that describes 2 **specific** recommendations for improving the student's reading. Quality recommendations will explain how they utilize student strengths and address student reading needs. Be sure the instructional approaches are appropriate and research-based. Please see attached graphic organizer to help you with your paragraph.

**Section H: APPLICATION:**

Take the role of a teacher. CHOOSE **ONE** of the recommended approaches made by the literacy consultant. Write one well developed paragraph that explains HOW you would implement it in your literacy instruction.

**RICA Study Grids**

Complete a RICA Study Grid for the following RICA components:

Literacy Assessment (RICA 1); Literary Responses and Analysis (RICA 8); Content-Area Literacy (RICA 9) Student Independent Reading (RICA 10); Structure of English Language (RICA 13)

Besides the course readings, Dr. Alice Quiocho's web site is a valuable 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/](http://www.ed.gov/free/) for free Educational Materials.

**RICA Grid (Quiocho, 2000)**

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

### Course Schedule

Date	Topic	Readings
Session 1 8/31	Literacy Skills and Strategies	Tompkins 8
Session 2 9/7 *	Writing on-line Writer's workshop	Tompkins 12 Literacy Websites
Session 3 9/14	Literacy Assessment & Case Study Writing Traits Writing and Reading Process (section C)	Tompkins 2 & 3 Johns IRI forms A Culham
Session 4 9/21	Expository Writing Writing Sample Analysis	Tompkins 9 Culham
9/22 9/24	Family Literacy Night Border Pedagogy Conference	
Session 5 9/28	Learning about Students	Reading Attitude Survey Tompkins TPE 8
Session 6 10/5	Content Area Literacy  (section D)	Tompkins 14 <b>Due: Writing Strategy Lesson Plan</b>
Session 7 10/12	Comprehension of Expository Text  (section E)	Tompkins 8 & 14 Johns IRI forms A <b>Due: TPE 8 reflection and artifact</b>
Session 8 10/19	Miscue Analysis Workshop	Tompkins 3 Johns IRI forms A
Session 9 10/26	Data Analysis Workshop	Tompkins 3 Data Analysis Grid
Session 10 11/2	Literary Response and Analysis	Tompkins 10 Culham
Session 11 11/9	Independent Reading	Tompkins 2
Session 12 11/16	Literature circles	Tompkins 11 <b>Due: TPE 3 reflection and artifact</b>
Session 13 11/23	Oral language, writing, and reading L2 readers and writers	Culham <b>Due: Field Observations</b>
Session 14 11/30	Academic Reading and Writing on the border	Survey of articles
Session 15 12/7	RICA grids share-out	<b>Due: RICA study grids</b>

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
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. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	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	<b>II. Manifestations of Culture: Learning About Students</b>
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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second- Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	
		<b>IV. Cultural Diversity in U.S. and CA.</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

## WRITING STRATEGY LESSON PLAN

This template uses prompts to help you think through all the components of each part of the lesson plan. Your ultimate lesson plan should FOLLOW THIS FORMAT.

### THE WRITING STRATEGY:

- The reading strategy is \_\_\_\_\_

### THE LESSON OBJECTIVE:

- The objective(s) is \_\_\_\_\_

### THE ASSESSMENT:

- The criteria by which I am judging their performance is on my checklist:
  - >
  - >
  - >

### THE INTO:

- I build background by \_\_\_\_\_
- First, I connect to lived experience by \_\_\_\_\_  
Next, I connect to prior knowledge by \_\_\_\_\_  
Next, I introduce key concepts/procedures

### THE THROUGH PART 1:

- I directly teach this objective by \_\_\_\_\_  
(INTERACTION must be part of your direct teaching)

- What I say/teach (input) is comprehensible to the students because \_\_\_\_\_
- One example of how I using Qs and HOT when I teach this objective is \_\_\_\_\_
- One example of how I help students to use (meta)cognitive strategies is \_\_\_\_\_

### THE THROUGH PART 2:

- I guide students practice (of what I previously taught directly) by \_\_\_\_\_  
(practice must include ACTIVITIES and HANDS-ON MATERIALS)
- One example of how I integrate all 4 language skills during guided practice is \_\_\_\_\_

### THE BEYOND:

- I review key vocabulary and key content concepts by \_\_\_\_\_
- I provide opportunities for them to APPLY what they've learned in this lesson by \_\_\_\_\_

## WRITING STRATEGY LESSON PLAN RUBRIC

### THE WRITING STRATEGY:

States the writing strategy

### THE LESSON OBJECTIVE:

Specifies a strategy and an appropriate reading standard context

### THE ASSESSMENT:

2 – 4 performance criteria specific to objective

### THE INTO:

Concepts EXPLICITLY linked to students' lived experiences.

