

California State University San Marcos
EDUC 606 (2) 41846
UH 441
Thursdays 5:30-8:15
Foundations of Literacy and Literacy Instruction
Fall 2008

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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, Oct. 1997*)

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations 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.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.” Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students

website <http://library.csusm.edu/plagiarism/index.html> If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WEBCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Assignments will be submitted online, and some will be submitted hard copy as well.

Electronic Communication Protocol

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

Things to consider:

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

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

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

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 in all class activities. At a minimum, a student 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*).

COURSE DESCRIPTION

EDUC 606 is an overview of theories and practices that affect reading and writing instruction and assessment for the English-speaking and LEP student. This is a course designed to develop the concepts of the reading and writing connections in a literate environment. The reading and writing workshop will be a focus of the language arts curriculum design with specific lessons as the vehicle for skills development. Varying intelligences, Bloom's taxonomy, language arts standards, and cultural appropriateness will be infused throughout the curriculum. This course is aligned with the standards described below.

Essential Questions:

1. How do you create and maintain a literate environment for yourself?
2. How do you create and maintain a literate environment for your classroom?
3. What are the essential elements of balanced reading and writing programs?
4. What are the strategies that good readers and writers use?
5. How do you teach those strategies and support children to become independent readers?

STUDENT LEARNING OUTCOMES

The California Standards of Program Quality and Effectiveness for the Reading Certificate and Reading and Language Arts Specialist Credential:

Standard 2: Developing Fluent Reading

The program provides each candidate with current research-based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels, including speakers of English and English language learners. The program provides instruction in: linguistic elements (including phonemic awareness and the phonological and morphological structure of the English language); decoding/word attack strategies (such as systematic instruction in sound-symbol relationships); spelling instruction; the role of extensive practice with appropriate materials (such as decodable texts); and skills and strategies that contribute to independent reading.

Standard 6: Areas of Study Related to Reading & Language Arts: Certificate Level

In the program, each candidate acquires a professional perspective through examination of research and research-based practice pertaining to how students learn how to read; the structure of the English language, including phonology, morphology, and orthography; second language acquisition; relationships among language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

Standard 8: Application of Research-Based & Theoretical Foundations

Each candidate articulates and applies an understanding of the research basis and theoretical foundations for instruction in reading and language arts, and of relevant research and theories pertaining to language, assessment and evaluation.

California Teachers of English Learners (CTEL)

Standard 4: Language Structure & Use

The program provides candidates with opportunities to develop research-based conceptual understanding of language systems, structures, forms, functions, and variation. The coursework requires candidates to analyze how language forms and structures (e.g., phonology and morphology, syntax and semantics) can affect English learners' comprehension and production of aural and written language forms, and to apply this knowledge to identify effective strategies to promote English learners' literacy and communicative competence. The coursework teaches candidates about language functions and variation (e.g., social functions, dialectical variations), and about discourse and pragmatics so that they can be directly applied to the instruction and assessment of English Learners in order to promote their language development, communicative competence, and academic achievement. The program also prepares candidates to identify and address areas in which to build positive transfers from the first language to the second and specific linguistic and sociolinguistic challenges English Learners may experience in developing social and academic English.

Standard 5: First & Second Language Development & Their Relationship to Academic Achievement

The program enables candidates to analyze current research-based theories, processes, and stages of language acquisition, including the cognitive processes involved in language acquisition and the difference between first- and second-language acquisitions. The coursework provides candidates with a broad and deep understanding of these theories, models, and processes of second language acquisition,

and requires candidates to demonstrate their application to instructional planning and practices for teaching literacy to English learners. The coursework provides candidates with materials, methods and assignments so that candidates can demonstrate an understanding of cognitive, linguistic, physical, affective, sociocultural, and political factors that can affect second language development. The program requirements require that candidates analyze how this knowledge can be directly applied to the instruction of English Learners in order to build upon students' prior knowledge and promote their language development and academic achievement.

COURSE REQUIREMENTS

Required Textbook

Gibbons, P. (1993). *Learning to Learn in a Second Language*. Heineman: Portsmouth, NH.

Routman, R. (2000). *Conversations. Strategies for Teaching Learning and Evaluating*. Heineman: Portsmouth, NH.

You will choose **ONE** of the chapters from the Gibbons book to present with your literature circle. During the first class session, the instructor will introduce these chapters and students will form groups.

