

COLLEGE OF EDUCATION

EDUC 613

Reading and Writing Strategies for
Monolingual and Bilingual Learners

Fall 2003

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Class: UH-441 **Time:** 5:30-8:15

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)

COURSE DESCRIPTION

This course focuses on the examination of the theory, research and practices that affect reading and writing for monolingual and bilingual students. Based on current theory, practices, and researched-based skills and knowledge about instructional strategies, the following elements of a balanced reading program are covered in this course:

- The development of instructional strategies, aligned with ongoing formal and informal assessment, that meet the needs of all students—proficient readers and writers, struggling students, English language learners, etc.
- A review of the structure of the English language and how reading and writing acquisition are affected by phonology, morphology, syntax, and semantics; second language acquisition; models of bilingual education; relationships among language, spelling, reading, and writing; and psychological and sociolinguistic aspects of reading and writing. Including transfer strategies from primary language reading skills into English language reading skills and how second language learners develop literacy in culturally appropriate contexts.
- The development of fluent reading in students at all grade levels, including speakers of English and English language learners.
- Reading comprehension strategies (e.g., text analysis, thinking and study strategies, and independent reading of high quality books), including foundational skills in academic language, background knowledge, concept formation, and vocabulary development.

California Commission on Teacher Credentialing Standards

This course has been aligned with the Standards of Program Quality and Effectiveness for the Reading Certificate and Reading Specialist Credential (1998) as approved by the California Commission on Teacher Credentialing. These standards have been integrated thematically throughout the courses offered by the Literacy Program in the College of Education. Particularly, this course addresses the following standards: Developing Fluent Reading; Comprehension and Study Strategies; and Preparation for Meeting and Reading and Writing Needs of All Students.

CLAD Emphasis

This course addressed the California Commission on Teacher Credentialing requirements for the Crosscultural Language and Academic Development (CLAD) emphasis. This course specifically addresses standards/competencies associated with language and culture, models of bilingual education, and

instructional strategies that support the oral language development, reading and writing of English language learners.

COURSE REQUIREMENTS

Required Texts

Calkins, L. (2001). *The Art of Teaching Reading.* Longman

Echevarria, J., & Graves, A. (2003). *Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities, 2nd Edition.* Allyn and Bacon.

Garcia, G. Editor. (2003). *English Learners: Reaching the Highest Levels of English Literacy.* International Reading Association.

Optional Texts

Brice, A. (2002). *The Hispanic Child: Speech, Language, Culture, and Education.* Allyn and Bacon.

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 (93-100)	B+ (87-89)	C+ (77-79)	D+ (67-69)
A- (90-92)	B (83-86)	C (73-76)	D (63-67)
	B- (80-82)	C- (70-72)	D- (60-62)

ASSIGNMENTS

Attendance and Participation

(15 points)

You are expected to attend all class sessions, to participate actively in class activities, and to complete all required readings and projects by the assigned date.

Chapter Presentation

(20 points: Sign Up List)

Groups will present a chapter they've chosen from the Garcia text, *English Learners*. Follow these steps when preparing and presenting:

- Identify the main theme/argument and key ideas of the chapter and represent them graphically.
- Describe the key ideas using details.
- Explain how the key ideas are connected to/support the main theme/argument
- Share any critique, conclusions, or questions you have related to the chapter.

Text Analysis:**(15 points: 10/2/03)**

You will prepare a 5 page paper that includes:

- A brief introduction to your classroom and language arts curriculum (specify your grade level.). Identify the types of text structures that you are currently using in your classroom. List the types of texts (e.g., picture books, traditional literature, textbooks, informational books, fiction, biographies, poetry, commercial reading programs, computer programs, classroom writings – science reports, charts, posters, etc.) currently used in your classroom. Include 2 examples of each type.
- A discussion on how the features and structure of these texts can support reading and writing fluency, reading comprehension, content learning, and learning about text structure? What are the implications of using a variety of texts (refer to course readings and/or additional references). In other words, how do the texts present in your classroom library support reading and writing fluency, reading comprehension, vocabulary development and content learning, as well as serve as writing models.
- Identify types of text you are not currently using in your classroom, reflect on literacy learning implications, and brainstorm ideas on how you can start to include them in your curriculum.

