

California State University San Marcos
College of Education
EDMS 522-7 Elementary Literacy CRN 21483

Spring 2004, Thursdays, 5:30pm-8:15pm, UH 460
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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 are approved for services through the Disabled Student Services Office (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.

Attendance Policy

Due to the dynamic and interactive nature of EDMS 522, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 6 points. Three tardies or “early exits” will be equivalent to one absence. **A passing grade will not be issued for students who do not attend 80% or more of the class sessions.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

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 K-8 school classrooms. This class is aligned with the California 2042 standards.

Standards 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 Expectations (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 TPEs are addressed in this course:

Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching
 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-Teaching Special Education Populations in General Education Environments

Secondary Emphasis:

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
 TPE 14-Educational Technology
 TPE 15-Social Justice and Equity

OBJECTIVES

Knowledge

Teacher candidates 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

Teacher candidates 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

Teacher candidates 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

- Moore, D.W., Cunningham, P. (2001) *Developing readers and writers in the content areas, K-12*. Second Edition. Longman.
- Johns, J. (2000). *Basic reading inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.
- Reading/language arts framework for California public schools*. California Department of Education. <http://www.cde.ca.gov/standards/>
- English language development standards*. California Department of Education. <http://www.cde.ca.gov/statetests/celdt/index.html>
- Tompkins, G.E. (2001). *Literacy for the 21st Century: A balanced approach*, 3rd Edition. Prentice Hall.
- Piazza, C. L. (2003). *Journeys: The teaching of writing in elementary classrooms*. Merrill Prentice Hall.
- No Child Left Behind*. <http://www.cde.ca.gov/pr/nclb/>

Recommended Texts

- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's reading instruction competence assessment*. Merrill Prentice Hall.
- Choate, J. (2000). *Successful inclusive teaching*. Allyn and Bacon (3rd edition)

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 .

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|---|-----------|
| • Attendance, participation, and professional disposition | 12 points |
| • Resource Notebook | 19 points |
| • Writing Strategy Lesson Plan Presentation | 12 points |
| • Readings presentation | 12 points |
| • Field Observation | 10 points |
| • Case Study | 35 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

ASSIGNMENTS

Attendance, participation, and professional disposition (12 points) First is the expectation that you will attend all class sessions and participate constructively in class discussions and activities. Remember, if you miss three (3) class sessions, your grade will automatically drop to a “C” per the COE attendance policy.

Some characteristics of professional disposition are:

- (1) Respect for the instructor and fellow students, which means tactful, diplomatic language--never attacking others with criticism of a personal nature; discreetly addressing personal problems (though related to your coursework) by contacting the instructor outside of class. **Do not** raise these kinds of issues in class.
- (2) Remaining involved in class discussions and activities even if topics are not of interest to you. A friendly, cooperative, engaged attitude is critical in this course: ***A “bad attitude” will not be tolerated and will lower your grade.***

(3) Teamwork – All cohort members are to be included in groups and activities. ***The teaching profession is all about working together collaboratively.***

A cavalier or careless attitude toward the above standards may be grounds for (a) the lowering of your course grade, (b) dismissal from a class session, and/or (c) dismissal from the teacher preparation program.

As part of your participation grade, all assignments must be handed in on due dates. Your grade will be lowered by five percent every day that it is late, including weekends and holidays (e.g., two days late = 10% reduction; three days late = 15% reduction). Please speak to the instructor if you think you will be handing in a late assignment.

Late arrivals/early exits

Barring an emergency:

- Three late arrivals or three early exits, or a combination of both, will constitute an absence (i.e., loss of six points). Plan your searching time for a parking space accordingly--arrive early.
- You are expected to stay ***in the classroom*** during class. This means that trips to destinations outside the classroom (e.g., the library, restrooms, eateries, instructors' offices for appointments or to pick something up) should be made before class and during breaks.

