

**EDMI 522**  
**Language and literacy in Elementary and middle school classrooms**  
**Spring 2004**  
**Woodland Park Middle School**

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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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

**Infused Competencies**

**CLAD**

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

**Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

**Technology**

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning.

**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 elementary and middle school classrooms.

**Standard Alignment**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are a primary emphasis in this course:

Standard 3-Relationship between theory and practice  
Standard 4-Pedagogical thought and reflective practice  
Standard 5-Equity, Diversity, & Access to the Core Curriculum  
Standard 7-Equity, Preparation to Teach Reading Language Arts

## 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:

### Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills  
TPE 5-Student Engagement  
TPE 7-Teaching English Learners  
TPE 8-Learning About Students  
TPE 9-Instructional Planning  
TPE 10-Instructional Time  
TPE 11-Social Environment

TPE 13-Professional Growth

### Secondary Emphasis

TPE 2-Monitoring Student Learning  
TPE 3-Interpretation and Use of Assessments  
TPE 4-Making Content Accessible  
TPE 6-Developmentally Appropriate Teaching Practices  
TPE 6a-Developmentally Appropriate Practices in Grades K-3  
TPE 6b-Developmentally Appropriate Practices in Grades 4-8  
TPE 6d-Developmentally Appropriate Practice in Special Education  
TPE 14-Educational Technology  
TPE 15-Social Justice and Equity

## Objectives

### KNOWLEDGE

Students will:

- gain an understanding of how a first and second language is acquired.
- gain an understanding of the reading process and 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:**

- Beers, K. (2003) When kids can't read. Portsmouth: Heinemann.
- Beers, K. & B. Samuels. (1998) Into Focus: Understanding and creating middle school readers. Mass.: Christopher Gordon.
- CA Dept. of Ed. Reading/Language Arts Framework.
- Cunningham, P and Allington, R. (1999) (2<sup>nd</sup> ed.) Classrooms that work. New York: Longman.
- Johns, J. (8<sup>th</sup> ed.) (1997) Basic Reading inventory. Iowa: Kendall Hunt.
- Burkhardt, R. (2003) Writing for real
- Routman, R. (2003) Reading Essentials
- National Council of Teachers of English. (Winter 2003). Voices in the middle Theme issue: Of writers and writing. Vol 11. No. 2

Gantos, J. (2002) Hole in my life  
 \_\_\_\_\_ (1998) Joey Pigsa swallowed a key  
 Cormier, R. 8 + 1

HIGHLY RECOMMENDED, especially for language arts teachers (but optional):.

Fletcher, R. & Portalupi, J. (1998) Craft Lessons: Teaching writing K-8 Stenhouse  
 Fletcher, R. & Portalupi, J (2001) Nonfiction craft lessons Teaching writing K-8 Stenhouse

#### **Choose ONE:**

Hesse, K. Letters from Rifka  
 \_\_\_\_\_ Witness  
 Jimenez, F. The circuit  
 Lord, B. In the year of the boar and Jackie Robinson  
 Yep, L. Dragonwings

### **Assignments**

**Reading reflections (40pts.):** It is expected that everyone will understand all the readings and will come to class prepared to discuss them. Write at least 3 comments or questions from the readings for that session.

**Do not summarize.** Please give thoughtful reactions, responses, and reflections. If the readings are from more than one book, try to comment on more than one book. We will use these as the basis of our discussion at the beginning of some classes. I will collect them at the beginning of each session and they should show that you have done the reading. You do not have to write comment cards for the young adolescent literature. If a reading is repeated, do not comment on it again. **You have 3 free passes!**

#### **Writing Strategy Lesson Plan 210 points) (Critical Assessment Task, TPE 4,9,10)**

You will write and present a writing strategy lesson plan for a small group or whole class activity that takes into account the needs of your students. They can be mini-lessons, direct instruction, inquiry, or any format you choose. This is also an opportunity to try a writing-in-the-content-areas lesson. Make your lesson active, interesting, fun and meaningful. See the *Craft lessons* book, *Writing for Real* and the standards for ideas. Examples of possible strategies include:

- How to begin a piece of writing
- Writing an engaging opening
- Narrowing or expanding topics
- Using a piece of literature as a model for writing
- Writing paragraphs
- Developing characters
- Developing a central idea

Organizational structure for a particular kind of writing (compare/contrast, persuasion, etc.)  
Monitoring writing to see if it makes sense  
Editing writing  
Using commas  
Making transitions between paragraphs  
Using graphic organizers to write  
Using active verbs  
Peer response

*Keep in mind when writing your lesson:* What is the purpose of your lesson? How does it relate to real 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? Bring enough copies for the cohort on the day you demonstrate your lesson.

**Reflect upon your own writing process (20 points)** (TPE 6b, 8)

You will take a topic (we will explore some topics in class) and develop it as a piece of writing. You will bring a draft to class on February 11 and we will have conferences with each other about them. Then you will finish the piece on your own. After you have finished the piece you will reflect upon and write about your own writing process. How did you get started? What was it like writing the first draft? What was difficult for you? What was easy? What kinds of decisions did you have to make in the writing? Did you consider an audience when you were writing? Who was your audience? Especially respond to: What did you learn about fostering student's writing through this experience? **DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS!** Bring a rough draft to class Feb. 12.

**Case Study (Critical Assessment Task - CATs, TPE 2,3,4,5,7,8,9,10,11) (60 points)**

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. 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 2-8:

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.
3. Reading assessment: Summarize the information gained from a Informal Reading Inventory and include the original data in an appendix. Insert the following chart at the appropriate place:

Independent	Instructional	Frustration
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.

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.
6. 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.
7. Instructional Plan: Design an instructional plan for your 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.
8. 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?
9. Appendix: Include the reading and writing interviews, the John's forms, writing samples, and writing rubric.

Bring the data that you have to class February 25 and we will troubleshoot, and help you analyze.

**Professional Disposition (10 Points)** Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to the following:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class); Carefully considered, culturally aware approaches to solution-finding

**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.

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. Notification of absences does not allow students to assume they are automatically excused from class or making up missed class. Late assignments will be penalized by a 5% deduction in points for each weekday late. After two weeks, late assignments will be given a zero. If you have extraordinary circumstances in your life that will impact 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.

**Plagiarism:** All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely. Failure to do so may result in failure of the course.

**Grading:**

	<u>Points</u>
Reading reflections	40 points
Case Study	60 points
Writing reflection	20 points
Writing strategy lesson	20 points
Professional disposition	10 points
Total	150 points