

California State University, Fresno



Leadership for Diverse Communities

Language and Literacy Development
and Instruction
LEE 177ECE

Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description:

Early literacy instruction from birth, including a comprehensive literacy program for pre-kindergarten through grade 3, first and second language acquisition, family literacy, and early intervention.

Program Requirements:

This course is a required course in Phase 2 of the Multiple Subject Credential, Early Childhood Education Program. It must be taken concurrently with EHD178ECE Field Study B-ECE.

Course Information	Instructor Name
Units: 3	Office Number
Time: 3 hours per week, plus 1 hour arranged	Email
Location:	Telephone
website	Office Hours

Prerequisites: Admission to the Early Childhood Education option, Multiple Subject Credential program. Completion of Phase I, Early Childhood Education courses — CI171ECE, LEE172ECE, LEE173ECE, EHD174ECE. Concurrent enrollment in EHD178ECE is required.

Required Texts and Instructional Materials:

- Tompkins, G.E. (2007). *Literacy for the 21st century: Teaching reading and writing in pre-kindergarten through grade 4* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- California State Board of Education. (2004). *Reading/language arts standards for California public schools, pre-Kindergarten through grade 12*. Sacramento: CDE. Also available online at cde.gov) (CDE/RLA)
- Clay, M. (2002). *Observation Survey*. Portsmouth NH: Heinemann. (2nd ed.)
- Clay, M. (1972, 1979, 2000). *Sand, Stone, Follow Me, Moon or No Shoes*. Portsmouth, NH: Heinemann.
- Herrell, A. & Jordan, M. (2008). *Fifty strategies for teaching English language learners* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall (H&J)

Primary Learning Outcomes:

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), the RICA domains and NAEYC Standards.

1. Provide a comprehensive, systematic program of assessment and instruction to students in preK-3 classrooms, including systematic, explicit and meaningfully applied instruction in reading, writing and related language skills, as well as strategies for English language learners and speakers of English, that are aligned with the state-adopted academic content standards for students in Reading/ Language Arts and English Language Development (CCTC 7A, 12; TPE 1, 3, 4, 6A, & 7; RICA Domains 1-4); NCATE Standards 3a, 4b, 4c
2. Demonstrate the ability to assess, plan, organize, manage, and differentiate instruction to support the development of comprehension skills, including a strong literature component; strategies that promote independent reading; and use instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners. (CCTC 7A, 12; TPE 1, 3, 4, 6A, & 7; RICA Domain 4; NCATE Standards 3b, 4b, 4c, 4d
3. Demonstrate understanding of effective instruction using a range of textual, functional and recreational instructional materials, as well as a variety of narrative and expository stories and texts that include materials that reflect cultural diversity in teacher-supported and independent reading contexts. (CCTC 7A, 12; TPE 1, 4, 6A, & 7; RICA Domain 3; NCATE Standards 4b, 4d
4. Demonstrate the ability to provide effective early literacy instruction, based on appropriate assessments, to develop students' background knowledge and vocabulary, and use reading comprehension strategies such as analysis of text structure, retelling, summarizing, questioning, and making inferences. (CCTC 5, 7A; TPE 1, 3, 4, 6A; RICA Domain 3, NCATE Standards 3b, 4b, 4d