Grading Standards

Overall Evaluation/Assessment Scoring Rubric

A=Exceeds Expectations: The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The graduate student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

Assignments and Points

- | | | |
|--|------|-------|
| 1. Personal Narrative | (15) | _____ |
| 2. Option A: Writing as a Way of Knowing or
Option B: Examining Children's Literacy Development | (20) | _____ |
| 3. Video-taped Guided Reading Strategies Analysis | (20) | _____ |
| 4. Gibbons Chapter Power Point of Key Ideas | (10) | _____ |
| 5. Literacy Lesson Demonstration | (10) | _____ |
| 6. WebCT Discussion Boards (5 x 5 points each) | (25) | _____ |

Attendance and Participation

You will be asked to participate in a variety of group activities, many of which will have direct applicability to your teaching in the classroom. That means that you must be present to benefit. Any absence from a class session will result in the loss of 8 points. Two absences will result in a grade letter reduction. Three absences will comprise over 20% of the class and would result in two grade letter reductions. You may make up ONE absence by participating in an approved Extra Credit Activity and submitting a 2 page written reflection. The reflection must follow the professor's criteria.

Overview of Assignments

All written work should be word-processed then posted as an attachment in WebCT.. You will not receive full credit for late work. (You may resubmit work with improvements when warranted and negotiated with the instructor, and still receive full credit when the original was submitted on time.)

1. Personal Narrative (15 points)

The purpose of this assignment is to give you experience as a writer. Teachers of reading and writing should be readers and writers themselves. Writing personal stories is the best way to start your own students' writing, so that they are writing about something they know. You will go through the writing process, assess yourself on the rubric, and eventually publish your piece. You may choose to write a literacy autobiography or focus on some other event that you will be able to share with your instructor as an example of your own writing and writing process.

2. Option A: Writing as a Way of Knowing (20 points) or Option B: Examining Children's Literacy Development

(see detailed assignment at the end of the syllabus) *Choose only one of these options.*

3. Video-taped Guided Reading Strategies Analysis (20 points)

(see detailed assignment at the end of the syllabus)

4. Gibbons Chapter Power Point of Key Ideas (10 points)

While reading the chapter you select from the text by Gibbons, you should keep a series of notes (margin notes/annotations, post-it notes in the book, separate paper notes, etc.) that you can use for later discussion, both on-line and face-to-face, with the instructor who has read the same chapter.

You will do a 10 minute power point presentation that includes a description of the big ideas in the chapter and insights about how this could enhance your literacy instruction overall.

5. Literacy Lesson Demonstration (10 points)

As an expert in your field, you will share a successful lesson, or try out a new one, with a small group in a 10 minute "mini lesson" demonstration. You will not present the "full blown" lesson that you might do with your class. Rather, introduce the lesson, engage your colleagues in a brief activity, and then just talk through how this has worked in your class, or how you want to use it if it is a new idea. Discuss how this lesson benefits your English Language Learners and the modifications you have made specifically to meet their needs.

6. WebCT Discussion Boards

(25 points)

On the weeks that we don't have "live" class, you will be assigned readings that you will post three responses to on the Discussion Board in WebCT.

What are the recommended and expected deadline due dates?

All three postings (an initial posting and two peer responses) are due by the dates listed; however please make your initial posting early in the week so that your peers will have a posting on which they can respond.

What does a "quality" discussion post look like?

You will be graded on the quality of your initial discussion board post and your responses to classmates (a total of 5 points for each posting).

EACH post includes:

- Discussion that relates to some aspect of the readings (initial posting) or response to your peer's posting that you can relate to other readings and/or your personal experience in (3 points)
- One or more critical thinking questions or thoughts to stimulate interaction (1 point)
- Postings contain outside research, for example, web links, articles, references to text, etc. (1 points)

ASSIGNMENT 2, DETAILED DESCRIPTION
Read “Option A” and “Option B.”
Decide which is more appropriate to your teaching situation.
Choose only one Option.

