

**California State University San Marcos**  
**EDUC 606**  
**Comprehension and Fluency**  
**Spring 2004**

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*Students with Disabilities Requiring Reasonable Accommodations.* Students are approved for services through the Disabled Student Services Office, located in Craven Hall 5205. Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

***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.

*(adopted by COE Governance Community October, 1997)*

**Course Description:** EDUC 606 is an overview of theories and practices that affect reading and writing instruction and assessment for the English-speaking and LEP student. This is a course designed to develop the concepts of the reading and writing connections in a literate environment. The reading and writing workshop will be a focus of the language arts curriculum design with specific lessons as the vehicle for skills development. Varying intelligences, Bloom's taxonomy, language arts standards, and cultural appropriateness will be infused throughout the curriculum. We will become a community of readers and writers, so you can expect to read and write each session and in between.

Following is the alignment of this course with the California Standards of Program Quality and Effectiveness for the Reading Certificate and Reading and Language Arts Specialist Credential:

***Standard 2: Developing Fluent Reading***

*The program provides each candidate with current research-based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels, including speakers of English and English language learners. The program provides instruction is: linguistic elements (including phonemic awareness and the phonological and morphological structure of the English language); decoding/word attack strategies (such as systematic instruction in sound-symbol relationships); spelling instruction; the role of extensive practice with appropriate materials (such as decodable texts); and skills and strategies that contribute to independent reading.*

***Standard 6: Areas of Study Related to Reading and Language Arts: Certificate Level***

*In the program, each candidate acquires a professional perspective through examination of research and research-based practice pertaining to how students learn how to read; the structure of the English language, including phonology, morphology, and orthography; second language acquisition; relationships among language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.*

**Standard 8: Application of Research-Based and Theoretical Foundations**

*Each candidate articulates and applies an understanding of the research basis and theoretical foundations for instruction in reading and language arts, and of relevant research and theories pertaining to language, assessment and evaluation.*

**Required Textbook:**

*Conversations* by Reggie Routman

**Essential Questions:**

1. How do you create and maintain a literate environment for yourself?
2. How do you create and maintain a literate environment for your classroom?
3. What are the essential elements of balanced reading and writing programs?

**Overall Evaluation/Assessment Scoring Rubric:**

**A=Exceeds Expectations:** The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**B=Adequately Meets Expectations:** The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**C=Minimal Performance:** The graduate student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

## Requirements:

### Attendance and Participation

You will be asked to participate in a variety of group activities, many of which will have direct applicability to your teaching in the classroom. Please plan on being an on task group participant.

#### 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.

1. Successful completion of all reading and writing assignments, written lessons, and presentations on time. All written work should be word-processed. You will not receive full credit for late work. (You may resubmit work with improvements when warranted and negotiated with the instructor, and still receive full credit when the original was submitted on time.)
2. **Personal Narrative**—The purpose of this assignment is to give you experience as a writer. Teachers of reading and writing should be readers and writers themselves. Writing personal stories is the best way to start your own students' writing, so that they are writing about something they know. You will go through the writing process, confer with a writing group as you revise, assess yourself on the rubric, and eventually publish your piece. You may choose to write a literacy autobiography or focus on some other event that you will be able to share with your students as an example of your own writing and writing process.
3. **Video-taped Guided Reading Strategies Analysis** (see detailed assignment at the end of the syllabus)
4. **Option A: Writing as a Way of Knowing or Option B: Examining Children's Literacy Development** (see detailed assignment at the end of the syllabus) *You will choose only one of these options.*
5. **Journal Article Reader Responses:** Two to three times this semester, we will read additional journal articles pertaining to our scheduled discussions or an area of interest that has emerged from the group. We will use a form of literature circle roles for the responses for the journal articles. These typed responses are due on the date of the readings.
  - List at least three questions you would like to discuss with your group.
  - Pick at least three of your favorite or most puzzling quotes.
  - Make at least three connections with something that has happened in your teaching experience.
  - Find at least four interesting words or passages that are new or have special meaning to you.
  - Create a visual of your favorite part of the reading
6. **Chapter assessments.** Periodically, throughout the semester, we will engage in a variety of assessments with regards to the text readings. We will use these assessments as a way to talk about the readings as well as to model and discuss strengths and weaknesses in

different assessment strategies. It is important to keep up with your reading so that you are prepared for the class discussions and the assessments. You will hand in the assessment at the end of the class.