Your attendance, participation, and professional disposition grade is directly related to the quality of your engagement in class. In conjunction with this, it will be obvious through your comments (or lack thereof) and course assignments that you have completed readings. The readings are critical to build your literacy knowledge. ***Quickwrites*** are part of your attendance, participation, and professional disposition grade. I will assign in-class quickwrites throughout the semester to assess your understanding of readings and instructional content. You are encouraged to take notes as you read and you may use your notes for your quickwrites, but not your course texts. **Please be advised that quickwrites cannot be made up if you are late or absent.**

Language Arts Resource Notebook, Part 2 (19 points)

Each of you will develop Reading/Language Arts Resource materials that will be used to inform your teaching and serve as a study guide for you when you prepare for the RICA Test. 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 including students with special needs.

The materials will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45) and include sections on:

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), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy in detail and explain how it supports reading, writing and/or language arts development.
- Field observation form
- A technology-rich assignment that enhances your teaching and student learning. This portion of the notebook supports the integration of technology standard.
- The completed case study

You can choose how to organize this information in your notebook. You may include course assignments (lesson plan, case study, classroom observations and interactive email journals), 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 activities that you used in the classroom (must be related to language arts instruction).

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.

Note: Besides the course readings, Dr. Alice Quioco'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 as well as students with special needs. **Please do not download this website and include it in your notebook. It is meant to be a resource, not submitted as a part of the notebook.**

Note: See www.ed.gov/free/ for additional free Educational Materials.

Writing Strategy Lesson Plan (Critical Assessment Task) (12 points)

- You will write a writing strategy lesson plan for a small group activity that takes into account student needs. The lesson can be a mini-lesson, a lesson to be delivered through direct instruction, or an inquiry. Use the universal design lesson plan in which you were trained in the first semester. Make your lesson active, interesting, fun and meaningful. Select a reading standard for your grade level to guide your objectives.

We will review how lesson plans must start with assessment. In this course will be learning how to assess students in both narrative and expository text and use the assessment information to make informed decisions about instruction that specifically addresses the standards.

Much of the assessment/lesson planning work will be done in class workshop sessions, however, you will be responsible for submitting a clean, typed copy for review and grading. *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?
- What language development goals do you have planned for students?
- How are the objectives aligned with the CA Reading/Language Arts standards? Check the Reading/Language Arts framework as well as the content standards for CA public schools.
- How will you present the lesson (instructional strategies, resource materials, time frame)?
- How will you group students for the lesson? Based on what criteria?
- How will you assess your students to check for understanding and determine who is to receive additional scaffolded instruction?
- What modifications will you provide for students who need additional help, specifically EL students and special needs students?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, struggling students, students with IEPs, and accelerated students. How will you decide on appropriate scaffolds for second language learners during the lesson? How will your lesson provide enrichment for accelerated students? How will you configure and re-configure your groups within the classroom? Will you meet with students individually or in a small group while other students work independently?

Readings Presentation (12 points)

In a group, each of you will take part in presenting the main ideas of selected readings from course texts. Your group will be responsible for:

- (1) Summarizing the main points of your reading, in part, by providing each class member with a one-page summary of the main points (Suggestion: You can save resources by e-mailing the class your summary -- *at least 24 hours in advance, please*)
- (2) Leading the class in a discussion of the most important topics from your reading
- (3) Demonstrating at least one activity related to the reading (Suggestion: Involve the class: Teach mini-lessons, for example)

You may choose from a variety of approaches to present the main points of your reading – e.g., music, drama, hands-on activities, video clips. Be creative, interesting, and thought provoking. **Do not read long excerpts of text**—this is poor presentation form.

Field Observation (10 points)

When you are observing/participating in classrooms **BEFORE** you begin student teaching, please look for and write down your observations in the following areas and place in the appropriate section of your resource notebook. Jot down brief notes about the kinds of activities teachers and students are engaged in and your own reactions. Be sure to write observations and not judgments.

(Example:

Observation: Teacher taught "B"sound Students wrote words beginning with "B"

Judgment: Teacher did a good job teaching "B" sound.

Please note: If you don't see something in your classroom, visit another class or grade level.

