

California State University San Marcos
COLLEGE OF EDUCATION
Mission Statement

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

EDUC 540: LANGUAGE AND LITERACY
CRN: 42004 Fall 2001 ACD 406
Tuesday & Thursday: 7:00-10:50

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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 school classrooms.

OBJECTIVES

KNOWLEDGE

Students will:

- *gain an understanding of how a first and second language is acquired.
- *gain an understanding of the reading process its relationship to thought, language and learning.
- *gain an understanding of how people learn to read and write in their first and second language
- *become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.
- *become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms
- *become familiar with classroom diagnostic techniques and evaluation procedures.
- * become familiar with current approaches to the teaching of reading and writing to children with special learning needs

SKILLS

Students will:

- *become sensitive observers of children's language using behaviors.
- *analyze children's reading and writing behavior as a basis for making instructional decisions
- *translate the results of formal and informal assessment of children's reading and writing

behaviors into instructional plans

*develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students

*learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

ATTITUDES AND VALUES

Students will:

*develop an appreciation for the natural language abilities children possess for processing and producing print

*develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum

*affirm the importance of a rich environment for developing an effective language arts program.

*develop a sensitivity to and appreciation for culturally and linguistically diverse learners.

* develop a sensitivity to and appreciation for children with special learning needs

* develop an appreciation for the importance of reading and writing for their own personal and professional growth

* develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

REQUIRED TEXTS:

- Cunningham, P. (1995). *Phonics they use*. Harper Collins.
- Taberski, S. (2000). *On Solid Ground*. Heinemann.
- *Reading/language Arts Framework for CA Public Schools* CA Dept of Ed
- Johns, J. *Basic Reading Inventory*. 7th Edition. Kendall Hunt.
- Tompkins, G.E. (2001). *Literacy for the 21st Century: A Balanced Approach*, 2nd Edition. Prentice Hall.

HIGHLY RECOMMENDED: Be selective. Look the books over and select those that will best help you in your student teaching placement.

Cunningham, P. Month-by-Month Phonics for Kindergarten, Carson

Cunningham, P. Month-by-Month Phonics for First Grade, Carson

Cunningham, P. Month-by-Month Phonics for Second Grade, Carson

Cunningham, P. Month-by-Month Phonics for Third Grade, Carson

Cunningham, P. Month-by-Month Phonics for Upper Grades, Carson

Fletcher, R. & Portalupi, J. (1998) *Craft Lessons: Teaching writing K-8* Stenhouse

Sigman, *Implementing 4 blocks Literacy Model*

ASSIGNMENTS:

Language Arts Resource Notebook (30 pts)

DUE Session 15 {10-16}: Resource Notebook Due

Each of you will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. The objective of the Resource Notebook is twofold, one is to demonstrate your learning and understanding of the reading and language arts and second is to start building a

resource for your own learning. Be creative and thoughtful in the compilation of the notebook—it will be a demonstration of your work that you are ready to teach the language arts to a diverse student population.

- The Notebook will be organized around the 13 RICA Content Areas and include sections on:
- A personal statement of your philosophy of the teaching reading and writing
- Observation notes and reflections

Case study (20pts) (Content Area 1 of Notebook):

Choose a student at your school site who **struggles** with reading and writing (the teachers will help identify students). Choose a student who is reading at least at a first grade level. Identify a student as quickly as possible after starting your observation. Ask your master teacher for a good candidate. Obtain written parental permission to work with this student (I have a form you can use). Prepare a reading and writing case study on this student:

Important: Take notes as you work with your student. Include your anecdotal notes in the final appendix. (for example, your student’s behavior during the activity, reactions to the activity, comments, etc.) in your analysis of the student and in your design of an appropriate instructional plan. Record all the student’s oral responses on tape. Don’t try to assess the child in only one day. If you think the child is getting tired, stop the assessment for the day and pick up another day. An important part of the assessment is developing a rapport with the child in which s/he is comfortable to fully participate.

