

Reading and Writing Strategies for Monolingual and Bilingual Students
EDUC 613
Fall 2002
Thursdays, 5:30 – 8:15 p.m.; UH 440

Instructor : Malu Dantas, Ph.D.
Office Location: University Hall 417
Office Hrs.: By appointment
mdantas@csusm.edu
750-4275 (office); 630-7411 (home)

COE Mission Statement

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

By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning, we learn.

Roland Barth

Course Syllabus and Schedule

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 research-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 the Reading and Writing Needs of All Students.

CLAD Emphasis. This course addresses 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.

Required Texts:

Allington, R. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Longman.

Dantas, M. L. (2002). EDUC 613 Readings. Available at CopyServe.

Peregoy, S., & Boyle, O. (2001). *Reading, writing and learning in ESL: A resource book for k-12 teachers*, 3rd ed. New York: Longman.

Reyes, M. de la L., & Halcón, J. J. (2001). *The best for our children: Critical perspectives on literacy for Latino students*. New York: Teacher College Press.

* **CopyServe** - located in San Marcos at 745 Rancho Santa Fe Rd. Tel. (760) 599-9923

Select one (or more) of the following books to be used in class projects:

Allen, J. (2000). *Yellow brick roads: Shared and guided paths to independent reading 4-12*. Portland, Maine: Stenhouse.

Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, Maine: Stenhouse.

Hoyt, L. (1999). *Revisit, reflect, retell: Strategies for improving reading comprehension*. Portsmouth, NH: Heinemann.

Hoyt, L. (2000). *Snapshots: Literacy minilessons up close*. Portsmouth, NH: Heinemann.

McLaughlin, M., & Allen, M. B. (2002). *Guided comprehension in action: Lessons for grades 3-8*. Newark, DE: IRA.

Moore, D.W., Moore, S.A., Cunningham, P.M., Cunningham, J.W. (1998). *Developing readers and writers in the content areas K-12*, 3rd ed. New York: Longman.

Portalupi, J., & Fletcher, R. (2001). *Nonfiction craft lessons*. Portland, Maine: Stenhouse.

Sadler, C. R. (2001). *Comprehension strategies for middle grade learners: A handbook for content area teachers*. Newark, DE: IRA.

Tierney, R.J., & Readance, J.E. (2000). *Reading strategies and practices: A compendium*, 5th ed. Needham Heights: Allyn and Bacon

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, Maine: Stenhouse.

Course Requirements and Assignments

Attendance: You cannot receive an “A” if you miss more than two classes or are late (or leave early) for more than three sessions; and you cannot receive a “B” if you miss more than three classes (COE Attendance Policy, 1997). If you must be absent, please call and leave a message at my office. If you have extraordinary circumstances in your life that will impact your attendance and completion of assignments, please let me know.

Participation (10 pts.)

Your preparation for class, active participation and contribution to discussions at each class session are essential. The nature of this class relies heavily on classroom dialogue. You are expected to provide constructive feedback and relate discussions to the readings and your own experiences. Please do not bring outside work to class and make sure to turn off your cellular phone before coming to class.

Book Club: What do Latino Educators have to tell us? (20 pts.)

Due: See course schedule

For most of our class sessions, 1-2 chapters of Reyes and Halcón’s (2001) book, “The best for our children: Critical perspectives on literacy for Latino students,” have been assigned for close reading and discussion. You are expected to engage in ongoing class discussions, connect course readings, and relate course readings to your own experiences/views and current educational context and political climate in California. In addition, an important part of our book club is to discuss the implications to literacy teaching practices that allow rich, successful learning opportunities for second language learners.

Points will be given based on instructor and self-evaluation. More information will be provided in class.

Topic Presentation (15 pts.)

Due: Sign up list

Group leaders on a particular course topic will lead group discussions (approximately 60 min.). Choose from one of the course topics and collaborate with another student as the expert on that topic. Meet with your group beforehand to brainstorm ideas on how to present the topic and lead group discussions. *Meet with me the week prior to your day to lead to discuss your group ideas.* Turn in a brief one-page outline of your topic presentation.

Follow these steps when organizing and leading group discussions:

1. Introduction to topic (5 pts.): Brainstorm ways of introducing your topic by reviewing content and connecting it with students’ experiences. For example, you can use a concept web, KWL chart, quickwrites and pair-share, list-group-label or word map activities, discussion of quotes from readings, etc. The purpose of this introduction is to provide a quick review of content previously read by all students (rather than summaries of the readings), and set the stage to group discussions.