Links EXPLICITLY made between past learning and new concepts.

Key vocabulary/concepts emphasized.

### THE THROUGH: Part 1

Objectives clearly supported by lesson delivery.

Frequent opportunities for peer interaction and discussion which encourage elaborated responses about lesson concepts.

Grouping configurations support students interacting around lesson objectives.

Uses a variety of scaffolding techniques to make content concepts clear to students learning in L2 (modeling, demonstrations, visuals, hands-on materials, L1 use, body language).

Teacher uses a variety of question types, including those that promote higher-order thinking skills (literal, analytical, interpretive questions)

Consistently prompts the use of strategies to make meaning.

### THE THROUGH: Part 2

Provides meaningful activities for students to explore and practice new learning (content language and knowledge) in the classroom.

Provides hands-on materials and/or manipulatives for students to practice using new content knowledge.

Uses activities that integrate all language skills (reading, writing, listening, speaking).

### THE BEYOND:

Provides activities and activity choices for students to apply newly learned knowledge in the classroom.

Comprehensive review of key vocabulary and content concepts/skills

**READING ATTITUDE SURVEY**  
**Literacy Case Study, TPE 8**

1. What are you learning to do in reading? [writing]  
¿Qué estás aprendiendo hacer en la lectura? [escritura]
2. How are you learning it? Who is helping you?  
¿Cómo lo aprendes? ¿Quién te está ayudando?
3. What is easy about reading? What is hard about reading? [writing]  
¿Qué te parece fácil sobre la lectura? ¿Qué te parece difícil sobre la lectura? [escritura]
4. What do you do before you start to read? [write]  
¿Qué usualmente haces antes de leer? [escribir]
5. While you are reading [writing], what do you do when you come to a new word that you do understand?  
Mientras estás leyendo [escribiendo], ¿qué haces cuando te encuentres con una palabra nueva que no entiendes?
6. How can you tell when someone is a good reader? [writer]  
¿Cómo puedes ver que alguien sabe leer muy bien? [escribir muy bien]  
  
\_\_\_\_\_ is a good reader because \_\_\_\_\_  
puede leer muy bien porque \_\_\_\_\_  
\_\_\_\_\_.
7. What would your teacher do to help someone who doesn't know a word while s/he is reading?  
¿Qué harías tu maestro para ayudarle a alguien que no entienda cualquier palabra mientras está leyendo un libro?
8. What do you do to help yourself understand and/or remember a story after you have read it?  
¿Qué haces para ayudarte (ti mismo) entender mejor y/o acordarte del cuento después de que lo lees?
9. Do you think that you are a good reader? [writer] Why or why not?  
¿Crees que tu puedes leer muy bien? [escribir muy bien] ¿Por qué sí?/ ¿Por qué no?
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?)  
¿Qué más a ti te gustaría aprender como un lector? [escritor] ¿Cómo piensas que tu lo aprenderás?

**TPE 8 ASSIGNMENT Section A criteria**

- Describe what you have know/understand about the student
- Describe four aspects of student’s life (picked from TPE 8 list) and how you got the information.
- Explain how this information is useful for you as a teacher and for the student and parents.

“Prior mastery of academic language abilities, content knowledge, and skills”  
 “student’s abilities, ideas, interests, and aspirations”, “parents”, “gender”, “health”,  
 “needs for specialized instruction”, “physical disabilities, learning disabilities”, “gifted.”

**TPE 8 ASSIGNMENT Section B graphic organizer**

Topic Sentence	
First, First finding	
Supporting data (explained)	
Next, Second finding	
Supporting data (explained)	
Finally, Third finding	
Supporting data (explained)	
Concluding sentence	