Strategy Presentation**(20 points: 11/06/03)**

You will prepare a presentation for whole class and a paper of 1 to 2 pages.

The presentation will include:

- A brief overview of the strategy that you choose to implement with your students (tie this to a theoretical and research base)
- A description of how you implemented the strategy (includes a brief demonstration)
- Examples of student work and discussion of your assessment of how this strategy supported or did not support your students' reading/writing
- Recommendations on the usefulness of the strategy for native English-speaking students and for students learning English

The paper will include:

- A rationale or a reason for selecting the particular reading/writing strategy based on assessment.
- A description of the strategy (and any adaptations you made to it and why you made them)
- An assessment of how the strategy worked as evidenced in student work. You may include an evaluation of student work using either a rubric or other standards.

Reading Intervention Study**(20 points: 11/13/03)**

You will prepare a 6 page paper about a reading intervention you will try with a small group of students needing help with their reading. The paper will include the following:

The pretest:

- A description of the need the readers have that calls for a reading intervention and the basis for concluding that they have this need (formal or informal assessment data need to be included).

The intervention:

- A description of the intervention you will try with the small group
- An explanation of why you think it is an appropriate intervention
- A record of what you did and how the children responded

The post-test

- An explanation of to what extent (formal/informal assessment data need to be included), how (what was the positive, neutral, and/or negative results) and why this intervention did or did not work in the ways that were expected.

Reflection

- Write a one page reflection on the process and what you learned about assessments, pre-tests and post-tests, and specific interventions. What would you do differently next time? What was valuable about the experience? How can you use this experience to further your development as a reading specialist?

Course Schedule

Date	Topic	Readings
Session 1 September 4	If reading is a way of thinking then reading instruction is teaching readerly thinking Assessment	CALKINS 8 (p. 142 – 155)
Session 2 September 11	Building a Portrait of the Reader, Assessment Instructional strategies are...	CALKINS 9 (p. 159-166) ECHEVARRIA 1 (p. 2 – 20)
Session 3 September 18	Personal Response to Text Affective Issues, L1 Role Research-based instruction is...	CALKINS 25 (p. 513 – 123) ECHEVARRIA 4 (p. 77 – 90)
Session 4 September 25	Textual Analysis, Elements of Story and Structures of Informational Text Textual Adaptations	CALKINS 22 (p. 459 – 468) (p. 372 – 380) ECHEVARRIA 6 (p. 131 – 137)
Session 5 October 2	L1 in L2 Acquisition & Comprehension Inference, & Interpretation as Process, Theories of learning are...	CALKINS 23 (p. 475 – 482) ECHEVARRIA 2 (p. 35 – 44)
Session 6 October 9	Factors Affecting L2 Acquisition Sheltered Instruction Comprehension in Reading	Due: Text Analysis ECHEVARRIA 3 (53 – 61, 71 – 73) CALKINS 9 (p. 166- 173)
Session 7 October 16	Coaching Readers Mini Lessons Instructing in Strategies	CALKINS 10, 6 ECHEVARRIA 5
Session 8 October 23	Scaffolding Thoughtful Reading Instructional Conversations Comprehension	CALKINS 15 (p. 305 – 319) ECHEVARRIA 7 (151 – 166)
Session 9 October 30	Selection of Reading Materials Leveled Readers Curriculum Adaptations	CALKINS 7 ECHEVARRIA 5
Session 10 November 6	Strategies for Instruction and for Learning	Due: Strategy Presentation
Session 11 November 13	Talking and Writing to Develop Ideas Oral Language Development Book Talks	CALKINS 18 (and 12)
Session 12 November 20	Teaching the Parts of Language: Phonics and Word Study	Due: Reading Intervention Study
Session 13 November 27	A History of Challenges Factors Affecting L2 Acquisition	ECHEVARRIA 1 (p 20 – 21, 32- 34, 44 – 48)
Session 14 December 4	Relationships between Writing, Reading, and Oral Language	CALKINS 24 (p. 493 – 499)
Session 15 December 11	Exploring an Expanded Repertoire of Instructional Strategies	