EDMS 522 - Elementary Literacy Education II

CRN 21494

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Poway

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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, October, 1997).*

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

Students with Disabilities Requiring Reasonable Accommodations

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

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

A good student is one who adheres to standards of dependability and promptness. If you miss more than two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact completing your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive K-8 school classrooms. This class is aligned with the California 2042 standards.

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

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

Reading/language Arts Framework for CA Public Schools CA Dept of Ed

Tompkins, G.E. (2001). *Literacy for the 21st Century: A Balanced Approach, 4th Edition.* Merrill-
Prentice Hall.

<u>Zarrillo</u>, J. J. (2002). **Ready for RICA:** *A test preparation guide for California's Reading
Instruction Competence Assessment.* Merrill Prentice Hall.(packaged as one).

Course Requirements

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 .

- Case Study -- TPE 3 & 8   50 points
- Literature Circles   25 points
- Writing Strategy Lesson Plan   25 points

Grading

A   96–100
A-   90–95
B+   89-87
B   86-83
B-   80–82
C+   77-79
C   73-76
C-   70-73

<u>Task Stream, TPE's, and Assignments</u>

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills,
knowledge, and attitudes necessary to assist schools and district in implementing an effective programs
for all students. The successful candidate will be able to merge theory and practice in order to realize a
comprehensive and extensive educational program for all students. The following TPE's are addressed in
this course:

TPE 3-Interpretation and Use of Assessments
TPE 8-Learning About Students

TPE Reflective Writing for Task Stream:
This course requires that you address the TPE's listed above for you Task Stream Electronic Portfolio. You will address these TPE's by completing course assignments. Completion of the course assignments will include that you have submitted them in the appropriate format to your electronic portfolio. Assessment of your TPE's is directly related to the assessment of your course assignments. You will write summary reflections to be submitted, responded to, and archived via Task Stream.

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

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

ASSIGNMENTS:

Literacy Case Study (TPE 8) and (TPE 3)   (50 points)

Choose a student in the upper elementary or middle school who is reading at or above first grade level and below his/her current grade level. Prepare a literacy case study on this student. Record all the student's oral responses on tape. If you think the child is getting tired, stop the assessment 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.

Literacy Case Study Section A: Learning about your student: You will refer to the rubric distributed in class for the details of this assignment. This assignment will be an artifact in your electronic portfolio which accompanies your reflective statements on TPE 8.

- **TPE 8:   Learning about Students**

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

- You will need to write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of Subject-Specific Pedagogical Skill for MST in the area of teaching Reading-Language Arts.   In order for the assignment to be complete, students must post their artifact and reflection to their Task Stream account after it is returned with the comment: **Ready to Post *TPE 8: Learning About Students***

Literacy Case Study Sections B, C, D, E, F, and G: You will refer to the rubric distributed in class for the evaluation of this assignment. These sections of the case study   will be an artifact in your electronic portfolio which accompanies your reflective statement on TPE 3.

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

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

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

- You will need to write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of Subject-Specific Pedagogical Skill for MST in the area of teaching Reading-Language Arts.   In order for the assignment to be complete, students must post their artifact and reflection to their Task Stream account after it is returned with the comment: **Ready to Post** *TPE 3: Interpretation and Use of Assessments*

Section B: Reading interview: Use a reading questionnaire attached to this syllabus. Administer the survey and note student responses. Write a well developed paragraph(s) which identifies 3 important findings you made about the reader from the interview. Support each finding with the data from the interview. (Include survey in appendix.)

Section C: Writing assessment: 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. Write a well developed paragraph(s) which summarizes the information that you learned from the child's writing sample; ie: child's stage, strengths, needs. (Include writing sample in appendix.)

Section D: 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. Write a well developed paragraph(s) which describes the child's willingness to talk about objects or content,

child's clarity of expressing his/her ideas, amount of prompting you had to do, the kind of responses the child made. (Include transcript in appendix.)