Note: You may select 3-4 critical questions to guide the class members’ readings for that topic, help them synthesize and think about the readings, find connections across the readings, and make connections to prior readings and classroom experiences. You may also provide brief questionnaires or “homework” involving students’ assessment of their classroom/teaching/curriculum in relation to the content of your topic. *These questions and/or other requests are to be distributed the week prior to your topic presentation.*

2. Group discussions (10 pts.): Select an activity(ies) that will promote classroom dialogue, active engagement and/or practice of teaching strategies. Examples: jigsaw; reading/ written response and discussion of quotes; two-side debate on a controversial topic; literature circles; drama; examination and discussion of guided reading and/or trade books; practice of strategies suggested in the readings; etc (see course readings for other ideas). These activities should allow the opportunity to expand our understanding of each topic; to reflect on the readings (their theoretical and research-base) and ask questions; and to discuss teaching implications for monolingual and bilingual students. **All students are expected to contribute to the discussion.**

3. Closing (5 pts.): Group leaders will decide on how to close their lesson, and debrief the content discussed and teaching strategies used during the topic presentation. E.g., providing a synthesis of their group discussions and process, connecting group discussions and experiences with initial conversation during the introduction, asking students to write and share one thing that they will take out of this session, etc.

Strategy Presentation (15 pts.)**Due:** Sign up list

Select one minilesson topic on a reading and/or writing strategy(ies) from one or more of the books listed as optional. Select a strategy that you will be able to implement with your class or a small group of students. Prepare a presentation to the entire class. The strategy presentation must have a **write-up** (1-2 pages) that includes:

- A rationale or a reason for selecting the particular reading and/or writing strategy(ies). This rationale should be based on the needs of your students as determined by some kind of assessment or assessments. Identify the assessment(s) in your write-up.
- A description of the strategy or strategies, including any changes or adaptations you made to the strategies and why. Remember that there is no perfect strategy - only strategies that serve to scaffold the learning of your students based on their needs as you have identified with multiple assessments. In case you choose to implement a reading strategy, make sure there is a demonstration of how writing was used to support reading comprehension and meaning making.
- Include information on adaptations/ accommodations/ differentiated instruction and levels of scaffold provided in order to meet the needs/ interests/ strengths of your group of students.
- Include an assessment of how the strategy or strategies worked as evidenced in student work. You may include an evaluation of student work using either a rubric or other standards that were made clear to students before and during the teaching. **Student work must be included in your presentation.**

Strategy presentations (15-20 minutes): – make sure to provide:

(1) a brief overview of the strategy (tie this to a theoretical and research base); (2) a description of how you implemented it (You may briefly demonstrate it); (3) examples of student work and discussion of your assessment of how this strategy supported or not your students' reading/writing; and (4) recommendations on the usefulness of the strategy for native English-speaking and second language learners. **Bring a copy of your strategy paper for all class members.**

Text Analysis (15 pts.)**Due:** October 24

Identify the types of text structures that you are (and are not) currently using in your classroom. How can the features and structure of these texts support reading and writing fluency, reading comprehension, content learning, and learning about text structure? (see readings for session 8 and 9).

Prepare a paper (5 pages minimum) that includes:

- A brief introduction to your classroom and language arts curriculum (specify your grade level.). A list of 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 the implications of using a variety of texts (refer to course readings and/or additional references). That is, how 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.

Case study of an English language learner (25 pts.)**Project outline/Due:** November 14**Final project/ Due:** December 19

Select a student who is an English learner. This student should be someone who concerns you in terms of achievement in reading and writing. Prepare a case study on this student following these steps:

- I. Gather information about your student. What assessment was used when the student enrolled? IPT?

Woodcock-Muñoz? LAS? What was the English proficiency score? What was the primary language score? (if available) What kind of program is the student enrolled in? (Primary language on a waiver, two-way immersion with a waiver, structured English immersion, ESL pullout, etc.). Look at the home language survey to determine what language is spoken in the home. Also note on the same survey what language the child first spoke and the language the child speaks in the home. If possible, gather information from the student's parents about his/her interests and experiences outside school.

- Observe the student and take anecdotal records (we will practice it in class) of his or her behavior during reading and writing activities, and conversational and academic language skills in the classroom and at a

different setting (e.g., playground). What is his/her level of participation in classroom situations? Does s/he use English or appear fluent in English when playing and talking with friends?