Option A: Writing as a Way of Knowing

In this assignment you will demonstrate your use of writing for different purposes to develop students' thinking in different settings and in response to different subject and content explorations. Writing is an effective tool to develop thinking across all subject matter explorations. Through a Written Commentary, three Assignments/Prompts, and two Student Responses to each of these prompts (taken from a 3-4 week period of instruction) you will show how you use writing as a strategy to support worthwhile goals for student learning. You will also provide evidence of your ability to describe, analyze, and evaluate student writing and use student work to reflect on your practice. **The assignments/prompts should demonstrate your strategies to engage students in writing as a means for exploration, analysis, and/or discovery in whatever subject area or unit is under study.**

Steps to take:

- Select two students who represent different kinds of challenges to you. One student must be an English Language Learner.
- Submit three different writing assignments/prompts related to the teaching you are doing over a 3 week period
- Submit the responses to each of these assignments/prompts from the two students you selected.
- Submit a Written Commentary that uses the Written Commentary Format (see below) to analyze and evaluate this teaching. See the RUBRIC that will be used to evaluate this assignment below.

Remember: You have two important choices to make: 1) you must choose how you will engage students to explore a theme or topic, 2) you will need to select students to feature. It is important to choose students whose responses to the assignments/prompts give you an opportunity to discuss your practice. For this reason, the best performing students in the class may not be the best choices. **The focus is on YOUR practice, not on the level of student performance.**

What is important is to choose assignments/prompts designed to engage students in writing as a means of exploration and discovery of important aspects of the subjects being studied.

The entire Written Commentary must be no longer than 10 typed, double-spaced pages. Suggested page lengths for each section are included to help you make decisions about how much to write for each of the four sections.

RUBRIC

The Level 4 rubric, the highest level of the rubric, specifically requires **clear, consistent, and convincing** evidence in your response that you:

- provide clear and consistent opportunities to engage students in meaningful exploration of ideas through the use of writing
- create instructional opportunities that help students to develop as independent learners and thinkers
- understand and are responsive to the varied needs and strengths of students
- have the ability to describe, analyze and evaluate student work and classroom instruction with insight about students and their writing as a means of thinking
- give students appropriate and constructive feedback
- engage in reflective thinking that suggests a clear understanding of past teaching and constructive suggestions for future teaching
- edit and proofread final drafts so that errors in spelling, punctuation, capitalization and usage do not impede comprehension.

Written Commentary Format:

The written commentary should include the following information under the bolded headings:

- 1. Instructional Context**
- 2. Planning**
- 3. Analysis of Two Student's Responses**
- 4. Reflection**

1. Instructional context

- *What is the name of your school and the location? What are the general demographic characteristics?*
- *What are the number, ages, and grades of the students in the class featured in this entry and subject matter of the class? (Example: There are 30 students in grade ten, ages fifteen and sixteen in the language arts class.)*
- *What are the relevant characteristics of this class that influenced your instructional strategies for this period of instruction: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the personality of the class?*
- *What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this period of instruction (for example, the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or literacy challenges of your students)? Give any other information that might help the reader “see” this class.*
- *What are the relevant features of your teaching context that influenced the selection of this period of instruction? This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, room allocation—own classroom or shared space) that are relevant to your response.*

[Suggested total page length for **Instructional Context: 1 page**]

2. Planning, e.g. topic or unit theme

- What are the instructional goals/objectives for this topic or theme?
- How do these goals support standards and other important student learning?
- What is the nature and flow of activities for this unit?
- Describe the three occasions in this period that led to the writing assignments and student responses.

[Suggested total page length for **Planning: 1-2 pages**]

3. Analysis of 2 Students' Responses, e.g. description of the kind of challenges the students represent, explanation of the knowledge, understanding, or insight you expected this particular student would gain from the writing assignments, conclusions you were able to make about the student's understanding at each point in time, ability of each student to develop ideas and express these ideas clearly in writing.

- *What are the relevant and important characteristics of each child you have selected? Why did you select each child? Give a brief sketch of each student, including any relevant information that will help readers to understand your assessment and instructional strategies. You might consider selecting one student with special needs, e.g. language level, gifted, specific disabilities, etc. and one child who might be considered average (if there is really such a thing.)*
- *What questions did you have about each student's cognitive development, and how did you gather information that helped you answer them? Include information about both formal and informal methods of assessment that you used.*
- *What are the relevant features of each student's developing abilities to produce and understand written language for varied purposes? What are the relevant features of each student's abilities to read and write? Be sure to focus on each student's skills as these relate to discrete features of text (e.g., vocabulary level, spelling, sentence structure, paragraph structure, sequencing of ideas, comprehension). Analyze specific work samples that support your discussion and explain other sources of information that you used.*
- *What patterns of behaviors (strengths, interests, needs, and preferences) does each student exhibit toward literacy-related activities? Discuss activities that involve reading, writing, and oral language (e.g., book reading, discussions, journals).*