Section E: Reading Assessment: The Informal Reading Inventory has 4 parts. Write a well developed paragraph summarizing the information that you obtain from each part. (Include original data in an appendix.)

- Section E Part 1: Word list: Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Administer the word lists beginning 3 grades below student's current grade level. Score and find the word list grade level at which the student first scores "instructional." Next, go back one grade level from the first instructional level. Student will begin readings at that grade level. (Include scoring forms in appendix.)

- Section E Part 2: Student Reading: Use the reading passages in the Johns section A. Before the student reads each passage, tell her/him that you will be asking her/him to retell the story afterwards. Tell the student to start reading the passage indicated by the results of the word list assessment. Record (on audio tape) the student reading each one. Do not score the reading miscues, yet. Immediately after the student finishes reading ask the comprehension questions, which will help you determine when you need to stop the readings (see Section E part 3).

- Section E Part 3: Retelling: Immediately after the student reads a passage, ask the comprehension questions found on the back page of each reading passage. Score the student's responses to determine if the s/he is at independent, instructional, frustration level. If the child scores in the independent or instructional range continue having her/him read the next passage. If the child scores in the frustration range, stop. (Include scoring forms in appendix.)
  Insert the following chart in this section based on comprehension question scores:

Independent level	Instructional level	Frustration level
Grades ? -?	Grades ? - ?	Grade ?

- Section E Part 4: Miscue Analysis: Listen to the tape of the student reading the passages. You may want to record miscues directly on your copy of the narrative text as you listen. You must record the miscues on the miscue record sheets for each text found in the reading passages Next, score the miscues for significant miscues. Record all the information from the Section E assessments on the overall assessment recording sheet in the Johns. (Include form in appendix.)
  Insert the following chart based on the word analysis:

Independent level	Instructional level	Frustration level
Grades ? - ?	Grades ? - ?	Grade ?

Section F: Data Analysis and Recommendations: Take the role of a literacy consultant. Look at ALL the information that you have gathered about the child. Organize it in the Data Analysis Grid and use the Grid to help you write the following:
- Write a well developed paragraph describing the child's strengths (3) in language arts.
- Write a well developed paragraph describing the child's areas of need (3) in language arts.
- Write a well developed paragraph that describes 2 **specific** instructional recommendations. Explain how your recommendations utilize the student's strengths and address their LITERACY needs.

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

Section G: <u>Instructional Plan:</u> Take the role of a teacher. Choose one of the recommendations made by the literacy consultant (described above in section F), and write a well developed paragraph describing an instructional plan/intervention. The paragraph must be organized as a statement of your goal(s) in helping the child and a description of how you will incorporate the recommendation into your literacy instruction. Be sure to use instructional methods/approaches that are appropriate and research-based.

<u>Case Study Appendix:</u> Include all assessment forms and records. Your case study will not be accepted as complete without a complete appendix.

Literature Circle Assignment/Presentation (25 pts)
Each one of you will be responsible for participating in a Literature Circle Discussion in a group of 4 using one of the Optional Texts. You should each take turns with each of the roles. The 7 roles include 1) Discussion Director, 2) Passage Master, 3) Word Wizard, 4) Connector, 5) Summarizer, 6) Illustrator, and 7) Investigator. In your groups, you will keep track of each section read and the roles each person played. The work completed by each individual for each section should be turned in. Your readings should be divided into at least 4 sections and each person should have an opportunity to perform each role at least once. I suggest the following format, however, if you group would like to try a different format, please check with me and you can implement it.

Each group will be responsible for presenting their book to the group.

Section	Section 1	Section 2	Section 3	Section 4
Person 1	DD & PM	WW & C	S & I	I
Person 2	I	DD& PM	WW & C	S & I
Person 3	S& I	I	DD & PM	WW & C
Person 4	WW & C	S & I	I	DD & PM

Writing Strategy Lesson Plan (25 pts)
You will write and present a writing strategy lesson plan for a small group activity that takes into account student needs. 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 language arts lesson plan in class. Please choose a writing standard from the English Language Arts standards to guide your objectives. Examples of possible strategies include:
- Monitoring Writing
- Editing
- Using commas
- Writing paragraphs
- Making transitions between paragraphs
- Beginning a piece of writing
- Organizing information while you write
- Relating what you are writing to what you already know
- Writing the main idea of a story
- Identifying patterns in a text

- Using 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?