5. Demonstrate the ability to promote emergent literacy, early literacy and oral language across settings--home, ECE programs and pre K- 3 classrooms--including reading aloud to children; providing phonological awareness and alphabetic activities; offering early writing experiences; developing print knowledge and concepts, purposes and conventions of print; engaging in rich, extended conversation; increasing oral language vocabulary; discussing book illustrations and the sequence of story events; recognizing print in the environment and in different types of texts; locating parts of book, finding letters and words in text; interactive and shared reading with big books; and reading and responding to alliterative books, predictable books and other literature. (CCTC 5, 7A; TPE 1, 4, 6A, & 7; RICA Domain 4; NCATE Standards 2c; 3b; 4a, 4b, 4c, 4d)
6. Demonstrate the ability to provide effective instruction in writing strategies, writing applications, and written and oral English language conventions including a variety of writing opportunities appropriate to the assessed levels of individual children and their spelling development. (CCTC 5, 7A; TPE 1, 3, 4, 6A, & 7; RICA Domain 4; NCATE Standards 3b, 4b, 4d)
7. Demonstrate the ability to plan and provide effective early literacy instruction in organized, systematic, explicit skills that promotes fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills (to include spelling patterns and sound/symbol (orthography codes) and how to provide for extensive practice in reading and writing appropriate for students' assessed levels of performance. (CCTC 5, 7A; TPE 1, 3, 4, 6A, & 7; RICA Domains 2,3; NCATE Standards 3b. 4b. 4d)
8. Demonstrate understanding of ways to promote family literacy, literate home environments and create linkages with families and the community that strengthen children's language development, early literacy and success in school. NCATE Standards 2a, 2b, 2c, 4a, 4b
9. Demonstrate ability to use a variety of assessment strategies including observation, checklists, parent interview, screening tests, inventories, records, informal and formal measures to guide early literacy instruction, diagnose reading abilities and difficulties, monitor reading progress and evaluate reading achievement as well as being able to communicate and interpret assessment data to students, parents or guardians, school personnel, and others. (CCTC 5, 7A; TPE 1, 3, 4, 6A, & 7; RICA Domain 1; NCATE Standards 3a, 3b, 3c, 3d)
10. Demonstrate knowledge of the characteristics of high risk readers, how to refer children for services and accessing school and community resources and programs for early intervention with high risk readers and their families. NCATE Standards 3a, 3c, 3d
11. Demonstrate understanding of the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including

English learners, students with reading difficulties, and students who are proficient readers. (CCTC 7A, 12; TPE 4 & 7; RICA Domains 1&2; NCATE Standards 4b, 4c

12. Demonstrate understanding of linguistic development, first and second language acquisition and how first language literacy connects to second language development as well as the ability to adapt lessons to the needs of English learners according to their assessed individual language levels and needs. (CCTC 12; TPE 3 & 7; RICA Domain 1&4; NCATE Standards 3a; 3b; 4b, 4c, 4d
13. Demonstrate the ability to plan and implement literature units and provide explicit instruction and guided practice in responding and analyzing literature. (CCTC 7A, 8A (d), 12; TPE 1, 3, 4, 6A, & 7; RICA Domain 3; NCATE Standards 4b, 4d
14. Demonstrate the ability to plan lessons and design an ECE classroom environment that reflects understanding of the California Standards for the Teaching Profession, Reading/Language Arts Content Standards and English Language Development Standards. (CCTC 7A, 12; TPE 1, 4, 6A, & 7; RICA Domain 1; NCATE Standards 1c, 4b, 4c, 4d
15. Demonstrate the ability to make appropriate choices in software and technological applications to support student learning, communicate effectively, and generate professional reports. (CCTC 11; TPE 1; NCATE Standards 4b, 4c

Major Assignments:

Course Requirements

Attendance, Preparation and Participation. Students are expected to attend all classes on time prepared to discuss the reading assignment. Students are also expected to participate fully in all activities in and out of class. This requirement will constitute 10% of the course grade (100 points).

Quick Write. Each student will be expected to demonstrate understanding of the reading assignment by completing a quick write at the beginning of each class period. The quickwrite will be scored on a five point rubric and the two lowest scores will be dropped. This assignment will constitute 10% of the course grade (100 points).

Literature Focus Unit. Each student will prepare five reading and/or language arts skills lessons and follow-up literacy centers to be included in a one week literature focus unit based on a picture book, children's author, or a group of related picture books. These lesson plans will focus on the teaching of reading and language arts skills and strategies as well as other activities demonstrating the understanding of the concepts taught in the course. Small groups of four students will work together to plan the other elements of the unit. This assignment will constitute 20% of the course grade (200 points). See the scoring standards in this syllabus for requirements.