**WRITING ASSESSMENT 6 TRAITS RUBRIC**

<b>Ideas</b>	clear messages, main points, sufficient details, development, unity of content, thoughtful or intriguing points, information marked by insight, sound or logical
<b>Organization</b>	Arrangement, beginning-middle-end, recognizable skeletal structure, sequence or order, shape, transitions that hold ideas together
<b>Voice</b>	Connection to the reader, imprint of self, point of view or attitude, the sound of the writing, tone of the message, topic brought to life, writer’s presence, style, personality
<b>Sentence Fluency</b>	Cohesive sentences, length and variety in sentences, modification, readability, rhythm and flow of words
<b>Word Choice</b>	Appropriate number of words, connotation and denotation, types of words- (precise, colorful or striking words, familiar words, quotable or memorable words, fresh words)
<b>Conventions</b>	Adherence to standard forms, capitalization and punctuation, grammar and usage, legibility, length and format, spacing, spelling, surface features

## ORAL LANGUAGE RUBRIC

Rubric Score	1	2	3	4
A. Fluency	Student uses 1-2 word phrases. Sentences are incomplete. Student struggles to finish sentence.	Student uses 2-3 word phrases. Sentences are somewhat complete. Student may stall within sentence.	Student produces 3-4 word sentences. Sentences are complete. Student completes sentence easily.	Student is able to produce a sentence of 5 or more words. Student speaks with fluidity.
B. Grammar & Structure	Sentence structure is nonexistent. Definite articles do not agree with nouns. Verbs are incorrectly conjugated.	Sentence structure is somewhat apparent. Some definite articles agree with nouns. Some verbs are correctly conjugated.	Sentence structure is usually age appropriate and correct. Most definite articles agree. Most verbs are correctly conjugated.	Sentence structure is grammatically age appropriate. Student consistently uses definite articles and verb conjugations correctly.
C. Clarity	Student's thought is completely unclear. Student's thought requires much clarification and expansion to be understood by others.	Student's thought is somewhat easily understood by others. Student's thought needs some clarification.	Student's thought is easily understood by others. Student's thought usually includes who, what, where, when.	Student's thought is completely understandable. Student's thought includes who, what, where, when and details are added.
D. Vocabulary	Student does not use the names of common objects and places.	Student uses some names of objects and places that have been modeled.	Student uses names of most common objects and places independently.	Student uses names of common objects and places easily on a regular basis.
E. Content	Student's thought is not related to the topic.	Student's thought is related to the topic in a limited manner.	Student's thought is generally on topic. Student may add too much or stray from topic.	Student's thought is completely related to the topic of discussion.
F. Delivery	Student is unaware of his/her audience. Student does not use eye contact. Student does not use intonation or emphasis while speaking.	Student is somewhat aware of his/her audience. Student uses some eye contact. Student sometimes uses intonation and emphasis.	Student is aware of his/her audience. Student uses eye contact. Student usually uses proper intonation and emphasis.	Student seeks to engage his/he audience. Student speaks with confidence using eye contact. Student uses intonation and emphasis appropriately.

**DATA ANALYSIS PARAGRAPH ABOUT STRENGTHS**

Topic Sentence	
First, First finding	
Supporting data (explained)	
Next, Second finding	
Supporting data (explained)	
Finally, Third finding	
Supporting data (explained)	
Concluding sentence	

**DATA ANALYSIS PARAGRAPH ABOUT NEEDS**

Topic Sentence	
First, First finding	
Supporting data (explained)	
Next, Second finding	
Supporting data (explained)	
Finally, Third finding	
Supporting data (explained)	
Concluding sentence	

**RECOMMENDATIONS PARAGRAPH**

Topic Sentence	The two specific recommendations to help this student with _____ are _____ and _____ .
First, The first recommendation	
Explanation How this recommendation will help the student and how it will use the student's strengths.	
Second, The second recommendation	
Explanation How this recommendation will help the student and how it will use the student's strengths.	
Concluding sentence	

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**

**CONSENT TO PARTICIPATE IN RESEARCH**

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Dear Parents/Caretakers,

\_\_\_\_\_, a student teacher at California State University San Marcos, is enrolled this semester in a course that prepares our college students to assess their students' literacy levels and then design appropriate instruction that best addresses the needs of their students. One of the assignments for this class is a case study, which analyzes the literacy and learning practices of a student they are teaching. We are requesting permission to interview and observe your child for this purpose. The CSUSM student teacher will ask questions about the student's experiences with school and literacy and will evaluate the student's reading and writing skills. Reading will be assessed by having the student read selected passages and answering comprehension questions. Writing will be assessed by having the student write a brief selection about a topic of interest to him/her. The CSUSM student teacher is not a reading or writing specialist and is not prepared to diagnose a student's difficulties. They will only gather information and look for patterns and areas of significance that can help them to be better teachers of students at the high school level.