[Suggested total page length for **Analysis of Two Student's Responses: 3-5 pages**]

4. Reflection: Use these questions as a guide:

- *How successful was your use of writing as a way for students to explore and discover important ideas and understandings? What is your evidence?*
- *If you were given the opportunity to teach this particular sequence again with these students, what are alternative strategies you might use? Why?*
- *What did the student responses to these assignments reveal about multiple perspectives among your students? What is the evidence for your answer?*

[Suggested total page length for **Reflection: 1-2 pages.**]

What follows are some ideas intended to give you a clearer picture of ways teachers with different areas of specialized knowledge and/or teaching assignments might approach this assignment. These are not requirements, but rather descriptions of some of the possibilities.

- For teachers who structure their work around interdisciplinary units, the three occasions for writing might be related by the theme of the unit rather than by the particular subject area being explored through writing. For example, if students are studying the Civil War, they might write a letter to President Lincoln outlining a plan to free slaves and offering suggestions as to how to deal with the newly freed population. They might make a journal entry speculating on what it was like to be someone their own age from the South and/or North during this time. Finally, they might write a description of a Plantation before and after the War.
- If students are studying the impact of sunlight and water on plant growth, they might record their observations in a journal. Then they might write a paragraph applying what they have observed to a particular hypothesis, confirming or disconfirming the hypothesis. Finally, they might find an article about the effects of sunlight on plant habitats in very different parts of the world and write a summary of these effects.
- If students are reading a novel, they might write brief personal responses in their journals. Then they might choose a character to write to or examine why that character behaves as he or she behaves. Finally, students might write about a connection they have made between this novel and some other piece they have read or viewed during this year.
- If students are studying surface area and volume they might explain in words how they arrived at a particular solution to a problem. Then they might keep track in their journals of instances in the everyday world of objects or situations for which determining the volume and/or surface area of objects would be important, and explain why. Finally, they might write an account of what they have learned about a particular part of this area of study for a student who has missed a class.

ASSIGNMENT 2, DETAILED DESCRIPTION
Read “Option A” and “Option B.”
Decide which is more appropriate to your teaching situation.
Choose only one Option.

Option B: Examining Children’s Literacy Development

Accomplished Early Childhood/Generalists use their knowledge of child development and their relationship with children and families to understand children as individuals and to plan in respect to their unique needs and potentials. They use this knowledge and observations to create challenging, meaningful, and engaging learning experiences. They select experiences and approaches to instruction that ensure equitable participation while creating a safe and secure learning environment (National Board for Professional Teaching Standards).

What Do I Need To Do?

In this assignment, you will demonstrate your skill in assessing and supporting children’s literacy development. You will describe the ways in which you foster literacy in your classroom. You will also analyze work samples from two children, discuss their development, and outline your approach to supporting their learning. You will provide evidence of your ability to describe, analyze, and evaluate student literacy development, help parents support their child’s literacy development, and reflect on your practice. This assignment is designed to capture your ability to assess and support children’s literacy development.

Selecting the students

You have two important and interconnected choices to make for this assignment. The first is the selection of the children whose literacy development you want to feature. You may want to collect work samples for twice the number of students this assignment requires you to feature. Collecting extra student work samples will give you more choices when deciding which students to feature, and will ensure that you have sufficient work samples in the event that a student permanently leaves your class prior to the completion of all assignments for your featured lesson for this entry. You should choose two children who allow you to display the depth of your understanding of literacy and your skill in nurturing children’s literacy development. These children may reflect any level of literacy skill. One child must be an English Language Learner. The children you choose to feature need not be able to write connected text. It is not necessary that the children you select to feature make dramatic gains over the time span covered by this entry. **The focus is on your teaching practice, not on the level of student performance.**

Selecting materials

The second choice you have to make is the selection of student work samples that you will use to discuss the children’s literacy development. You may submit the student work samples in three different forms: either as dictation and drawing, dictation and writing, or as writing alone. (See the section “Selecting options,” below, for more detail.) The specific work samples from these children allow you to demonstrate how you have assessed their abilities and how you have used this information to promote their learning. You will need to submit student work samples that consist of the children’s writing or dictation collected from three distinct points in time. **The time span covered by these student work samples should be at least four weeks. However, if you have samples from the beginning of the year, a more lengthy time period is helpful.** What you submit will differ depending on whether the children you are describing are able to write connected texts.