7. **The Reading Minute.** As a part of our literate environment, you will sign up for a date to share, through reading a personal choice selection to the class. You can bring a brief news article, a favorite poem, and excerpt from the novel you are currently reading, etc. The idea is to present a variety of genres and to model the habits of good readers.

**Calendar:**

<b>Date</b>	<b>Topic</b>	<b>Homework</b>	<b>Assignment Due</b>
1/9	Creating and Maintaining Your Own Literate Environment		
1/26	Journal Writing and the Writing Process	Ch. 7, Draft of personal narrative to share with writing group	Student Release forms on file at your school.
2/2	Components of the Writing Workshop	Ch. 8	Final copy of personal narrative and self assessment
2/9	Emergent Literacy and Interactive Writing	Ch. 1, 2, Read Assignments Option A and B, decide which you will do, and start to work.	
2/23	Using Literature to Promote Literacy.	Ch. 3, Option A or B bring draft of section 1. Instructional Context to share with writing group	
3/1	Reading Reasons Mid Point Review	Ch. 4, work on Option A or B,	
3/8	The Reading Writing Connection	Ch. 5, Bring draft of Option A or B to share with writing group	
3/15	More on Writing	Ch. 6, video tape a guided reading lesson	Final draft Option A or B
3/22	Reading and Writing Across the Curriculum	Ch. 9, view video tape, take notes, begin writing analysis	
4/5	Teaching Skills in context	Ch. 10,	
4/12	Reading, Writing, and Critical Thinking	Ch. 11, 12, 13, bring draft of video-taped teaching analysis to share with writing group	
4/19	Assessment	Ch. 15	Final copy of video taped teaching analysis
4/26	Topic determined by interest and need	Ch. 14	
5/3	The energy to teach		

## Videotape of Guided Reading Lesson Analysis

“Guided reading is any reading instruction in which the teacher guides one or more students through any aspect of the reading process: choosing books, making sense of text, decoding and defining words, reading fluently, and so on.” (from Routman, (2000). *Conversations. Strategies for Teaching Learning and Evaluating*. Heineman: Portsmouth, NH. p.140.)

Every time you are with students there is an opportunity to teach. Routman suggests that we always ask ourselves:

What am I teaching?

Have I chosen an appropriate text?

Is this time being well spent?

Am I teaching for understanding?

Am I fostering independence? (p. 141)

Use these questions as you develop a guided reading lesson to teach your students. Write a lesson plan that includes Before Reading, During Reading, and After Reading Strategies. Videotape the lesson and view it. Using a Description, Analysis, Reflection format write about the lesson and your teaching. Include any handouts you use or create.

Steps for analyzing your video clip

- Watch your videotape carefully. You may want to watch more than once. Be aware of your and your students' nonverbal behavior, such as facial expressions and body language.
- Your analysis need not cover the entire videotape. A 15-20 minute clip is sufficient. Take notes regarding 1) any particular instructional challenges offered by the students in the class, 2) the learning objectives for the lesson, 3) your opinion about the overall success of the lesson (i.e., were the objectives achieved) and the evidence you have for your opinion, and 4) a description of any instructional materials used in the lesson.
- In narrative form, analyze your notes and video. Use the following questions as a guide.
  1. What is the objective of the lesson? What important content concepts do you want the students to understand?
  2. What before, during, and after reading strategies did you use?
  3. What is the extent of classroom involvement (e.g., are the same students doing all the talking?)
  4. Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction?
  5. What kinds of questions do you ask? Can all questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer or approach? Do you ask students to compare or evaluate alternative interpretations or strategies?
  6. Was there opportunity for students to ask questions? How would you categorize the students' questions (e.g., did the indicate confusion and a need for clarification or understanding and extension)?
  7. What roles (e.g., expert, facilitator, co-learner) did you play in the videotape? Was each role appropriate for the situation?
  8. What kinds of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences?

