

**Reading and Writing Strategies for
Monolingual and Bilingual Learners
EDUC 613--Spring 2005**

Instructor: Zee Cline, Ph.D.
Email address: zcline@csusm.edu
CRN No: 22148
Location: UH 370 **Monday 5:30-8:15**
Office Hours: Mon/Wed 4:00-4:30 & By Appointment UH 419
Phones: Work (760-750-8538) Home (760-761-0080)

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.

COURSE DESCRIPTION

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

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

California Commission on Teacher Credentialing Standards

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

COURSE REQUIREMENTS

Required Texts

Routman, Regie. (2003). Reading Essentials

Eschevarria, Vogt, Short (2004). Making Content Comprehensible for ELL: The SIOP Model, 2nd Edition.

Au, Carroll, Scheu (1997). Balanced Literacy Instruction: A Teacher's Resource Book

Grading Policy

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. Assignments not handed in on due date will lose 10 % of earned credit per day. Assignments should be typed and double-spaced. The following grading scale will be used:

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

Assessment:

Final grades will be based upon the student's ability to demonstrate knowledge in the area of literacy development as it applies across the curriculum. Participation in all course activities is a CORE expectation. Grades will be based upon the following points:

Text analysis	25 pts
Reading Intervention Plan	25 pts
Strategy lesson presentation or Attendance at Conf	25 pts
Latino summit/API analysis	25 pts

ASSIGNMENTS**Text Analysis (25 pts)**

You will prepare a 5 page paper that includes:

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

Strategy Presentation or Attendance at Seminar/conf/workshop (25 points)**Strategy Presentation**

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

The presentation will include:

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

The paper will include:

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

Attend a Conference or Seminar

Attend a conference, seminar or workshop outside of your district this semester and write a 2 to 3 page reflection on what you have learned that will help you in a leadership role. Reflect on strategies you can help teachers with or new ideas you can bring to the school, or a staff meeting topic you could engage in. Think about how you can help bring quality staff development to your school or your district.

Reading Intervention Study

(25 points)

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

The pretest:

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

The intervention:

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

The post-test

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

Reflection

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

Evaluation of the Latino Summit/API Data (25 pts)

As a reading specialist, you will often be asked to look at data and make judgments regarding the data and the implications of the results. For this assignment, work with two data sets, the Latino Summit data (SDCOE) and the API scores (CDE). Both of these data sets are available on line. Write a 2 to 3 page paper that answers the following questions:

- Download a copy of each data set and analyze the data for the strengths and challenges of the school and or district.
- Compare the information in each data set—do they match or are there discrepancies?
- Tell the story behind the data—what story is the data telling? What story is missing?
- What is the focus from the data?
- What other information would you need or want in order to be able to make recommendations for the program?

Course Schedule (Subject to Change)

Date	Topic	Readings
Session 1 January 24	If reading is a way of thinking then reading instruction is teaching readerly thinking—Simplify means to ...	Routman-Chapters 1-2-3
Session 2 January 31	Building a Portrait of the Reader, Instructional strategies are...	Routman Chapters 4-5
Session 3 February 7	Personal Response to Text Research-based instruction is...	Routman Chapters 6-7
Session 4 February 14	Textual Analysis, Elements of Story and Structures of Informational Text Textual analysis is ...	Routman chapters 8-9-10
Session 5 February 21	L1 in L2 Acquisition & Comprehension Inference, & Interpretation as Process, Theories of learning are...	Routman Chapters 11-12
Session 6 February 28	Factors Affecting L2 Acquisition Sheltered Instruction Comprehension in Reading is ...	Echevarria et al chapters 1-2
Session 7 March 7	Coaching Readers Mini Lessons Instructing in Strategies is ...	Echevarria et al chapters 3-4
Session 8 March 14	Scaffolding Thoughtful Reading Instructional Conversations are ...	Echevarria et al chapters 5-6
Session 9 March 21	Selection of Reading Materials Leveled Readers Curriculum Adaptations include ...	Echevarria et al chapters 7-8
Session 10 April 4	Strategies for Instruction and for Learning Assessing is ...	Echevarria et al chapters 9-11
Session 11 April 11	Develop Ideas Oral Language Development Book Talks will ...	Au et al—Section 1
Session 12 April 18	Teaching the Parts of Language: Phonics and Word Study Talking and Writing are ...	Au et al—Section 2
Session 13 April 25	A History of Challenges Factors Affecting L2 Acquisition Strengths help ...	Au et al-Section 3
Session 14 May 2	Relationships between Writing, Reading, and Oral Language Reading is ...	Presentations
Session 15 May 9	Exploring an Expanded Repertoire of Instructional Strategies Writing is ...	Closure