For each observation topic, please be sure to include: Topic, Date/time, Place (school/grade/classrooms), Activity

Example:

Topic: Phonics Instruction

Date/Time 9/7/98 9:00-10:00

Place (school/grade/classrooms) Discovery Elementary, Monolingual 1st grade

Activity: Teacher taught "B"sound using alphabet cards and the pocket chart. Students wrote words beginning with B then illustrated the following-bird, ball, balloon, and boat.

Please do one observation sheet for each topic listed below:

- Assessment Strategies
- Managing Reading Instruction
- Phonemic Awareness
- Concepts About Print
- Phonics Instruction
- Spelling Instruction
- Reading Comprehension
- Literacy Response and Analysis
- Content Area Literacy (include reading & writing)
- Writers Workshop
- Supporting Reading through Oral and Written Language Development
- Vocabulary Development
- Intervention Strategies (SDAIE; Scaffolds)

When you are observing/ participating in classrooms throughout the semester, look for and write down your observations of the following. Jot down brief notes about activities in which teachers and students are engaged. Write observations and not judgments. If you don't see something in your classroom, visit another. If you are placed in an intermediate grade, you will need to schedule time to visit a primary grade classroom and vice-versa. If you need more room, use another piece of paper. As we cover each of the following topics in class, you will be asked to briefly share your observations of examples of classroom-based instruction.

Field Experience - Classroom Observation Form
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<u>Topic</u>	<u>Date/time</u>	<u>Place</u> (school/grade/classroom)	<u>Activity</u>
Example: Writing	9/7/99	1 st grade, Struct. English	Each student free writes, topic of Workshop 9:00-10:00
	Immersion (SEI), School	their choice; each has an ongoing Name	journal for this purpose; timed 12 Minute activity; Teacher quickly Reviews what each student has Produced; reads as few;
Comprehension Instruction of Expository Text			
Content Area Reading			

Strategies for Second
Language Learners

Content Area
Writing

Writing
Instruction –
Writer’s
Workshop

Literary
Response and
Analysis

Independent
Reading

Integration of
Reading,
Writing
And Oral
Language

Writing Assessment

HERE IS AN EXAMPLE OF HOW TO FILL OUT AN OBSERVATION FORM (You can use the *Field Experience Observation Form* found on the last page of the syllabus. Remember to type in forms):

<u>Topic</u>	<u>Date/time</u>	<u>Place</u> (school/grade/classroom)	<u>Activity</u>
Example: Phonics	2/2/03	Richland, Gr. 1, Mrs. Smith	onset and rime
<p>Teacher introduced the rime “ate” to students reinforcing the “silent e rule” making the “a” a long sound. Students discussed the meaning of ate. Teacher provided a variety of letter cards and blend cards along with a word card sheet ___ate. Students worked in pairs to try a variety of onset letters to build words. When students discovered a word they recorded it on their word card sheet. Teacher circulated and assisted students as needed, correcting some non-word choices “cate” and the difference in spelling for bait/bate. When students finished they shared the words they built with the class and words were added to a class chart entitled “The ate word family”. Students then cut apart their word cards and read the words aloud to teacher and filed them in their word card box.</p> <p>Assessment: Teacher assessed student’s ability to build words during the partner work, then assessed their ability to blend sounds and read words by listening as they read the word cards.</p> <p>Strategies for English Language Learners: Teacher worked with students who needed help with a few blend sound “ch, th”. Teacher modeled saying the blend aloud having students watch mouth formation and placement of the tongue.</p>			

Students said them orally and thought of words that used this blend, then realized that they do not work with “ate”. Teacher asked meaning of words students had built with word cards to determine if students knew the word in English. Note: The students who created most of the non-words appeared to be ELL students and the vocabulary work became part of the lesson.

Intervention Strategies: Two students appeared to struggle to read the words they had built on their word cards. These students were partnered with more capable students who were helpful during the building of words. After the words were built and shared the teacher went to these students first, as other students were cutting word cards, and worked one-on-one to help them blend the sounds on the cards students appeared to improve with teacher assistance, the teacher then asked them to read their words again to a partner.

Comments/Reflective notes (e.g., What did you think of the lesson? What would you do to improve it?)