Language Arts Resource Notebook (Part 2)
Each of you will develop a Reading/Language Arte Resource Notebook that will be used to inform your teaching. The Resource Notebook has two main objectives. First, is to demonstrate your learning and understanding of the reading and language arts. 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 that you are ready to teach the language arts to a diverse student population..

Each section of the notebook should contain the following:
- A RICA analysis sheet including: (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. I will review this information as we cover the content for this course.
- An observation form (except for section 1)
- A technology-rich assignment that enhances your teaching and student learning
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

For the second semester you will need to complete the following content areas:
- Section 2 Conducting Ongoing Assessment of Reading Development
  - Case Study
- Section 8: Reading Comprehension-Expository
- Section 9: Literary Responses and Analysis
- Section 10: Content-Area Literacy
- Section 11: Student Independent Reading
- Section 12: Relationships Among Reading, Writing, and Oral Language
- Section 15: Special Needs

You can choose how to organize this information in your notebook. You may include course assignments (lesson plans, case study, mini book unit, classroom observations, course handouts and materials from your classroom/school site, examples of lesson plans and student work, information from internet sources or professional journals. You may want to include strategies you will use to teach these content areas. You may even include pictures of students learning a specific strategy as well as your reflection on what was happening, why it worked or didn't work and why that was. You may include one (or more) successful activity that you used in the classroom (must be related to language arts instruction).

Begin early! Be creative and thoughtful! This resource notebook will contain samples of your learning and understanding, and examples of your work that demonstrate that you are ready to instruct children in reading, writing, listening and speaking. Feel free to use a variety of graphic and written presentations, as best suits your learning style, in order to show your learning and understanding. Use a three-ring binder to organize your materials. Work with a friend so you can exchange ideas.

As you learn about assessment, phonemic awareness, the use of phonics, comprehension strategies and other components crucial to effective literacy instruction, compiling your resource notebook will help you prepare and review the content areas assessed by the RICA test. More importantly, it will serve as a resource for you in the future, and may be used for job interviews to illustrate your knowledge and experiences. I will explain and review information as we cover the content for this course.

Note: Besides the course readings, Dr. Alice Quiocho's web site can also serve as a resource. The address is: http://www.csusm.edu/Quiocho. Click on "reading instruction portfolio." See the section on accommodations for ideas on ways to support second language learners.
Note: See **www.ed.gov/free/** for free Educational Materials.

A revised outline will be given to students the first week of classes.
(Timeline Subject to Change pending "Teachable" Moments)

Date	Topic	Assignment
Session 1/2 January 24	*Introduction*	Tompkins Chap. 8 Johns RICA section 2
Session 3/4 January 31	*Did They Get It?*	Tompkins Chap. 9 Johns RICA section 8 RICA section 15
Session 5/6 February 7	*Writing, Writing & More Writing!!*	Tompkins Chap. 10 Johns RICA section 9
Session 7/8 February 14		Tompkins Chap. 11 RICA section 10
Session 9/10 February 21	*Express Yourself!!*	Tompkins Chap 12 Writing Lesson Plan Due RICA section 11
Session 11/12 February 28	*Telling it Like it IS!*	Case Study Due/ Writing lesson presentations RICA section 12
Session 13/14 March 7	*Reading & Writing Connection!!*	RICA Resource Notebook Due **Writing lessons presentations**
Session 15/16 March 14	*Celebrations!!!*	**Closure**

TPE Reflection Assignment

Paragraph 1: This is a desc riptive paragraph. Please describe the TPE in your own words. This is NOT a huge paragraph, it is more of a "summary in my own words"

Paragraph 2: This is an analysis/explanation paragraph. Analyze the artifact for how it demonstrates your understanding of the TPE. Please make explicit links between the artifact and the TPE.