Assessment Procedures with Grades 1-6:

1. Overview: age, grade level, interests, ethnic and linguistic background, etc. **Select 3 students, however, you are only going to be working with one student. The other two will be backups- just in case students move or change schools.**
2. Reading interview: Use an attitude survey. Surveys are included with this assignment. Summarize the interview and include the original responses in an appendix.

DUE Session 5 {9-6}: Overview and Interview of Case Study

3. Reading assessment: Summarize the information gained from the John’s and include the original data in an appendix. Insert the following chart at the appropriate place:

	Independent	Instructional	Frustration
Narrative	Grade level	Grade level	Grade level
Expository	Grade level	Grade level	Grade level

Word list. Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Start at 2 to 3 grade levels below your student’s grade level placement.

Miscue Analysis. Use an expository and narrative text. Record the student reading to be able to conduct the analysis.

Recording and Analysis. Listen to the tape. Record the miscues on a piece of paper containing a duplication of the reading selection. Use the *Johns* to record and analyze the miscues. Analyze the miscues made by your student using what you know about this student. What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the John's and transfer that information to the assessment grid provided to record data about your student. Write your analysis in a clear manner. As you write your analysis, consider your original reading interview and consider how the answers given by the student during the interview connect to the miscues. Also consider the quality of the retelling and how you think that is related to the miscues.

Retelling. **Before your student reads the expository or narrative text, be sure to tell him/her that you will be asking him/her to retell the story.** Ask the comprehension questions as listed in the John's IRI. Also use the criteria provided in the John's to analyze the student's retelling.

Listening Level. Read a passage to the student and ask for a retelling as well as comprehension questions to determine the highest level of understanding the student has of material read to them.

DUE Session 7 {9-13}: Reading Assessment Due {Include: Word List, Miscue Analysis, Record and Analysis, Retelling, and Listening Assessment}

4. Oral Language Assessment: Select a picture as a stimulus to assess the child's use of language. Encourage the child to talk about the picture. Record the conversation and transcribe it. You will want to analyze the child's willingness to talk about objects or content. How clearly does the child express his/her ideas? How much prompting did you have to do and what kind of responses did you get?
5. Writing assessment: Use a Writing Survey about attitudes toward writing. Summarize the writing interview. Obtain a writing sample from the student. Have him or her write about a favorite toy, book, food, sport or anything that is personal to this child or use a piece of writing that the teacher has on file. Personal writing encourages more writing. Students can draw if they want to. You will want to see what stage of writing the child is in as well as the child's ability to manipulate this abstract type of language. Summarize the student's strengths and areas of improvement in writing.

DUE Session 9 {9-20}: Oral Language Assessment & Writing Assessment

7. Recommendations: based on the information you have gathered about the student, discuss his or her strengths (very important - what can he or she do) and weaknesses: what does this student need to work on. Make specific instructional recommendations for how a teacher could work with this student in the future. You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.
6. Instructional Plan: Design an instructional plan for our student. You are the teacher. Knowing what you know about your student as a result of assessment, what areas would an appropriate instructional plan focus on? Why? Refer to the standards in the reading/language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan.

DUE Session 11 {9-27}-Recommendations and Instructional Plan Due

7. **Reflection:** Based on your classroom observations of reading and writing as well as on what you learned in the assessment process and intervention process, what would you do differently or try differently? What other scaffolds or strategies would you use? How would you use them? What other interventions would you try? What would your next steps in assessment be?
8. **Appendix:** Include the reading and writing interviews, the John's forms, writing samples, and writing rubric.

DUE Session 15{10-11}: Resource Notebook Completed

**** Kindergarteners (and other emergent readers) – Use the Early Literacy Assessment in Appendix A in John's. Or, you may use Clay's Observation Survey. You will assess the child's (1) letter knowledge, (2) concepts about print, (3) writing vocabulary and (4) ability to hear sounds in words (or dictation). You will also assess the child's (5) oral language skills, and (6) reading, miscue analysis and reading comprehension.**

To assess the child's reading, you will need to ask the child's master teacher for a list of books (at least 3) at the child's reading level that s/he has not read yet. Select one of the books. Type the book's story on a separate piece of paper to facilitate your recording and miscue analysis of the child's reading. Before asking the child to read the story, first ask him/her to look at the pictures – it will support his/her reading and meaning-making. Record the child's reading and miscues on the typed paper. After the reading, ask comprehension questions about the story. You will have to use the content of the story and your judgment to guide follow up questions and prompts. You might include the following prompts: Tell me about the story or everything you remember about the story. What happened next? Is there anything else you can remember? Show me the page that has your favorite part of the story – why did you like it? What happened in this page?