Mrs. Smith has a challenging class. Students were noisy and often off-task. Part of the problem was due to her illegible writing. I see now how important it is to write legibly for students.

Some students seemed to be bored with the lesson. I think they may be GATE students. Or perhaps it wasn't boredom—it could be that there was too much information all at once. Maybe this lesson should actually be two lessons?

If you see more than one topic/activity being integrated during your lesson observation (i.e., a writing workshop, instruction of expository text, strategies for second language learners, content area writing, literary response and analysis, independent reading), you may combine the topics into a single written observation. For example, if you observe students being instructed in phonemic awareness and phonics, you may submit one written observation instead of two. However, be sure to clearly explain and justify why you combined more than one topic.

If in your assigned classroom you are unable to observe lessons related to some of the above six topics, you may complete the assignment in the following manner, in order of descending preference (i.e., #1 would be the most preferred manner, #2 would be the second option if #1 were not possible, etc.):

- Observe in another classroom
- Look for evidence of topics in your own classroom (e.g., on walls, lesson materials)
- Look for evidence of topics in another classroom (e.g., on walls, lesson materials)
- If you've been an aide or tutor, describe a lesson you may have seen or taught
- Find a lesson based on the topic (e.g., on the Web) and discuss it

Case Study (35 points) In this assignment you will observe students reading, to listen to them read and make instructional decisions for interventions based on your observations and assessments. Requirements are listed below.

Intermediate Case Study Follow these steps to develop your case study (checklist attached):

1. Select an intermediate student at your site who is experiencing difficulties with reading. Explain the assessment project to your master teacher, and ask her/him to help you identify students – and don't shy away from second language learners or students with active IEPs. Discuss possible times for giving the assessments. You will probably need to meet with the student about 3 or 4 times. You will need to obtain written **parental permission** to work with this student (form attached in English and Spanish).

2. Observe the student in the classroom and other school areas. Take **anecdotal notes** about the student's interests and participation. Write a one-page **overview** about your student (including his/her age, gender, grade level, interests, ethnic and linguistic background, etc).

3. Implement the following Assessments:

* **Don't try to assess the student in only one day.** If you think the student is getting tired, stop the assessment for the day and pick it up another day. An important part of the assessment process is developing a rapport with the student in which s/he is comfortable to fully participate.

Assessment procedures

- 3.1 Use the **Reading and Writing Interview** (form attached) with your student. Ask the questions. You may expand on the interview questions. Record the answers on tape. You will especially want to find out what kinds of things/topics the student is interested in so you can make some book recommendations. Write up the responses as part of your project.
- **Note:** In your analysis, you will want to draw some implications from the interview in relation to your observations and interactions with the student. How are the responses made by your student in the interview reflected in his/her writing, reading and miscues?
- 3.2 Take **Anecdotal records** (see Tompkins, pp.100-101, for examples) of your student's classroom participation/interactions in language arts activities. You may include anecdotal notes of your student's interactions outside the classroom.
- 3.3 **Informal Oral Language Assessment.** Obtain an oral language sample of the student. Observe your student's interactions and conversations in the classroom and/or other school areas. Take anecdotal notes of his/her vocabulary; language skills (conversational language/BICS and academic language/ CALP; check Gibbons, chapter 2); listening skills (e.g., ability to take turns during the conversation, and respond appropriately to questions, see Gibbons, chapter 4); organization and presentation of ideas.
- 3.4 **Writing Sample:**
- a) Select a couple of **writing samples** from the student's classroom work. Also, ask your master teacher for a copy of the district's writing rubric.
- Note:** Use Gibbons' (chapter 9), Tompkins (pp. 94-97), Johns (p.333), and/or CA Reading/Language arts framework as guidelines to organize and guide your analysis. Analyze the student's stage of spelling development - use Tompkins (pp. 98-99 and 182-185).
- **Important:** Take notes as you work with your student (for example, your student's behavior during the activity, reactions to the activity, comments, etc.). They'll provide additional information for your analysis of the student's responses, and instructional plan.
- 3.5 **Word list (Word recognition in isolation).**
Use Johns (form A). Start at 2 to 3 grade levels below your student's grade level placement.
- 3.6 **Text reading level:**
Use your student's graded word list score to ascertain the level at which you will have your student begin to read the reading passage. You should start at two grade levels below the student's independent level on the word lists. **Note that you will administering two types of passages – one narrative and one expository. Each passage has to be examined separately.**
- (a) **Oral Reading (Word recognition in context/miscue analysis).** Use Johns' narrative and expository passages, and use Johns' instructor form to take a running record and record the student's reading and miscues. **Audiotape** the student's reading. Listen to the tape.
- Analyze the miscues made by your student using what you know about this student (use the miscue analysis handout - handed out in class, or Johns' form, p. 61) to analyze the miscues made by the student). Look for trends and patterns. What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the John's. You may transfer that information to the "case study grid" (attached) 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.
- (b) **Silent Reading.** Use Johns' narrative and expository passages. Expository will be used only if your student is at or above grade 3 level.
- (c) **Retelling and Reading Comprehension.** **Before your student reads the John's narrative or expository passage, be sure to tell him/her that you will be asking him/her to retell the story.** Ask the comprehension questions as listed in *Johns*. You may transcribe the retelling word for word, designating who is talking (T for teacher or you, and S for student). Use the criteria provided in the John's to analyze the student's retelling. **The student may not look back at the text to answer comprehension questions.**