9. What instructional opportunities did you take advantage of?
10. What instructional opportunities did you not take advantage of? Why?
11. What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong? Do students talk to each other as well as to you?
12. Do you push students to take risks, to speculate, to offer conjectures about possible approaches, strategies and interpretations?
13. Were the learning objectives for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What is the evidence for your answers, both in the video clip and from other sources?
14. Share your findings with your grade level group in a 15 minute presentation that highlights one important thing you learned about your teaching. Briefly explain the strategy used, the classroom context, and your reflection of what you learned.

**Criteria for Guided Reading Lesson Videotape Analysis**

Writer's Name \_\_\_\_\_ Rater's name \_\_\_\_\_

In each of the following criteria, the writer should perform a self-assessment by placing an X in the appropriate box.

Criteria	Very Competent	Competence	Limited Competence	Resubmit with revisions
Guided Reading Lesson includes before, during, and after reading strategies				
Content is comprehensive, answering all guide questions				
Includes examples, facts, details, anecdotes, etc. as evidence to support statements				
Shows evidence of editing and proofreading final draft so that errors in spelling, punctuation, capitalization and usage do not impede comprehension.				
Uses research and references where appropriate using APA style				

Comments:

## STUDENT RELEASE FORM

Dear Parent/Guardian:

I am participating this school year in a graduate program at California State University San Marcos. The primary purposes of my program are to enhance student learning and encourage excellence in teaching.

A current project requires that short videotapes of lessons taught in your child's class be conducted. Although the videotapes involve both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear on the videotape. Also, at times during the year, I will be asked to submit samples of student work as evidence of teaching practice, and that work may include some of your child's work.

No student's name will appear on any materials that are submitted. All materials will be kept confidential. The form below will be used to document your permission for these activities.

Sincerely,

\_\_\_\_\_, Teacher

\_\_\_\_\_, Principal

### PERMISSION SLIP

Student Name: \_\_\_\_\_

I am the parent/legal guardian of the child named above. I have received and read the letter above and agree to the following:

(Please check appropriate line below.)

\_\_\_\_\_ **I DO** give permission to you to include my child's image on videotape as he or she participates in class and to reproduce materials that my child may produce as part of the activities. No names will appear on any materials.

\_\_\_\_\_ **I DO NOT** give permission to videotape my child or to reproduce materials that my child may produce as part of the classroom activities.

Signature of Parent of Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## Option A: Writing as a Way of Knowing

In this assignment you will demonstrate your use of writing for different purposes to develop students' thinking in different settings and in response to different subject and content explorations. Writing is an effective tool to develop thinking across all subject matter explorations. Through a Written Commentary, three Assignments/Prompts, and two Student Responses to each of these prompts (taken from a 3-4 week period of instruction) you will show how you use writing as a strategy to support worthwhile goals for student learning. You will also provide evidence of your ability to describe, analyze, and evaluate student writing and use student work to reflect on your practice. The assignments/prompts should demonstrate your strategies to engage students in writing as a means for exploration, analysis, and/or discovery in whatever subject area or unit is under study.

Steps to take:

- Select two students who represent different kinds of challenges to you
- Submit three different writing assignments/prompts related to the teaching you are doing over a 3 week period
- Submit the responses to each of these assignments/prompts from the two students you selected.
- Submit a written commentary that contextualizes, analyzes, and evaluates this teaching.