All components must be completed by 10-11

DUE Session 15 {10-11}: Resource Notebook

Interactive Email Journal (5pts)

DUE Session 8 {9-18}: Interactive Journal Entries for weeks 1-3 Complete set of entries should be placed in your Resource notebook in the appropriate sections.

For this project, you will need to choose a journal partner in class for an online interactive journal on the first night and exchange email addresses. Twice a week, access the following website:

<http://www.csusm.edu/Quiocho/>

and read one of the RICA content area sections. Write a reflective entry to your email partner regarding the content area. The reflection should include the following:

- Component
- How to Assess
- How to Teach (Strategies)

- Accommodations

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

Before the second class session, email Zee your first night's reflection when you email it to your partner (zcline@csusm.edu)

Writing Strategy Lessons (10pts)

DUE Session 10 {9-25}: 1st Draft of Strategies Lessons

You will write and present a reading or writing strategy lesson plan for a small group activity that takes into account the needs for your students. They can be mini-lessons, direct instruction, inquiry, or any format you choose. Make your lesson active, interesting, fun and meaningful. Because lesson planning may be unfamiliar to some of you, but is so important to teaching, you will learn how to write a reading lesson plan in class. Examples of possible strategies include:

- Monitor your writing to see if it makes sense
- Edit your writing
- Use commas
- Write paragraphs
- Make transitions between paragraphs
- Begin a piece of writing
- Organize information while you write
- Relate what you are writing to what you already know
- Write the main idea of a story
- Identify patterns in a text
- Use graphic organizers to write
- Poetry

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

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

Mini Book Unit (10 pts)

Due Session 12 {10-2}-1st Draft of Mini-Book Unit

Choose a piece of literature which will be the center of the curriculum for one week and write a mini book unit that will demonstrate literary response and analysis. This plan should include

reading and writing lesson plans in language arts. You can determine if your language arts block is one, two or three hours. You can include other subjects as well, but the primary focus is on language arts. All lessons must use the book in a meaningful way, not superficially. All lesson plans should be written to ensure the success of **every** student. You will need to specify in each plan how you are providing universal access for: second language learner, the special needs child, the “at grade level” student and the “gifted student”.

The format of the mini book unit should include:

- Complete bibliographic information
- Brief summary of the book
- Grade level this unit is appropriate for
- Other books used to support the ideas and concepts presented
- Reading and language arts strategies being taught, reinforced, and introduced
- Standards covered
- Writing extensions
- Art and music strategies used to reinforce language arts skills and standards
- Assessment strategies: how you will determine they learned what you intended (how you will assess them).

Field Observation Form and Reflection (10 pts)

DUE Session 15 {10-11}: In Resource Notebook

You will be required to complete at least 15 hours of observation related to course content. When you begin observing in your classrooms, use the field observation form to document what you have observed. You should describe what you see and how they are related to reading and writing instruction. If you do not see all the elements listed in your classroom, visit another classroom. For example, upper grade people will need to visit primary grades to see phonemic awareness being taught and primary grade people may need to visit upper grade classrooms to see content area reading taught.

A reflection is required (1-2 pages). You are asked to reflect on the context or learning environment in which instruction takes place. How does the context of the classroom support the literacy development of children? What are the strengths of the teacher’s language arts program? What would you do the same/ different? How has this experience informed your language arts program development? What have you learned about yourself as a learner/teacher?