- (d) Optional: Listening Level. ***This is to be used when you find that data collected in the oral as well as the silent samples do not reveal consistent data.*** Read a passage to the student (form C) 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.
- Important: Use Johns' forms to analyze the student's independent, instructional and frustration levels (narrative and/or expository passages) for oral reading, silent reading, retelling, and reading comprehension.

4. Analysis: For each assessment measure, summarize what you learned about your student's **strengths** (very important – **what s/he can do**) and **needs** (what s/he needs to work on). Re-read the assessment procedures (k-1 or 2-6) for additional information and guidelines for the analysis process. Identify **patterns** that you may see across assessment results (for example, your student said in the interview that when s/he does not know the word, s/he sounds it out. Your running records and miscue analysis also shows that the student's only decoding strategy is attempting to sound out new words). These patterns will help you identify an appropriate instructional plan.

You may use the Case Study grid (attached) to organize the information.

5. Instructional 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). Design an **Instructional Plan** for your student. You are the teacher. Knowing what you know about your student as a result of your assessments, what areas should 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. **Make sure to:**

- Identify areas of strength and need (minimum of 4 total) that an instructional plan should focus on – how a teacher builds on the student's strengths and address his/her needs. Select two areas in reading, and one area in writing and oral language.
- Provide specific instructional recommendations for each area (reading, writing and oral language). List one example of an appropriate strategy and/or activity for each identified area. Look for examples in the course readings. **For each instructional recommendation, explain why you selected it and how it is going to help your student** (see the guiding questions listed in the Case Study grid).

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.

You may discuss your instructional plan with your master teacher, and if possible, implement parts of it.

6. Reflection (minimum of 1 page single-spaced).

What did you learn about assessment through the process of developing this project? What did you learn about children's reading, writing and oral language learning and development? What did you learn about developing an instructional plan and making instructional decisions? Did anything in the process surprise you? Based on your classroom observations of reading and writing as well as on what you learned in the assessment and instructional plan process, what would you do differently or try differently? What other scaffolds or strategies would you include? How would you use them? What other interventions would you try? What would your next steps in assessment be? Reflect on how the knowledge you have gained may help you as a soon-to-be first year teacher.

So that the case study is more manageable, below is a schedule that will help you pace yourself and complete the work in increments:

Due February 5

Section 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. Start at 2 to 3 grade levels below your student's grade level placement.

Due February 12

Section 2: Student Reading: Use a narrative text. Make sure that you have an exact copy of each text. Record (on audio tape) the student reading each text so you can listen to it again while conducting an analysis.