Selecting options

Option 1: Dictations and Drawing/Brief Writing Samples

This option is intended for children who have limited ability to use print in conventional ways. Such children are likely to be able to produce marks that reflect their understanding of the nature and uses of print, but these marks do not reflect conventional ways of forming letters. At the same time, these children are able to tell stories, report events, draw pictures, and describe objects. Document the child's emerging literacy skills by collecting student work samples. Strive to collect samples that reflect a broad range of the ways that children use print and oral language. The samples you collect must:

- cover a span of time of at least six weeks and be taken from three distinct points in time;
- include three samples of each child's writing and/or drawing. Each sample must be accompanied by a dictation that you wrote as the child described the sample or told you a story based on the sample. Altogether, the samples and dictations must total no more than 12 pages. (Three pages of student writing and/or drawing for each child and three pages of teacher dictation for each child);
- include both the illustration and the writing on the same side of the page (if you choose to include illustrations);
- include all translations of the dictation in English.

Option 2: Samples of Extended Writing

This option is intended for children who are able to express themselves in writing, alone or with support. (Submissions of work samples with illustrations are acceptable.) Select samples that reflect each child's ability to do different kinds of writing (e.g., story, report, poetry). The student work samples you collect must:

- cover a span of time of at least six weeks and be taken from three separate points in time;
- include three samples for each child. Altogether, these must total no more than 6 pages of student work;
- be first drafts produced by the child in the context of normal classroom routines. Be accompanied by a typed copy that you produce on a separate piece of paper. Do not change the child's words; simply provide a legible version uses conventional spelling. The typed pages do not count toward the page limit; only student work pages count toward the page limit.

For this assignment, you will submit the following:

- Submit a Written Commentary that uses the Written Commentary Format (see below) to analyze and evaluate this teaching. The commentary will provide a context for your instructional choices and analyze and evaluate your support for these children's literacy development. See the RUBRIC that will be used for evaluating this assignment is below.

The entire Written Commentary must be no longer than 10 double-spaced pages. Suggested page lengths for each section are included to help you make decisions about how much to write for each of the four sections.

RUBRIC

The Level 4 rubric, the highest level of the rubric, specifically requires **clear, consistent, and convincing evidence** in your response that you:

- set high, worthwhile, and appropriate goals and objectives for student learning;
- foster an equitable, accessible, and fair learning environment in which students are encouraged to participate and are shown appreciation of and respect for their individual differences and unique needs;
- use varied assessment methods, both formal and informal, to pursue questions about the nature of the selected children’s literacy and language abilities, to gain deeper understanding of the children, and to monitor the children’s progress over time;
- use information gained from assessment to support literacy and/or language development in ways that reflect consideration of the selected children’s strengths, interests, and needs;
- are able to describe the children’s preferences, strengths, and weaknesses in reading, writing, and oral language, including both skills and higher-level processes;
- provide rich and varied opportunities for children to use reading, writing, and oral language in interconnected ways;
- draw on families’ knowledge to better understand factors that influence children’s literacy development and dispositions to learning, and, in turn, provide useful information to families to help them enrich and extend their children’s school-based learning; and
- analyze, evaluate, and strengthen the quality and effectiveness of your work through reflection.
- edit and proofread final drafts so that errors in spelling, punctuation, capitalization and usage do not impede comprehension.

Written Commentary Format

The Written Commentary has been divided into sections with specific questions to help organize and direct your response. Your Written Commentary must address the following italicized questions and be organized into four sections using the headings that appear in boldface below.

1. Instructional Context

2. Analysis of Two Children’s Literacy Development

3. Supporting Literacy Development

4. Reflection

Below, find the detailed descriptions of each of the four sections of the Written Commentary. Statements in plain text that immediately follow an italicized question in the descriptions will assist you in interpreting the question.