Personal Statement of your Philosophy of Teaching (10 pts)

DUE Session 6 {9-11}: 1st Draft of Personal Statement

It is important before you begin teaching reading/language arts that you define what reading is and address literacy education. Your personal statement of your philosophy of teaching is an opportunity for you to find your own voice as a teacher and to begin to understand what you believe in and to analyze and reflect on how your beliefs and experiences will shape you as a teacher. For this section of the notebook, you can be as creative as you choose. Find a way to express your voice and your ideas. You can use icons, photos, poems, quotes and favorite storylines. Be individualistic and thorough as you explore who you are and what you believe. Here are some questions and ideas to help you get started.

Reflect on your own literacy development like an autobiography. Here are some kinds of questions you may answer as you reflect upon your own literacy development: How did you come to learn to read and write? What are your earliest memories of reading and writing? What books do you remember reading? What kinds of writing and reading did you engage in while learning? Did you have positive or negative experiences with reading and writing? Do you remember reading and/or writing at home before you started school? Who if anyone was important in developing your attitude toward reading and writing? What are your school memories of reading and writing? When and where did you read and write?

Define what literacy is and what it means to be literate in our society. Make sure to support your definition utilizing theory and research from class readings, texts, class activities and notes.

Discuss how your definition of literacy will impact your teaching instruction for now (teaching is a journey and you may change your position throughout your career).

Favorite Children's Books: This is meant to be the beginning of a reference list for you. Think back to your favorite children's books and what you remember about them. What books did you love to read? What books do you remember reading over and over again? What books helped you with difficult problems and issues?

Grading:	Points:
Participation and Attendance	5
Interactive Email Journal	5
Mini book unit	10
Lesson plan	10
Classroom observations	10
Personal Statement	10
Case Study	20
Language Arts Resource Notebook	<u>30</u>
Total	100

Grading Scale:	
93-100 = A	80-82= B-
90-92= A-	77-79 = C+
87-89 = B+	74-76= C
83-86 = B	70-72= C-

A good student is one who adheres to standards of dependability and promptness. If you miss two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss four class sessions you cannot receive a B-.

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 late. After one week, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact your assignments, please let me know. I will try not to be an ogre about this. I want you to be able to stay in school and succeed. Select a "buddy" to ensure you receive handouts and information when you must miss class.

You must maintain a B average (3.0 GPA) and cannot receive below a C+ in a course in your teacher education courses to receive a teaching credential from the State of California.

COE 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.

Course Outline

Session One {8-23}: *Literacy for the 21st Century*

Quote: The children of the twenty-first century will face many challenges that will require them to sue reading and writing in different forms (p. 7 Tompkins).

- Tompkins, G. Chapter 1, Becoming... 6-39
- Taberski, S. Chapter 1, From Where...2-8
- Taberski, S. chapter 2, Defining Your Goals...9-18

Session Two {8-28}: *The Journey Has Just Begun*

Quote: ...reading and writing are multidimensional and involve concurrent, complex transactions between writers, between writers as readers, between readers, and between readers as writers (p. 73 Tompkins).

- Tompkins, G. Chapter 3, Assessing... 78-115
- Johns, J. Overview ... 3-18
- Johns, J. Administration... 19-48

Session Three {8-30}: *Yeah, but...!!!*

Quote: Assessing students' literacy development is a difficult task (p. 84 Tompkins).

Monday:

- Johns, J. Determining... 49-56
- Johns, J. Instructional uses... 57-79

Session Four {9-4}: *Teaching from the heart*

Quote: Literacy is a process that begins well before the elementary grades and continues into adulthood, if not throughout life (p. 126 Tompkins).

- Taberski, S. Chapter 4-Reading Conferences... 37-44
- Taberski, S. Chapter 5-Taking Records...45-63
- Taberski, S. Chapter 6- Retellings and Reading ... 64-78

DUE Session 4: Overview and Interview of Case Study

Session Five {9-6}: *Communication Rights*

Quote: When students read independently, they read silently by themselves, for their won purposed, and at their own pace (p. 53, Tompkins)

- Tompkins, G. Chapter 2, Teaching... 49-56
- Taberski, S. Chapter 3, Creating...19-33

DUE Session 5: 1st Draft of Personal Statement

Session Six {9-11}: *The Act of Reading*

Quote: Students need to develop a large stock of words that they recognize instantly and automatically because it is impossible for them to analyze every word that they encounter when reading or what to spell when writing (p. 202 Tompkins).