Section 3: Retelling: Before the student reads each text, tell him/her that you will be asking him/her to retell the story. After s/he reads, ask the comprehension questions as listed in the John's IRI. Also, use the criteria provided in the Johns to analyze the student's retelling.

Due February 19

Section 4: Miscue Analysis: Listen to the tape of the student reading the narrative text. First, mark the miscues on your copy of the narrative text. Next, use the *Johns* to record and analyze the miscues. What cues did the child use to make meaning? What are his/her strengths? Use the analysis sheets in the John's and transfer that information to the assessment grid provided to record data about your student. Finally, for your case study write your analysis of the student's reading in a clear manner on the assessment grid. Consider how the answers given by the student in your original reading interview might connect to the miscues the students made. Also consider the quality of the retelling and how you think that is related to the miscues.

Due February 26

Section 5: Recommendations: Take the role of a literacy consultant. Look at ALL the information that you have gathered about the child. Collect it in the Data Collection Grid. Using the data, describe what you believe are the child's strengths in language arts and areas for improvement in language arts. Based on your assessment of this child's strengths and areas for improvement, make 2 or 3 **specific** instructional recommendations for using the child's strengths to help him/her improve in reading and writing for the child's teacher[required], the child's parents [optional], and the child [optional].

Due March 4

Section 6: Instructional Plan: Take the role of a teacher. Using the recommendations of the literacy consultant, design an instructional plan/intervention plan for the child. Decide on one or two focus areas for improvement, determine the goal(s), and describe at least three steps to help the child reach the goal(s).

Due March 11, together with entire case study (DRAFT)

Section 7: Reflection: Based on what you've learned about the child's literacy learning, what would you do differently or try differently to help the child develop their literacy? 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?

Section 8: Appendix: Include the reading and writing interviews, the *Johns*' forms, writing samples, and writing rubric.

Course Outline
Timeline Subject to Change Based on Student Needs

Date	Topic	Due today
Week 1 January 22	- Introductions - Go over syllabus	
Week 2 January 29	- Connecting semester 1 with semester 2	Moore and Cunningham, Chapter 2
Week 3 February 5	- Comprehension in the content areas	John's Basic Reading Inventory (Read through it) Moore and Cunningham, Chapter 5 <i>DUE: CS-S1 (Case Study-Section 1)</i>
Week 4 February 12	- Content area reading and writing	Piazza, Chapters 6 Tompkins, Chapters 8 and 9 <i>DUE: CS-S2, S2 (Case Study-Sections 2 & 3)</i>
Week 5 February 19	- Content area reading and writing	Tompkins, Chapter 14 Moore and Cunningham, Chapter 7 <i>DUE: CS-S4</i>
Week 6 February 26	-Writing workshop	Piazza, Chapter 1 Tompkins, Chapter 12 <i>DUE: CS-S5</i>
Week 7 March 4	- Literary response and analysis -Independent reading	Tompkins, Chapters 10 and 11 <i>DUE: CS-S6</i>
Week 8 March 11	- Integrating reading, writing, and oral language -Grade level access for ELLs	Moore and Cunningham, Chapters 3 and 9 <i>DUE: CS-S7, S8</i> <i>DUE: Entire Case Study (DRAFT)</i>
Week 9 March 18	-Supporting grade level access in writing -Focusing on specific genres of writing: standards based topics modules - Developing rubrics	Moore and Cunningham, Chapter 4 Piazza, Chapter 7
Week 10 March 25	-Academic oral language development and its relationship to writing	Piazza, Chapters 3 and 4
Week 11 April 8	-Study Skills	Moore and Cunningham, Chapters 6 and 8
Week 12 April 15	Guest speaker	To be announced
Week 13 April 22	Writing Strategy Lesson Plan Presentations	To be announced
Week 14 April 29	Writing Strategy Lesson Plan Presentations	(Work on case study)
Week 15 May 6	Case Study conferences	<i>Case Study due</i>
Week 16 May 13	Case Study conferences	<i>Case Study due</i>

Authorization to work with English Learners Competencies (EDMS 555 stresses competencies highlighted in bold)

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Education	I. The Nature 3. Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Context
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact

D. Pedagogical factors affecting first- and second-language development	E. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

Writing Strategy Lesson Evaluation

Names of Group Members _____

Date: _____

1. Did each group member have a significant role in the presentation? (i.e., was it balanced? -- who did what?)
2. What grade would you give the activity presented in conjunction with the lesson? Why?
- 3a. What were the strengths of the presentation?
- 3b. Name at least two (2) ways in which the group could have improved the presentation.
4. Overall, what grade would you give the group for the presentation? _____
5. Other comments about the presentation, positive and otherwise...