The Level 4 rubric, the highest level of the rubric, specifically requires **clear, consistent, and convincing** evidence in your response that you:

- provide clear and consistent opportunities to engage students in meaningful exploration of ideas through the use of writing
- create instructional opportunities that help students to develop as independent learners and thinkers
- understand and are responsive to the varied needs and strengths of students
- have the ability to describe, analyze and evaluate student work and classroom instruction with insight about students and their writing as a means of thinking
- give students appropriate and constructive feedback
- engage in reflective thinking that suggests a clear understanding of past teaching and constructive suggestions for future teaching
- edit and proofread final drafts so that errors in spelling, punctuation, capitalization and usage do not impede comprehension.

You have two important choices to make: 1) you must choose how you will engage students to explore a theme or topic, 2) you will need to select students to feature. It is important to choose students whose responses to the assignments/prompts give you an opportunity to discuss your practice. For this reason, the best performing students in the class may not be the best choices. The focus is on your practice, not on the level of student performance.

What follows are some ideas intended to give you a clearer picture of ways teachers with different areas of specialized knowledge and/or teaching assignments might approach this assignment. These are not requirements, but rather descriptions of some of the possibilities.



- For teachers who structure their work around interdisciplinary units, the three occasions for writing might be related by the theme of the unit rather than by the particular subject area being explored through writing. For example, if students are studying the Civil War, they might write a letter to President Lincoln outlining a plan to free slaves and offering suggestions as to how to deal with the newly freed population. They might make a journal entry speculating on what it was like to be someone their own age from the South and/or North during this time. Finally, they might write a description of a Plantation before and after the War.
- If students are studying the impact of sunlight and water on plant growth, they might record their observations in a journal. Then they might write a paragraph applying what they have observed to a particular hypothesis, confirming or disconfirming the hypothesis. Finally, they might find an article about the effects of sunlight on plant habitats in very different parts of the world and write a summary of these effects.
- If students are reading a novel, they might write brief personal responses in their journals. Then they might choose a character to write to or examine why that character behaves as he or she behaves. Finally, students might write about a connection they have made between this novel and some other piece they have read or viewed during this year.
- If students are studying surface area and volume they might explain in words how they arrived at a particular solution to a problem. Then they might keep track in their journals of instances in the everyday world of objects or situations for which determining the volume and/or surface area of objects would be important, and explain why. Finally, they might write an account of what they have learned about a particular part of this area of study for a student who has missed a class.

**What is important is to choose assignments/prompts designed to engage students in writing as a means of exploration and discovery of important aspects of the subjects being studied.**

### **Written Analysis:**

The written analysis should include the following information under the bolded headings:

- 1. Instructional Context**
- 2. Planning**
- 3. Analysis of Two Student's Responses**
- 4. Reflection**

*The entire Written Commentary must be no longer than 10 typed, double-spaced pages. Suggested page lengths for each section are included to help you make decisions about how much to write for each of the four sections.*

### **Instructional context**

- *What is the name of your school and the location? What are the general demographic characteristics?*
- *What are the number, ages, and grades of the students in the class featured in this entry and subject matter of the class? (Example: There are 30 students in grade ten, ages fifteen and sixteen in the language arts class.)*

- *What are the relevant characteristics of this class that influenced your instructional strategies for this period of instruction: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the personality of the class?*
- *What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this period of instruction (for example, the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or literacy challenges of your students)? Give any other information that might help the reader “see” this class.*
- *What are the relevant features of your teaching context that influenced the selection of this period of instruction? This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, room allocation—own classroom or shared space) that are relevant to your response.*

[Suggested total page length for **Instructional Context: 1 page**]

### **Planning, e.g. topic or unit theme**

- What are the instructional goals/objectives for this topic or theme?
- How do these goals support standards and other important student learning?
- What is the nature and flow of activities for this unit?
- Describe the three occasions in this period that led to the writing assignments and student responses.