- Interview the student about his/her perceptions about reading and writing. A survey is attached (English and Spanish).

- II. Analyze the information you gathered. Examine his/her strengths and the gaps you have identified as a result of the search you have conducted, the interview and your observations. Keep in mind: What are his/her strengths as a reader and writer? What strategies does s/he use before reading and writing? What strategies are evident during reading and writing? Does s/he self-monitor? What action(s) does s/he take to correct/repair difficulties? Under what conditions does s/he choose to read or write? Does s/he use cognates? To what degree is s/he willing to take risks in reading and writing?

- III. Develop an instructional plan for this student targeting two areas (1. capitalize on an area of strength and 2. provide support for an area of need). Provide a rationale for each area you decided to focus on using as reference your analysis of the information you gathered. Use course readings to identify and select appropriate interventions. You may select an authentic task where the student will have to use oral language, reading and writing, and/or that may include opportunities for drawing, diagramming (graphic organizers) and labeling, since that is part of reading and writing. Identify what research you are basing your decision(s), and take into account grade level standards.

- IV. Implement one of your interventions. Use formal or informal assessment(s) to evaluate the student's performance (e.g., anecdotal records, written work, checklist, rubric, etc.). Submit a videotape or audiotape of your lesson with a brief description of its content. Be sure to obtain parental permission to videotape or audiotape (permission slip attached). Include any work that the student did during the instruction.

- V. Reflect on your project. Were there any surprises as you collected information about the student, developed an instructional plan, and implemented a specific strategy(ies)? How do you think this teaching strategy(ies) helped this student? What type(s) of assessment tool helped you learn more about the student and guided your instruction?

Bring to class your assessment data on October 25. Think of ideas and/or an outline for your instructional plan. Bring your questions to class and/or schedule an appointment for additional questions and feedback.

***** Please note that your projects must be typed (print no larger than 12 points, double-spaced). Use the American Psychological Association (APA) style for any references used in your projects. *****

Important: Each assignment is due on the date indicated on the syllabus. Late assignments will be penalized by a 5% deduction in points for each weekday past the due date. If there is any extraordinary circumstance that prevents you from meeting the deadlines or will impact your assignments, please let me know.

<u>Grading:</u>	Points:	Due:
Topic Presentation	15	Sign up
Book Club	20	See class schedule
Strategy Presentation	15	Sign up
Text Analysis	15	October 24
Case Study	25	November 14 (outline); December 19 (final project)
Participation	10	
Total	100	

<u>Grading Scale:</u>	
93-100 = A	80-82= B-
90-92= A-	77-79 = C+
87-89= B+	74-76= C
83-86 = B	70-73= C-

Class Calendar, Readings and Assignments

Date	Topics	Readings and Assignments
Session 1 9/5	* Course Overview and Introductions * Meeting the Needs of All Students: How? Sharing Experiences and Goals	
Session 2 9/12	* A good place to begin: Perspectives on <i>Language and Literacy Learning and Instruction in Diverse Settings</i> * What is Balanced Instruction in Language Arts?	Allington, chapt. 6 Book club: chapt. 1 and 2
Session 3 9/19	* Language Theory: How First and Second Languages are Acquired * Models of Bilingual Education	Peregoy & Boyle, chapt. 1 and 2 Book club: chapt. 3 and 5
Session 4 9/26	* Language Development in the Classroom * The Role of Primary Language for ELL Students	Peregoy & Boyle, chap. 3 and 4 Book club: chapt. 6
Session 5 10/3	* Emergent Literacy and Biliteracy * Teaching the Parts of Language: Phonemic awareness and letter knowledge; Phonics and Word identification; and The Structure of the English Language	Peregoy & Boyle, chap. 5 Stauhl, S., Duffy-Hester, A., Stahl, K. (1998). Theory and Research Into Practice: Everything you wanted to know about phonics (but were afraid to ask). Reading Research Quarterly, 33 (3), 338-355. Yopp, H., & Yopp, R. (2000). Supporting phonemic awareness development in the classroom. The Reading Teacher, 54 (2), 130-143. Book club: chapt. 14
Session 6 10/10	* Informed Instruction: The Assessment- Instruction Relationship * “Research-based” Reading Instruction	Allington, chap. 1 Peregoy & Boyle, chapt.10 Galley, S. (2000). Portfolio as mirror: Student and teacher learning reflected through the standards. <i>Language Arts</i> , 78 (2), 121-127. Book club: chapt. 4