Case Study-Practice and Performance Assessment. Each student will practice the assessment of an individual student using both formal and informal assessment measures. This assessments will include running records, Concepts About Print testing, phonemic awareness and phonics assessments, sentence dictation testing, a writing sample scored with a writing rubric, and any other appropriate assessments. The actual case study will be done in class as a performance assessment activity. Students will view assessments being administered to a child by the instructor, analyze and summarize results, and prepare an instructional plan based on these results. This in-class performance assessment will constitute 20% of the course grade (200 points). See the scoring standards in this syllabus for requirements.

Midterm and Final Examinations: Students will take a midterm and a comprehensive final exam. The midterm grade will constitute 20% of the course grade. The final exam will be graded by a committee of reading faculty and will constitute 20% of the course grade. The combined weight of the combined exams will be 40% of the course grade (400 points).

Possible Assignments and Examination Schedule

Date	Assignment/Activity*	Points Possible
<i>On-going</i>	<i>Attendance, preparation & Participation</i>	100
<i>On-going</i>	<i>Case Study - Practice and Performance Assessment (TPE 1, 3, 7)</i>	200
<i>On-going; due Week 13</i>	<i>Literature Focus Unit (TPE 4, 6A, FORMATIVE ASSESSMENT: TPE 1)</i>	200
<i>Weekly</i>	<i>Quickwrites (TPE 1)</i>	100
<i>Week 8</i>	<i>Mid-term Examination/Phonemic Awareness & Phonics Test (TPE 1, 3)</i>	200
<i>Week 15</i>	<i>Final Examination (TPE 1, 3)</i>	200

Field Study (Lab) Components Connected to Assignments (minimum of 15 hours):
Case Study – Practice and Performance Assessment

Course Policies:

Attendance and participation are an important part of the course. Students are expected to prepare thoroughly and to participate fully. Please keep copies of all assignments. In the unlikely event that something is lost, you will be responsible for submitting another copy.

Excessive absences (more than 2) may be cause for the instructor to drop students from the course or failure of the course.

Grading Policy

Assignments submitted late will be dropped one full grade or 10% each week.

Each student will be expected to take and pass an examination demonstrating their understanding of principles related to phonemic awareness and phonics. The exam will be given during the mid-term exam period and any student who does not pass (with an 80% score) will be expected to purchase a programmed text in phonics and retake the exam at the end of the semester. In order to receive credit for the course, students must pass the Phonemic Awareness/Phonics examination.

Grading Scale

900 - 1000 points =A

800 - 899 points =B

700 - 799 points =C

600 - 699 points =D

599 points and below =F

See "Course Requirements" for specific assignments and possible points for each.

Tentative Course Schedule:

	Date	Topics	Fieldwork Assignment	Reading Assignment
Week	1	<p>The reading process and balanced reading instruction Assessment vs. Instruction How do we know children are progressing in learning to read? Stages of Language Development Parent's Role Standards-based teaching: Reading/Language Arts Standards California Standards for the Teaching Profession Overview of assignments/Choosing a book <i>EL Strategy: Interactive Read Aloud</i></p>	Observe in Classroom	<p>T – Ch. 1 & 2 C – Ch. 5 Handouts pp. 1 – 30 Articles: “Interactive Read Alouds” "Grand Conversations"</p>
Week	2	<p>What is reading? Cueing Systems Anecdotal Records Focus topic: Running Records of text reading <ul style="list-style-type: none"> • Recording children's oral reading behaviors • Scoring running records Children's literature in the language arts curriculum Multicultural literature <i>EL Strategy: Predictable routines and signals</i> Identifying a child for practice case study Text set for the Literature Unit</p>	<p>Competency 1/Read Aloud Competency 11/Grand Conversation use Multicultural selection</p>	<p>C - Chap 4 & 6 T Chap 3 Articles: “Anecdotal Records "Self-Selection of Books”</p>
Week	3	<p>Concepts About Print Observation Survey <ul style="list-style-type: none"> • Book handling skills • Directional concepts • Conventions of print • Visual scanning • Hierarchical concepts Emergent Literacy Assessment Chart for Case Study <i>EL Strategy: Opportunities for oral language practice</i></p>	<p>Competency /Supervise & Conference Practice CAP & OS Give CAP to Case Study</p>	<p>• T, Ch 4 Handouts pgs. 31 - 39 T Chap 5 CAP Articles</p>