1. Instructional Context

In this section, address the following questions about your selected class:

- *What is the name of your school and the location? What are the general demographic characteristics?*
- *What are the number, ages, and grades of the students in the class featured in this entry and subject matter of the class? (Example: There are 24 students in grade two, ages seven and eight in the language arts class.)*
- *What are the relevant characteristics of this class that influenced your instructional strategies for this period of instruction: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the personality of the class?*
- *What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this period of instruction (for example, the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)? Give any other information that might help the assessor “see” this class.*
- *What are the relevant features of your teaching context that influenced the selection of this period of instruction? This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, room allocation—own classroom or shared space) that are relevant to your response.*

[Suggested total page length for **Instructional Context: 1 page**]

2. Analysis of Two Children’s Literacy Development

Select two students who represent different challenges to you. One must be an English Language Learner.

- *What are the relevant and important characteristics of each child you have selected? Why did you select each child? Give a brief sketch of each child, including any relevant information that will help readers to understand your assessment and instructional strategies. You might consider selecting one child with special needs, e.g. language level, gifted, specific disabilities, etc. and one child who might be considered average (if there is really such a thing.)*
- *What questions did you have about each child’s literacy development, and how did you gather information that helped you answer them? Include information about both formal and informal methods of assessment that you used.*
- *What are the relevant features of each child’s developing abilities to produce and understand oral language for varied purposes? What are the relevant features of each child’s abilities to read and write? Be sure to focus on each child’s skills as these relate to discrete features of text (e.g., sounds, letters, words) as well as larger units (e.g., sentences, accounts of personal experiences, comprehension, stories). Analyze specific work samples that support your discussion and explain other sources of information that you used.*
- *What patterns of behaviors (strengths, interests, needs, and preferences) does each child exhibit toward literacy-related activities? Discuss activities that involve both print and oral language (e.g., book reading, discussions, journals, and dramatic play).*

[Suggested total page length for **Analysis of Two Children’s Literacy Development: 3-5 pages**]

3. Supporting Literacy Development

In separate sections labeled with each student's first name, address the following questions:

- *How do you ensure fairness, equity, and access for each student you have selected? Cite specific examples.*
- *In what ways did the materials and the daily routines in your classroom support each featured child's literacy development?*
- *What instructional strategies will you employ in the coming weeks to support each child's learning objectives? Explain why you have chosen these strategies and objectives. Describe how they connect with your assessment of each child's abilities stated in the preceding section, "2. Analysis of Two Children's Literacy Development."*
- *Which strategies did you employ to help each selected child's family foster their child's literacy development? Explain why you selected these strategies, how you used them over this period of time, how you fostered two-way communication, and how each child benefited.*

[Suggested total page length for **Supporting Literacy Development: 2-3 pages**]

4. Reflection

In this section, address the following questions:

- *How successful was this planned learning experience? What is your evidence?*
- *If you were given the opportunity to teach this particular sequence again with these students, what alternative strategies would you use? Why?*

[Suggested total page length for **Reflection: 1-2 pages**]

ASSIGNMENT 3, DETAILED DESCRIPTION

Videotape of Guided Reading Lesson Analysis

“Guided reading is any reading instruction in which the teacher guides one or more students through any aspect of the reading process: choosing books, making sense of text, decoding and defining words, reading fluently, and so on.” (from Routman, (2000). *Conversations. Strategies for Teaching Learning and Evaluating*. Heineman: Portsmouth, NH. p.140.)

Every time you are with students there is an opportunity to teach. Routman suggests that we always ask ourselves:

What am I teaching?

Have I chosen an appropriate text?

Is this time being well spent?

Am I teaching for understanding?

Am I fostering independence? (p. 141)

Use these questions as you develop a guided reading lesson to teach your students. Write a lesson plan that includes Before Reading, During Reading, and After Reading Strategies. Videotape the lesson and view it. Using a Description, Analysis, Reflection format write about the lesson and your teaching. Include any handouts you use or create.