Session 7 10/17	* Selection of Reading Materials: controlled readers, predictable text, anthologies, textbooks, pulp fiction, quality literature	Allington, chapt. 2 and 3 Brown, K. J. (1999/2000). What kind of text – For whom and when? Textual scaffolding for beginning readers. <i>The Reading Teacher</i> , 53 (4), 292-307. Worthy, J., Moorman, M., & Turner, M. (1999). What Johnny likes to read is hard to find in school. <i>Reading Research Quarterly</i> , 34 (1), 12-27. Book club: chapt. 9
Session 8 10/24	* Text Analysis	Camp, D. (2000). It takes two: Teaching with twin texts of fact and fiction. <i>The Reading Teacher</i> , 53 (5), 400-408. Duke, N. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade. <i>Reading Research Quarterly</i> , 35 (2), 202-224. Franks, L. (2001). Charcoal clouds and weather writing: Inviting science to a middle school language arts classroom. <i>Language Arts</i> , 78 (4), 319-324. Due: Text Analysis
Session 9 10/31	* Literature Based Approaches	Peregoy & Boyle, chap. 7 Martínez-Roldán, C., & López-Robertson, J. (1999/ 2000). Initiating literature circles in a first grade bilingual classroom. <i>The Reading Teacher</i> , 53 (4), 270-281. Book club: chap. 10 and 11
Session 10 11/7	* Writing Instruction * Relationships between Writing, Reading and Oral Language * <i>CRA 36th Annual Conference</i> November 7-9 (Sacramento, CA)	Peregoy & Boyle, chap. 6 Book club: chap. 8
Session 11 11/14	* Reading Comprehension and Vocabulary Instruction	Allington, chapt.5 Almasi, J., O’Flahavan, J., & Arya, P. (2001). A comparative analysis of student and teacher development in more and less proficient discussions of literature. <i>Reading Research Quarterly</i> , 36 (2), 96-120. Book club: chap. 12 Due: Bring to class your assessment data and an outline of your instructional plan.

Session 12 11/21	No class – Study session (National Council of Teachers of English -NCTE Conference)	
Session 13 11/28	Thanksgiving No class	
Session 14 12/5	Content Reading and Writing	Peregoy & Boyle, chap. 8 and 9 Book club: chap. 13
Session 15 12/12	* Fostering Independent Reading * Oral Reading and Fluency Development * Supporting Struggling Readers	Allington, chapt. 4 Jacobson, J., Thrope, L., Fisher, D., Lapp, D., Frey, N., & Flood, J. (2001). Cross-age tutoring: A literacy improvement approach for struggling adolescent readers. <i>Journal of Adolescent & Adult Literacy</i> , 44 (6), 528-536. Martinez, M., Roser, N, & Strecker, S. (1999). “I never thought I could be a star”: A Readers Theatre ticket to fluency. <i>The Reading Teacher</i> , 52 (4), 326-334. Book club: chapt. 7
Session 16 12/19	Conclusions Sharing Case Study Course Evaluation	Due: Case Study

**California State University San Marcos
College of Education
EDUC 613**

Parental Consent

Dear Parents:

I am working on my master degree in Literacy Education in the College of Education at California State University San Marcos.

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

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

Sincerely,

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

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

Signature

Date



San Marcos, California · USA
92096-0001

(760) 750-4035

College of Education

30 de agosto, 2002

Estimados Padres,

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

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

Sinceramente,

Por favor, firme y regrese a la clase.

**EDUC 613 - Language and Literacy Education
Reading and Writing Interview – Guiding Questions**

1. **What are you learning to do in reading? [writing]**
2. **How are you learning it? Who is helping you?**
3. **What is easy about reading, what's hard? [writing]**
4. **What do you do before you start to read? [write]**
5. **While you are reading, if you come to a word that you don't understand or don't know, you _____ [writing]**
6. **How can you tell when someone is a good reader? [writer]**
 _____ is a good reader because _____
 Do you think _____ ever comes to a word that s/he doesn't know?
 If _____ comes to word s/he doesn't know, what do you think _____ does?
7. **What would your teacher do to help someone who doesn't know a word while s/he is reading? [writing]**
8. **What do you do to help yourself understand and/or remember a story after you have read it?**
9. **Do you think that you are a good reader? [writer] Why or why not?**
10. **What would you like to learn to do next as a reader? [writer]
How do you think you will learn it? (will someone help you?)**

EDUC 613
Reading & Writing Interview in Spanish – Guiding Questions:

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

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