[Suggested total page length for **Planning: 1-2 pages**]

**Analysis of 2 Students' Responses**, e.g. description of the kind of challenges the students represent, explanation of the knowledge, understanding, or insight you expected this particular student would gain from the writing assignments, conclusions you were able to make about the student's understanding at each point in time, ability of each student to develop ideas and express these ideas clearly in writing.

- *What are the relevant and important characteristics of each child you have selected? Why did you select each child? Give a brief sketch of each student, including any relevant information that will help readers to understand your assessment and instructional strategies. You might consider selecting one student with special needs, e.g. language level, gifted, specific disabilities, etc. and one child who might be considered average (if there is really such a thing.)*
- *What questions did you have about each student's cognitive development, and how did you gather information that helped you answer them? Include information about both formal and informal methods of assessment that you used.*
- *What are the relevant features of each student's developing abilities to produce and understand written language for varied purposes? What are the relevant features of each student's abilities to read and write? Be sure to focus on each student's skills as these relate to discrete features of text (e.g., vocabulary level, spelling, sentence structure, paragraph structure, sequencing of ideas, comprehension). Analyze specific work samples that support your discussion and explain other sources of information that you used.*
- *What patterns of behaviors (strengths, interests, needs, and preferences) does each student exhibit toward literacy-related activities? Discuss activities that involve reading, writing, and oral language (e.g., book reading, discussions, journals).*

[Suggested total page length for **Analysis of Two Student's Responses: 3-5 pages**]

**Reflection:** Use these questions as a guide:

- *How successful was your use of writing as a way for students to explore and discover important ideas and understandings? What is your evidence?*
- *If you were given the opportunity to teach this particular sequence again with these students, what are alternative strategies you might use? Why?*
- *What did the student responses to these assignments reveal about multiple perspectives among your students? What is the evidence for your answer?*

[Suggested total page length for **Reflection: 1-2 pages.**]

### **Option B: Examining Children’s Literacy Development**

*Accomplished Early Childhood/Generalists use their knowledge of child development and their relationship with children and families to understand children as individuals and to plan in respect to their unique needs and potentials. They use this knowledge and observations to create challenging, meaningful, and engaging learning experiences. They select experiences and approaches to instruction that ensure equitable participation while creating a safe and secure learning environment (National Board for Professional Teaching Standards).*

#### **What Do I Need To Do?**

In this assignment, you will demonstrate your skill in assessing and supporting children’s literacy development. You will describe the ways in which you foster literacy in your classroom. You will also analyze work samples from two children, discuss their development, and outline your approach to supporting their learning. You will provide evidence of your ability to describe, analyze, and evaluate student literacy development, help parents support their child’s literacy development, and reflect on your practice. This assignment is designed to capture your ability to assess and support children’s literacy development.

For this assignment, you will submit the following:

- A Written Commentary of no more than 10 pages that provides a context for your instructional choices and analyzes and evaluates your support for these children’s literacy development.
- Student work samples for each child to illustrate your analysis of the children’s literacy development.

The Level 4 rubric, the highest level of the rubric, specifically requires **clear, consistent, and convincing evidence** in your response that you:

- set high, worthwhile, and appropriate goals and objectives for student learning;
- foster an equitable, accessible, and fair learning environment in which students are encouraged to participate and are shown appreciation of and respect for their individual differences and unique needs;
- use varied assessment methods, both formal and informal, to pursue questions about the nature of the selected children’s literacy and language abilities, to gain deeper understanding of the children, and to monitor the children’s progress over time;

- use information gained from assessment to support literacy and/or language development in ways that reflect consideration of the selected children’s strengths, interests, and needs;
- are able to describe the children’s preferences, strengths, and weaknesses in reading, writing, and oral language, including both skills and higher-level processes;
- provide rich and varied opportunities for children to use reading, writing, and oral language in interconnected ways;
- draw on families’ knowledge to better understand factors that influence children’s literacy development and dispositions to learning, and, in turn, provide useful information to families to help them enrich and extend their children’s school-based learning; and
- analyze, evaluate, and strengthen the quality and effectiveness of your work through reflection.
- edit and proofread final drafts so that errors in spelling, punctuation, capitalization and usage do not impede comprehension.