Paragraph 3: This is a reflective paragraph. Please reflect on the "big picture" as to why this TPE is important to you as teachers and to your students as learners.

Samples
Read over the TPE and use it as a foundation to write your reflection. Use sentences, such as,
- In order to make content accessible to all students, I will…,
- I will provide opportunities to practice by …,
- I will motivate students by … as demonstrated by.

Also, use the concepts of the TPEs, such as,
- I will motivate by …,
- I will teach by …
- I will reteach by …,
- I will provide opportunities for practice by…

FOR EXAMPLE:

The development of my lesson plan demonstrates my understanding of Standards Based Instruction and TPE 4: Making Content Accessible. This lesson plan addresses the Language Arts Standard ? for a ?? grade class of varying abilities, skills, and proficiencies. I have used the following materials to reinforce state-adopted academic content standards ??

In my lesson, I have made content accessible to all students in several ways, including ??. ??, and ??. This creates a lesson that is balanced and comprehensive.

I use the following strategies to reinforce content (SDAIE, MULTIPLE INTELLIGENCES, PRIMARY LANGUAGE SUPPORT, VISUAL, MANIPULATIVES, PHYSICAL MODELS, WRITTEN AND ORAL PRESENTATION, VISUAL AND PEERFORMIG ARTS AND DIAGRAMS).

In my lesson, I provide the following opportunities for students to practice and apply what they have learned ??

I motivate students by ??

I am able to incorporate technology by using the following ??

For those students not comprehending, I use the following strategies to reteach and foster access and comprehension for all students ??

I will foster a creative and imaginative atmosphere by

In my lessons, I take into account students' level of achievement by including the following modifications??

CALIFORNIA STATE UNIVERSITY SAN MARCOS

CONSENT TO PARTICIPATE IN RESEARCH

Dear Parents/Caretakers,

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

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

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

Check one:
_____I agree to participate in this research study. The experimenter has answered my questions.
_____I do not agree to participate in this research study.

_____
Participant's name (printed)   Participant's signature

_____   _____
Parent/Legal Guardian's signature   Date

_____
Researcher's Signature

CALIFORNIA STATE UNIVERSITY SAN MARCOS

PERMISO

Estimados Padres o Encargada/o:

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

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

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

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

Se le otorgará una copia de este formulario.

Por favor marque uno:

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

_____ No doy permiso de que mi hija/o participle en el estudio.

_____
Nombre del participante (EN LETRA DE MOLDE)

_____
Firma del participante

_____
Firma del padre o encargada/o   Fecha

_____
Firma de la (del) investigador/a

EDMS 522 - Syllabus

What are you learning to do in reading? [writing]

How are you learning it? Who is helping you?

What is easy about reading, what's hard? [writing]

What do you do before you start to read? [write]

While you are reading, if you come to a word that you don't understand or don't know, you
_____ [writing]

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?

What would your teacher do to help someone who doesn't know a word while s/he is reading?
[writing]

What do you do to help yourself understand and/or remember a story after you have read it?

Do you think that you are a good reader? [writer] Why or why not?

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?)

EDMS 521-522 - Literacy Education I & II
Reading and Writing Interview – Guiding Questions (Spanish)

¿Que estas aprendiendo hace en la lectura? En la escritura?

¿Como estas aprendiendo? ¿Quien te ayuda?

¿Que es fácil acerca de la lectura? (Escritura?) ¿Que es dificil acerca de la lectura? (Escritura?)

¿Que haces antes de empieza a leer? ¿Que haces antes de empieza a escribir?

¿Cuando lees, si llegas a una palabra que no entiende o no sabes, tu_____

¿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?

¿Que haría tu maestro/a para ayudar a alguien que no sabe una palabra mientras ella o el lee?

¿Que haces para ayudarte a ti mismo/a para comprender o recordar un cuento despues que lo has leído?

¿Piensas que eres un buen lector/escritor? ¿Porque o porque no?