Week	7	Integrating Children's Literature Across the Curriculum Shared Reading Fluency and Automaticity Vocabulary Development <i>EL focus strategy: Vocabulary role play</i> Assessment for Case Study	Competency 7 Shared Reading Competency 13 Vocabulary	Study for Mid-Term
Week	4	Phonemic Awareness Second Language Acquisition ELD Standards Phonemic Awareness Assessments • Assessing specific PA skills • Teaching PA Lesson Planning/Elements & Format Linguistic Awareness Assessments <i>EL Strategy: Contextualizing language with realia, visuals, & gestures</i> DUE: FOCUS BOOK DESCRIPTION FOR LITERATURE UNIT	Competency 3/Phonemic Awareness Lesson Phonemic Awareness Assessments	T - Chap 7 Handouts pgs. 40 - 70
Week	5	Phonics • Phonics knowledge for teachers of reading • Assessing phonics knowledge: Letter Identification, Teaching phonics/spelling concepts Emergent Writing Reading/Writing Connections Language Experience Making Word Walls Assessing Spelling Stages <i>EL Strategy: Word collections; Interactive Writing</i> DUE: ANNOTATED TEXT SET FOR LIT UNIT, PHONEMIC AWARENESS, AND OS TESTING FOR CASE STUDY (PRACTICE)	3/Phonics Competency 3/Phonics	CP, Shared reading article • T, Ch. 6 • C, Ch. 5
Week	6	Instructional Reading Groups Decoding and Encoding Sight words • Assessing sight words • Teaching for control of sight and High Frequency Words (HFW) <i>EL strategy: Modeled Talk</i> DUE: FIRST LESSON PLAN (DRAFT) FOR LITERATURE UNIT	Competency 6 Reading and Writing Skills	• T, Ch. 10 Handouts pp. 86-90

Week	8	Midterm Examination/Phonics Test		T Chap12 Handouts, pp. 91-96
Week	9	Organizing, Planning and Managing Instruction/Block Plan Literacy Centers <i>EL Strategy: Oral Language Support, Scaffolding</i> Word Wall Activity for Literature Unit DUE: ALL LESSON PLANS FOR LITERATURE UNIT	Competency 8-Reading Log Competency 9-Centers	Article: What is Guided Reading? Handouts pp. 97-101, 126
Week	10	Guided Reading Identifying High Risk Readers Early Intervention <i>EL Strategy: Differentiated Instruction</i> Assessment Plan for Literature Unit Instructional Plan for Case Study	Competency 10 Guided Reading	• T, Ch. 8 & 9 Article: Comprehension Bridges Handouts, pp.102-107
Week	11	Literature Studies Teaching text structures Using Graphic Organizers <i>EL Strategy: Graphic Organizers & Text Talk</i>	Competency 12/Story Structure	• T, Ch. 11 Rest of Handout
Week	12	Assessing and teaching comprehension Illustrations and comprehension Retelling as comprehension assessment Literature Circles <i>EL Strategies: Story Enactment, Drama</i> Performance Assessment: CASE STUDY in class Part II DUE: BLOCK PLAN, LITERACY CENTERS AND WORD WALL ACTIVITIES	Competency 11/Lit. Circles	

Week	13	Parent Partnerships Family Literacy Organizing & Using Assessments, Sharing Results with Parents IFSP and IEP and Literacy Goals Performance Assessment: CASE STUDY in class Part II DUE: ASSESSMENT PLAN FOR LIT UNIT		• T, Ch. 11
Week	14	Teaching the Writing Process Formats for Writing Instruction <ul style="list-style-type: none"> • Writing Rubrics • Modeled, shared, interactive writing DUE: COMPLETE LITERATURE UNIT	Competency 14 Writing Process	
Week	15	Final examination		

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in University Center (UC) room 5 (278-2811).