### **Composing Your Written Commentary**

The Written Commentary has been divided into sections with specific questions to help organize and direct your response. Your Written Commentary must address the following italicized questions and be organized into four sections using the headings that appear in boldface below.

- 1. Instructional Context**
- 2. Analysis of Two Children’s Literacy Development**
- 3. Supporting Literacy Development**
- 4. Reflection**

Statements in plain text that immediately follow an italicized question will assist you in interpreting the question.

The entire Written Commentary must be no longer than 10 typed, double-spaced pages. Suggested page lengths for each section are included to help you make decisions about how much to write for each of the four sections.

#### **1. Instructional Context**

In this section, address the following questions about your selected class:

- *What is the name of your school and the location? What are the general demographic characteristics?*
- *What are the number, ages, and grades of the students in the class featured in this entry and subject matter of the class? (Example: There are 24 students in grade two, ages seven and eight in the language arts class.)*
- *What are the relevant characteristics of this class that influenced your instructional strategies for this period of instruction: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the personality of the class?*
- *What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this period of instruction (for example, the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)? Give any other information that might help the assessor “see” this class.*

- *What are the relevant features of your teaching context that influenced the selection of this period of instruction?* This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, room allocation—own classroom or shared space) that are relevant to your response.

[Suggested total page length for **Instructional Context: 1 page**]

## 2. Analysis of Two Children’s Literacy Development

In separate sections labeled with each student’s first name, address the following questions:

- *What are the relevant and important characteristics of each child you have selected? Why did you select each child?* Give a brief sketch of each child, including any relevant information that will help readers to understand your assessment and instructional strategies. You might consider selecting one child with special needs, e.g. language level, gifted, specific disabilities, etc. and one child who might be considered average (if there is really such a thing.)
- *What questions did you have about each child’s literacy development, and how did you gather information that helped you answer them?* Include information about both formal and informal methods of assessment that you used.
- *What are the relevant features of each child’s developing abilities to produce and understand oral language for varied purposes? What are the relevant features of each child’s abilities to read and write?* Be sure to focus on each child’s skills as these relate to discrete features of text (e.g., sounds, letters, words) as well as larger units (e.g., sentences, accounts of personal experiences, comprehension, stories). Analyze specific work samples that support your discussion and explain other sources of information that you used.
- *What patterns of behaviors (strengths, interests, needs, and preferences) does each child exhibit toward literacy-related activities?* Discuss activities that involve both print and oral language (e.g., book reading, discussions, journals, and dramatic play).

[Suggested total page length for **Analysis of Two Children’s Literacy Development: 3-5 pages**]

## 3. Supporting Literacy Development

In separate sections labeled with each student’s first name, address the following questions:

- *How do you ensure fairness, equity, and access for each student you have selected?* Cite specific examples.
- *In what ways did the materials and the daily routines in your classroom support each featured child’s literacy development?*
- *What instructional strategies will you employ in the coming weeks to support each child’s learning objectives?* Explain why you have chosen these strategies and objectives. Describe how they connect with your assessment of each child’s abilities stated in the preceding section, “2. Analysis of Two Children’s Literacy Development.”
- *Which strategies did you employ to help each selected child’s family foster their child’s literacy development?* Explain why you selected these strategies, how you used them over this period of time, how you fostered two-way communication, and how each child benefited.