There are no risks in this research greater than those involved in everyday classroom practices and assessment. The potential benefits to your child are that he/she gets individual attention and could receive helpful feedback for continued literacy development. Your participation will also help the teacher to better understand individual student needs and how to best teach to those needs.

Participation in this study is voluntary, and your child may withdraw from the study at any time without penalty. If your child does not participate in this study, his/her performance and grades at school will not be affected in any way. All identification from the data gathered will be blacked out so that your child will not be identifiable in the written analysis. All information gathered in this case study can be made available to you upon request. If you have further questions, please contact Elizabeth Garza at CSUSM (760) 750-8094. This study has been approved by the Cal State San Marcos Institutional Review Board. Questions about your rights as a research participant should be directed to the Chair of the Board at (760) 750-8820. You will be given a copy of this form to keep for your records.

Check one:

I agree to participate in this research study. The experimenter has answered my questions.

I do not agree to participate in this research study.

\_\_\_\_\_  
Participant's name (printed)

\_\_\_\_\_  
Participant's signature

\_\_\_\_\_  
Parent/Legal Guardian's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Researcher's Signature

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
PERMISO**

Estimados Padres o Encargada/o:

\_\_\_\_\_ es un estudiante de la Facultad de Pedagogía en la Universidad Estatal de San Marcos que cursa estudios para convertirse en maestra/o. Actualmente dicho estudiante está matriculada/o en un curso que prepara a futuros maestros en el campo de la evaluación. Parte de esta preparación incluye el evaluar a los niños en el proceso de la lecto-escritura. Uno de los trabajos que tienen que completar para recibir su título de maestro es de analizar las destrezas de lecto-escritura de los niños. Es por esta razón que usted recibe esta carta en la cual se solicita su permiso para que su hija/o pueda participar en esta actividad.

Nuestro estudiante universitario le hará preguntas a su hija/o con respecto a las experiencias que ha tenido su hija/o en la lectura y escritura, y evaluará estas destrezas. Para evaluar la lectura, su hija/o tendrá que leer un pasaje de un cuento y contestar algunas preguntas. Para evaluar la escritura, su hija/o tendrá que escribir un párrafo acerca de un tópico que le interese. El estudiante universitario no es especialista en lecto-escritura, solo recopilará datos que usará para analizar el nivel de aprendizaje de un niño. De esta manera, el estudiante universitario podrá aumentar su capacidad para entender mejor las necesidades en la lecto-escritura de los estudiantes.

En este estudio no hay ningún riesgo previsible para su hija/o. Los beneficios de dicha evaluación podrían incluir ayuda especial para que su hija/o mejore su capacidad académica en la lecto-escritura. Su participación también podría ayudar a la maestra/o de su hija/o a entender mejor las necesidades en la lecto-escritura de los estudiantes.

La participación en este proyecto es completamente voluntaria, de tal manera que su hija/o podrá dejar de participar cuando quiera, sin ninguna consecuencia negativa. Su decisión de permitir o impedir que su hija/o participe no ejercerá ninguna influencia en sus calificaciones, el trato que recibe, o cualquier otro aspecto de su proceso escolar. Para asegurar confidencialidad total, todos los nombres de los estudiantes serán eliminados. La información recopilada estará a su disposición si desea verla. Si tiene preguntas o desea mayor información acerca de este estudio, por favor comuníquese con [Elizabeth Garza] en la Universidad Estatal de San Marcos, [(760) 750- 8094]. Este proyecto ha sido aprobado por la Junta Directiva Institucional (un comité universitario de protección a participantes en proyectos de investigación). Si tiene preguntas acerca de sus derechos como participante en esta investigación, puede dirigírselas al Presidente de la Junta Directiva, (760) 750-8820.

Se le otorgará una copia de este formulario.

Por favor marque uno:

\_\_\_\_\_ Doy permiso de que mi hija/o, \_\_\_\_\_ ,  
participe en el estudio. Todas mis preguntas con respecto al estudio han sido contestadas.

\_\_\_\_\_ No doy permiso de que mi hija/o participe en el estudio.

\_\_\_\_\_  
Nombre del participante (EN LETRA DE MOLDE)

\_\_\_\_\_  
Firma del participante

\_\_\_\_\_  
Firma del padre o encargada/o

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de la (del) investigador/a