¿Que te gustaría aprende como lector? (Escritor?) ¿Como piensas que lo aprenderas? ¿Te ayudara alguien ?

RUBRIC
for
522 CASE STUDY

Case Study Components	Needs Improvement	Approaching	Meets
Reading Survey	A loosely structured paragraph which summarizes student responses to the attitude survey.	A paragraph using information gathered using the reading attitude survey. 3 findings are identified but not specifically supported by data from the interview.	A well developed paragraph using information gathered using the reading attitude survey. The paragraph identifies and describes 3 important findings. Each finding is supported by data from the interview.
Oral Language Sample	A loosely structured paragraph which summarizes some aspects of student's speaking.	A paragraph using information gathered using the oral language sample. Findings in each of the 4 areas are identified but not specifically supported by data from the sample.	A well developed paragraph using information gathered using oral language sample. The paragraph describes 1. the willingness to talk 2. the clarity of expressing his/her ideas, 3. the amount of prompting you had to do 4. the kind of responses the child made. Each finding is specifically supported by data from the sample.
Writing Sample	A loosely structured paragraph which summarizes some aspects of the student's writing.	A paragraph using information gathered using the writing sample. Findings from each of the three areas are identified but not specifically supported by data from the sample.	A well developed paragraph using information gathered using the writing sample. The paragraph identifies and describes 1. depth and clarity of ideas, 2. level of organization, 3. use of conventions . Each finding is specifically supported by data from the sample.
IRI Word List	A statement that does not provide the needed information.	A statement using information gathered using the word list. The statement identifies only part of the needed information.	A statement using information gathered using the word list. The statement identifies the level at which the student first tested "instructional" and states the grade level to begin reading passages.

IRI Comprehension	A graph identifies reading levels that are incongruent with the IRI comprehension scores.	A graph using information gathered using the IRI comprehension of reading passages. The graph identifies some of the needed information.	A graph using information gathered using the IRI comprehension of reading passages. The graph identifies the grade level(s) in which the student scores independent, instructional, frustration.
IRI Miscue Analysis of Reading Passages	A graph identifies reading levels that are incongruent with the IRI miscue analysis scores.	A graph using information gathered using the IRI comprehension of reading passages. The graph identifies some of the needed information	A graph using information gathered using the IRI miscue analysis of reading passages. The graph identifies the grade level(s) in which the student scores independent, instructional, frustration.
Data Analysis and Recommendations	Loosely structured paragraphs using some data and little analysis. 1. Identifies 1-2 strengths 2. Identifies 0-2 needs 3. Describes 0-1 recommendations with no explanation of how it uses strengths and helps 1 need.	3 paragraphs using information gathered from ALL assessments and analyzed using the Data Analysis Grid. 1. Identifies 3 strengths but not supported by data. 2. Identifies 3 needs but not supported by data. 3. Describes 2 instructional recommendations but does not explain how they use strengths and help 1 need.	3 well developed paragraphs using information gathered from **ALL assessments and** analyzed using the **Data Analysis Grid.** 1. Identifies and describes 3 strengths as related to literacy. Each is supported by specific data. 2. Identifies and describes 3. needs as related to literacy. Each is supported by specific data. 3. Describes 2 instructional recommendations. Explains how recommendations utilize identified strength(s) and helps 1 identified need.
Instructional Plan	A loosely structured paragraph that inadequately describes one instructional plan to implement the identified recommendation.	A paragraph using 1 of the identified instructional recommendations. The paragraph describes one instructional plan to implement the recommendation. 1. Goal is stated. 2. Description of how to incorporate recommendation into literacy instruction not appropriate and/or research based.	A well developed paragraph using 1 of the identified instructional recommendations. The paragraph describes one instructional plan to implement the recommendation by 1. clearly stating your goal(s) in helping the child 2. describing HOW you will incorporate the recommendation into your literacy instruction using appropriate and research-based methods.
Appendix	Appendix incomplete	Appendix incomplete	All specified assessment records are filed in appendix.