Case Study Rubric

Name _____ Date _____

Your case study assignment was worth a total of 35 points. You will find a list of the items listed in the case study packet and discussed in class that should be included in your final project below.

_____	Overview/ Introduction of your student (and parent permission form)	(2 points)
_____	Data from the administration of k-1 or 2-6 assessment procedures (administration forms, your notes and student responses)	(9 points)
_____	Analysis of your student responses	(9 points)
_____	Instructional recommendations	(11 points)
	<ul style="list-style-type: none"> • Identify areas of strength and need (minimum of 4 total) that an instructional plan should focus on – how a teacher could build on the student’s strengths and address his/her needs. Select two areas in reading, and one area in writing and oral language. • Provide an example of an appropriate strategy and/or activity for each identified area. Look for examples in the course readings. For each instructional recommendation, explain why you selected it and how it is going to help your student. 	
_____	Reflection	(3 points)
_____	Overall presentation and organization (including table of contents)	(1 point)
_____	Total	(35 points)

Primary Case Study Checklist

- ___ 1. Select a student (who is experiencing difficulty in reading) with your master teacher’s assistance, and talk about your assessment schedule.
- ___ 2. Obtain written parental permission.
- ___ 3. Begin process of establishing rapport with your student.
- ___ 4. Start your observations – take Anecdotal Records of your student’s participation in classroom activities involving reading, writing, listening and speaking.
- ___ 5. Informal Oral Language Assessment. Observe and take anecdotal notes of your student’s interactions and conversations in the classroom and/or other school areas.
- ___ 6. Reading and Writing Interview. If possible, record the answers on audiotape.
- ___ 7. Select a Writing Sample from your student’s classroom work.
- ___ 8. Analysis. For each assessment measure, summarize what you learned about your student’s strengths and needs. Re-read the instructions listed in the “assessment procedures” section.
- ___ 9. Develop an Instructional Plan based on your student’s strengths and needs. See instructions in “instructional recommendations” section.
- ___ 10. Write a Reflection (1 page minimum) of what you learned through the case study project and how the knowledge you gained will help your teaching. See guiding questions in the case study packet.
- ___ 11. Write a one-page general overview of your student (age, grade level, interests, ethnic and linguistic background, etc.).
- ___ 12. Finish student assessment project. Check “paper outline” of what your case study paper should include.
- ___ 13. Administer Johns’ Phonemic Segmentation test.
- ___ 14. Administer Johns’ Letter Knowledge test (form A)
- ___ 15. Administer Johns’ Word Test (form A).
- ___ 16. Administer Tompkins’ CAP Test scoring sheet (p.87) or Johns.
- ___ 17. Text Reading Level – identify your student’s independent, instructional and frustration levels using the leveled books sequence of the DRA packet. Ask your student to retell the story, and ask the comprehension questions as listed in the DRA and/or suggested in the “assessment procedures” guidelines. Audiotape your student’s responses.