Monday

- Tompkins, G. Chapter 4, Working ...120-158
- Tompkins, G. Chapter 5, Breaking ... 160-193
- Tompkins, G. Chapter 6, Developing... 196-229

DUE Session 6: Reading Assessment Due {Include: Word List, Miscue Analysis, Record and Analysis, Retelling, and Listening Assessment

Session Seven {9-13}: *The Act of Writing*

Quote: Children learn vocabulary by being immersed in words (p. 238 Tompkins).

- Cunningham, P. Chapter 1, 1-53
- Cunningham, P. Chapter 2, 54-86

DUE Session 7: Interactive Journal Entries for weeks 1-3

Session Eight {9-18}: *Roots and Wings*

Quote: Comprehension is the goal of reading instruction (p. 272 Tompkins).

- Cunningham, P. Chapter 3, 87-139
- Cunningham, P. Chapter 4, 140-171

DUE Session 8: Oral Language Assessment & Writing Assessment

Session Nine {9-20}: *Education for ALL?*

Quote: Stories give meaning to the human experience, and they are a powerful way of knowing and learning (p. 311 Tompkins).

- Tompkins, G. Chapter 7, Learning... 234-267
- Tompkins, G. Chapter 8, Facilitating... 268-305
- Tompkins, G. Chapter 9, Becoming... 306-345

DUE Session 9: 1st Draft of Strategies Lessons

Session Ten {9-25}: *Privileges & Responsibilities*

Quote: ... using multicultural literature has additional benefits for nonmainstream students. When students read books about their own cultural group they develop pride in their cultural heritage and learn that their culture has made important contributions to the United States and the world (p. 362 Tompkins).

- Tompkins, G. Chapter 10, Lit Units ... 350-380
- Tompkins, G. Chapter 11, Lit Circles ... 382-402

DUE Session 10-Recommendations and Instructional Plan

Session Eleven {9-27}: *Rethinking Schools*

Quote: When students choose their own books, they take ownership of the reading (p. 411 Tompkins).

- Tompkins, G. Chapter 12, Reading & Writing...404-430
- Tompkins, G. Chapter 13, Basal Reading...432-454

Due Session 11 1st Draft of Mini-Book Unit Due

Session Twelve {10-2}: *Reclaiming Our Voices*

Quote: Reading and writing are tools for helping students make sense of everyday life (p. 461 Tompkins).

- Tompkins, G. Chapter 14, Reading & Writing... 456-489

Session Thirteen {10-4}: *Justice & Equity for All*

Quote: Literacy centers contain meaningful, purposeful literacy activities that students can work at in small groups (p. 445 Tompkins).

- Taberski, S. Chapter 7, Read Aloud... 80-95
- Taberski, S. Chapter 8, Guided Reading... 96-114

Session Fourteen {10-9}: *The Art & Craft of Teaching*

Quote: Students need opportunities to read and respond to quality literature (p. 378, Tompkins).

- Taberski, S. Chapter 9, Word Study... 115-124
- Taberski, S. Chapter 10, Teaching Reading ...125-132

Session Fifteen {10-11}: *The Soul of Education*

Quote: Perhaps the greatest idea the United States has given the world is education for all. The world is entitled to know whether this means that everybody can be educated, or simply that everybody must go to school. (Banks & Banks)

- Taberski, S. Chapter 11, Matching ... 136-151
- Taberski, S. Chapter 12, Independent ...152-162
- Taberski, S. Chapter 13, A Time for Response... 163-181

DUE Session 15: Resource Notebook Due

Session Sixteen {10-16}: *Celebrations*

Quote: Books make a strange new place seem more familiar. Books are inanimate objects with a soul. More than any piece of furniture, they breathe life into an empty space.

- Reflection & Closure