Steps for analyzing your video clip

- Watch your videotape carefully. You may want to watch more than once. Be aware of your and your students' nonverbal behavior, such as facial expressions and body language.
- Your analysis need not cover the entire videotape. A 15-20 minute clip is sufficient. Take notes regarding 1) any particular instructional challenges offered by the students in the class, 2) the learning objectives for the lesson, 3) your opinion about the overall success of the lesson (i.e., were the objectives achieved) and the evidence you have for your opinion, and 4) a description of any instructional materials used in the lesson.
- In narrative form, analyze your notes and video. Use the following questions as a guide.
 1. What is the objective of the lesson? What important content concepts do you want the students to understand?
 2. What before, during, and after reading strategies did you use?
 3. What is the extent of classroom involvement (e.g., are the same students doing all the talking?)
 4. Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction?
 5. How do you interact with your English Language Learners? What literacy development opportunities to take advantage of? What opportunities did you miss?
 6. What kinds of questions do you ask? Can all questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer or approach? Do you ask students to compare or evaluate alternative interpretations or strategies?
 7. Was there opportunity for students to ask questions? How would you categorize the students' questions (e.g., did the indicate confusion and a need for clarification or understanding and extension)?
 8. What roles (e.g., expert, facilitator, co-learner) did you play in the videotape? Was each role appropriate for the situation?
 9. What kinds of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences?

10. What instructional opportunities did you take advantage of?
11. What instructional opportunities did you not take advantage of? Why?
12. What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong? Do students talk to each other as well as to you?
13. Do you push students to take risks, to speculate, to offer conjectures about possible approaches, strategies and interpretations?
14. Were the learning objectives for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What is the evidence for your answers, both in the video clip and from other sources?
15. Share your findings and reflections with your grade level group in a roundtable discussion.

Criteria for Guided Reading Lesson Videotape Analysis

Writer's Name _____ Rater's name _____

In each of the following criteria, the writer should perform a self-assessment by placing an X in the appropriate box.

Criteria	Very Competent	Competence	Limited Competence	Resubmit with revisions
Guided Reading Lesson includes before, during, and after reading strategies				
Content is comprehensive, answering all guide questions				
Includes examples, facts, details, anecdotes, etc. as evidence to support statements				
Shows evidence of editing and proofreading final draft so that errors in spelling, punctuation, capitalization and usage do not impede comprehension.				
Uses research and references where appropriate using APA style				

Comments:

STUDENT RELEASE FORM

Dear Parent/Guardian:

I am participating this school year in a graduate program at California State University San Marcos. The primary purposes of my program are to enhance student learning and encourage excellence in teaching.

A current project requires that short videotapes of lessons taught in your child’s class be conducted. Although the videotapes involve both the teacher and various students, the primary focus is on the teacher’s instruction, not on the students in the class. In the course of taping, your child may appear on the videotape. Also, at times during the year, I will be asked to submit samples of student work as evidence of teaching practice, and that work may include some of your child’s work.

No student’s name will appear on any materials that are submitted. All materials will be kept confidential. The form below will be used to document your permission for these activities.

Sincerely,

_____, Teacher

_____, Principal

PERMISSION SLIP

Student Name: _____

I am the parent/legal guardian of the child named above. I have received and read the letter above and agree to the following:
(Please check appropriate line below.)

_____ **I DO** give permission to you to include my child’s image on videotape as he or she participates in class and to reproduce materials that my child may produce as part of the activities. No names will appear on any materials.

_____ **I DO NOT** give permission to videotape my child or to reproduce materials that my child may produce as part of the classroom activities.

Signature of Parent of Guardian: _____ Date: _____

FORMULARIO DE AUTORIZACION

Estimado padre o madre de familia, encargado o tutor:

Este año soy uno de los participantes en un programa de estudios avanzado en la Universidad de California, San Marcos. El propósito de este programa es mejorar el aprendizaje de los alumnos y fomentar la excelencia en la enseñanza.

Este proyecto requiere que yo exhiba videos de las lecciones que doy en el grupo de su hijo(a). Aunque en los videos aparecen el maestro y sus estudiantes, la atención se centra en el maestro y su manera de enseñar, no en los estudiantes. Al grabar mi clase, su hijo(a) podría aparecer en el video. También, se le pide al maestro que exhiba muestras del trabajo de sus estudiantes en varias ocasiones durante el año como evidencia de su práctica de enseñanza. El trabajo de su hijo(a) podría ser incluido en esas muestras.

Los apellidos de los estudiantes no aparecerán en los materiales que se exhiban. Todos los materiales serán confidenciales. El formulario que aparece abajo será utilizado como prueba de su autorización para que su hijo(a) pueda ser incluido(a) en estas actividades.