Intermediate Case Study Checklist

- ___ 1. Select a student (who is experiencing difficulty in reading) with your master teacher’s assistance, and talk about your assessment schedule.
- ___ 2. Obtain written parental permission.
- ___ 3. Begin process of establishing rapport with your student.
- ___ 4. Start your observations – take Anecdotal Records of your student’s participation in classroom activities involving reading, writing, listening and speaking.
- ___ 5. Informal Oral Language Assessment. Observe and take anecdotal notes of your student’s interactions and conversations in the classroom and/or other school areas.
- ___ 6. Reading and Writing Interview. If possible, record the answers on audiotape.
- ___ 7. Select a Writing Sample from your student’s classroom work.
- ___ 8. Analysis. For each assessment measure, summarize what you learned about your student’s strengths and needs. Re-read the instructions listed in the “assessment procedures” section.
- ___ 9. Develop an Instructional Plan based on your student’s strengths and needs. See instructions in “instructional recommendations” section.
- ___ 10. Write a Reflection (1 page minimum) of what you learned through the case study project and how the knowledge you gained will help your teaching. See guiding questions in the case study packet.
- ___ 11. Write a one-page general overview of your student (age, grade level, interests, ethnic and linguistic background, etc.).
- ___ 12. Finish student assessment project. Check “paper outline” of what your case study paper should include.
- ___ 13. Word list. Administer Johns’ word recognition in isolation (form A).
- ___ 14. Oral reading fluency. Administer Johns’ word recognition in context for narrative (form A). Take a running record. Ask your student to retell the story, and ask the comprehension questions.
- ___ 15. Silent reading. Administer Johns’ word recognition in context for narrative (form A) and expository (form LE) passages. Form LE will be used only if your student is at or above grade 3 level. Ask your student to retell the story, and ask the comprehension questions. Audiotape your student’s responses.



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 be 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

Date



**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 universitario 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 estudio no hay ningún riesgo previsible para su hija/o. Los beneficios de dicha evaluación podrían incluir 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 dirigirlas 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 participe 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 521-22 - Literacy Education I & II
Reading and Writing Interview – Guiding Questions

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

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

1. ¿Qué estás aprendiendo en tu clase de lectura? ¿Qué estás aprendiendo en tu clase de escritura?
2. ¿Cómo es que lo estás aprendiendo – o sea, quién te ayuda?
3. ¿Qué te parece facil cuando lees? ¿Qué te parece dificil cuando lees?
4. ¿Qué es lo que haces antes de comenzar a leer? – o sea, ¿hay algo en particular que haces antes de que leas?
 ¿Qué es lo que haces antes de comenzar a escribir? -- o sea, ¿hay algo en particular que haces antes de que escribas?
5. Mientras que lees, si encuentras una palabra que no conoces o no entiendes, ¿qué haces? _____
6. ¿Cómo sabes cuando alguien es un buen lector – ¿O sea, cómo sabes que alguien lee muy bien?
 _____ es un buen lector porque _____
 ¿Piensas que cuando _____ está leyendo, que a veces encuentra alguna palabra que no entiende?
 ¿Si _____ no entiende alguna palabra, qué crees que haga?
7. ¿Qué hace tu maestra para ayudarle a alguien que no entiende alguna palabra – cuando algún estudiante está leyendo, y no entiende una palabra? ¿Qué hace tu maestra para ayudarle?
8. ¿Qué haces tú para entender o recordar un cuento después de que lo hayas leído?
9. ¿Tú te consideras un buen lector? -- ¿Piensas que lees bien? ¿Por qué?/¿Por qué no?
10. ¿Como lector, qué es algo nuevo que te gustaría aprender? -- ¿Qué te gustaría poder hacer, que no puedes hacer todavía? (¿Cómo crees que aprenderás a hacerlo?)

California Reading Initiative Reading/ Language Arts Components Grid
(Quiocho, 2000)

Component	How to Assess	How to Teach It (Strategies)	Modifications

Case Study Grid¹

Assessments Used	What I Learned What have I learned about the student? What are his/her strengths? What are his/her areas of need?	Instructional/Intervention Plan What are you going to do to help the student (build on his/her strengths and address his/her needs)? Provide an example of an appropriate instructional strategy for each identified area (select two areas in reading, and one area in writing and oral language). Why did you select this plan? How is this plan going to help the student?
Classroom/school observations & anecdotal records		
Reading interview		
Writing Interview		
Informal oral language assessment		

¹ Adapted from Quioco's (2000) Data Collection Grid.
EDMS 522 – Syllabus

Field Experience Observation Form

Topic	
Date/Time	
Place (school/grade/classrooms)	
Activity	Reflective Notes to Myself