[Suggested total page length for **Supporting Literacy Development: 2-3 pages**]

## 4. Reflection

In this section, address the following questions:

- *How successful was this planned learning experience? What is your evidence?*
- *If you were given the opportunity to teach this particular sequence again with these students, what alternative strategies would you use? Why?*

[Suggested total page length for **Reflection: 1-2 page2**]

## **Making Good Choices**

### **Selecting the students**

You have two important and interconnected choices to make for this assignment. The first is the selection of the children whose literacy development you want to feature. You may want to collect work samples for twice the number of students this assignment requires you to feature. Collecting extra student work samples will give you more choices when deciding which students to feature, and will ensure that you have sufficient work samples in the event that a student permanently leaves your class prior to the completion of all assignments for your featured lesson for this entry. You should choose two children who allow you to display the depth of your understanding of literacy and your skill in nurturing children's literacy development. These children may reflect any level of literacy skill. The children you choose to feature need not be able to write connected text. It is not necessary that the children you select to feature make dramatic gains over the time span covered by this entry. **The focus is on your teaching practice, not on the level of student performance.**

### **Selecting materials**

The second choice you have to make is the selection of student work samples that you will use to discuss the children's literacy development. You may submit the student work samples in three different forms: either as dictation and drawing, dictation and writing, or as writing alone. (See the section "Selecting options," below, for more detail.) The specific work samples from these children allow you to demonstrate how you have assessed their abilities and how you have used this information to promote their learning. You will need to submit student work samples that consist of the children's writing or dictation collected from three distinct points in time. **The time span covered by these student work samples should be at least four weeks. However, if you have samples from the beginning of the year, a more lengthy time period is helpful.** What you submit will differ depending on whether the children you are describing are able to write connected texts.

### **Selecting options**

#### ***Option 1: Dictations and Drawing/Brief Writing Samples***

This option is intended for children who have limited ability to use print in conventional ways. Such children are likely to be able to produce marks that reflect their understanding of the nature and uses of print, but these marks do not reflect conventional ways of forming letters. At the same time, these children are able to tell stories, report events, draw pictures, and describe objects. Document the child's emerging literacy skills by collecting student work samples. Strive to collect samples that reflect a broad range of the ways that children use print and oral language. The samples you collect must:

- cover a span of time of at least six weeks and be taken from three distinct points in time;
- include three samples of each child's writing and/or drawing. Each sample must be accompanied by a dictation that you wrote as the child described the sample or told you a story based on the sample. Altogether, the samples and dictations must total no more than

12 pages. (Three pages of student writing and/or drawing for each child and three pages of teacher dictation for each child);

- include both the illustration and the writing on the same side of the page (if you choose to include illustrations);
- include all translations of the dictation in English.

***Option 2: Samples of Extended Writing***

This option is intended for children who are able to express themselves in writing, alone or with support. (Submissions of work samples with illustrations are acceptable.) Select samples that reflect each child's ability to do different kinds of writing (e.g., story, report, poem). The student work samples you collect must:

- cover a span of time of at least six weeks and be taken from three separate points in time;
- include three samples for each child. Altogether, these must total no more than 6 pages of student work;
- be first drafts produced by the child in the context of normal classroom routines. Be accompanied by a typed copy that you produce on a separate piece of paper. Do not change the child's words; simply provide a legible version that is spelled using conventional spelling. The typed pages do not count toward the page limit; only student work pages count toward the page limit.

Name: \_\_\_\_\_ e-mail: \_\_\_\_\_

Phone: (h) \_\_\_\_\_ (w) \_\_\_\_\_

Grade level and subject currently teaching: \_\_\_\_\_

Years of experience: \_\_\_\_\_

What are your expectations of the course?

What are your expectations of the professor?

<b>Projects and Assignments</b>	<b>Points</b>
Attendance	(10) _____
Personal Narrative	(15) _____
Video-taped Guided Reading Strategies Analysis	(30) _____
Option A: Writing as a Way of Knowing or Option B: Examining Children's Literacy Development	(30) _____
Journal Article Reader Responses    ____, ____, ____	(5) _____
Chapter assessments	(10) _____
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____	