Atentamente,

_____, Maestro(a)

_____, Director(a)

AUTORIZACION

Nombre del (de la) Estudiante: _____

Yo soy padre, madre, encargado o tutor legal del (de la) estudiante que se menciona arriba. Ha recibido y leído su carta y expreso lo siguiente:

(Por favor marque abajo en el cuadro correspondiente)

_____ **DOY** mi autorización para que la imagen de mi hijo(a) aparezca en el video al participar en clase y para que se haga copia de los materiales que él (ella) pueda llegar a producir como parte de sus actividades en el salón de clases. Los apellidos de los estudiantes no aparecerán en los materiales que el maestro exhiba.

_____ **NO DOY** mi autorización para grabar a mi hijo(a) ni para que se haga copia de los materiales que él (ella) llegue a producir como parte de sus actividades en el salón de clases.

Firma del padre o madre, encargado o tutor: _____ Fecha: _____

Assignment Descriptions

Successful completion of all reading and writing assignments, written lessons, and presentations on time All written work should be word-processed. You will not receive full credit for late work. (You may resubmit work with improvements when warranted and negotiated with the instructor, and still receive full credit when the original was submitted on time.)

Personal Narrative

The purpose of this assignment is to give you experience as a writer. Teachers of reading and writing should be readers and writers themselves. Writing personal stories is the best way to start your own students' writing, so that they are writing about something they know. You will go through the writing process, assess yourself on the rubric, and eventually publish your piece. You may choose to write a literacy autobiography or focus on some other event that you will be able to share with your instructor as an example of your own writing and writing process.

Option A: Writing as a Way of Knowing

or Option B: Examining Children's Literacy Development

(see detailed assignment at the end of the syllabus) *Choose only one of these options.*

Video-taped Guided Reading Strategies Analysis

(see detailed assignment at the end of the syllabus)

Gibbons Chapter Power Point of Key Ideas

While reading the chapter you select from the text by Gibbons, you should keep a series of notes (margin notes/annotations, post-it notes in the book, separate paper notes, etc.) that you can use for later discussion, both on-line and face-to-face, with the instructor who has read the same chapter.

You will do a 10 minute power point presentation that includes a description of the big ideas in the chapter and insights about how this could enhance your literacy instruction overall.

Literacy Lesson Demonstration

As an expert in your field, you will share a successful lesson, or try out a new one, with a small group in a 10 minute "mini lesson" demonstration. You will not present the "full blown" lesson that you might do with

your class. Rather, introduce the lesson, engage your colleagues in a brief activity, and then just talk through how this has worked in your class, or how you want to use it if it is a new idea. Discuss how this lesson benefits your English Language Learners and the modifications you have made specifically to meet their needs.

EDUC 606 Due Dates
Fall 2008

DATE	TOPIC	DUE
Aug 28	Course Overview Form Literature Circles for Chapter Groups (Garza and Powell)	
Sept 4	Second Language Learners (Quioco) Overview of Assignments (Garza)	Sign in to WebCT; Introduce yourself
Sept 11	Middle and High School Struggling Readers (Daniels) Emergent Literacy and Theories of Literacy Learning (Powell)	
Sept 18	No Class - WEB CT DISCUSSION	Routman Chapters 1-5
Sept 25	Writing Instruction (Stowell) Academic Language and ELLs (Garza) Using Literature to Promote Literacy (Garza)	Personal Narratives
Oct 2	No Class - WEB CT DISCUSSION	Routman Chapters 6-10
Oct 9	Reading in the Content Area (Stall) Phonics, Spelling, Vocabulary and Comprehension Instruction (Powell)	Gibbon's Chapter Presentations
Oct 16	Reading and Writing Across the Curriculum Literacy Lesson Demonstrations (Garza)	Literacy Lesson Demonstrations
Oct 23	No Class - WEB CT DISCUSSION	Routman Chapters 11-15
Oct 30	No Class - WEB CT DISCUSSION	Cummins and Dudley-Marling Articles
Nov 6	Guided Reading Lesson Videotape Share Out (Garza)	Guided Reading Videotape
Nov 13	No Class - WEB CT DISCUSSION	Feldman and Orellana Articles
Nov 20	Literacy Assessments (Powell)	Option Assignment
Dec 4	Conclusions and Reflections (Garza & Powell)	