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration),
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading,
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the

university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Make Up Policy for Planned and Unplanned Absences: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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Appendix A: Guidelines for Literature Unit Assignment

This assignment requires students to design a unit based upon a picture book, group of books or chapter book appropriate for the grade level identified. Two hours per day of instruction and activities should be planned. The length of the unit will depend on the number of students collaborating (1 week per student). The following are recommended steps for preparing this assignment:

1. As a group (3-4 students) choose a picture book based upon guidelines provided by the instructor and get approval from the instructor to use the book you choose. Write a description of the focus book including the title, author, any awards the book has won and the reasons why you selected the book. Relate your choice to grade appropriateness, linguistic features of the book (rhyme, repetition, rich language, etc.) and the art in the book. **GROUP**
2. Choose at least ten additional books that you would have in the classroom during the teaching of the unit and include them in an annotated bibliography. The “text set” you choose may be related to the focus book in several different ways; topic, author, illustrator, linguistic features, story structure, etc. The text set must include at least one poetry book and one informational book. **GROUP**
3. Each member of the group will identify and prepare five lesson plans for explicit instruction of language arts skills and strategies that can be taught during the week of the literature unit. These skills and strategies should be linked to the state Reading/Language Arts and Visual & Performing Arts standards for the grade level identified as well as ELD Standards for EL students in the class. Write a series of five lesson plans that teach five different reading/language arts skills appropriate for the grade level for which the unit is planned. Integrate the use of visual and performing arts into the lessons to support students’ appreciation and skills in these areas, as well. Each student should submit ONE lesson plan for feedback before writing the other four. **INDIVIDUAL**
4. Design a block plan for the weeks of the unit. Include the books to be read, the skills lessons to be taught, the literacy centers, arts centers and activities to be used. Block out at least two hours per day with one hour per day for instructional reading groups and literacy/visual and performing arts centers. **GROUP**
5. Design activities and literacy/visual and performing arts centers that will engage the students in exploration of the chosen book and application of the skills and strategies taught in both literacy and visual and performing arts. Include additional language arts, visual and performing arts activities and word study and formulate a sequence of activities that will enhance the students' understanding of skills, strategies and the enjoyment of literature and the arts. **INDIVIDUAL**

6. Design an ongoing approach to assessment to use during the unit. Include: 1) the evaluations and assessments you will be gathering (lesson plan evaluations, literacy/visual and performing arts center evaluations, anecdotal records, running records,) 2) how you will organize all the data collected (work folders, portfolios, checklists, student journals, notebooks, etc.), and 3) how you will use the information you have gathered, (to plan future lessons, to confer with parents and students, to grade, to set goals, to individualize instruction).

The unit that you turn in should contain the following parts:

1. **Unit introduction**

- a. Describe the book on which the unit is based (any awards it has won, any special features). Explain why you selected it and why you believe it appropriate for the grade level you have identified. (See number one above.)
- b. Discuss the classroom situation in which the unit will be taught (grade level, linguistic mix, special interests and needs of the children).
- c. Explain the goals of the unit, and how these goals fit with state grade level standards for both reading/language arts and visual and performing arts as well as ELD standards. QUOTE the standards and then LIST exactly which activities and lessons from your unit will support the students in meeting them.

2. **Text Set**

Include an annotated bibliography (APA format) that describes at least ten additional books of literature which you might use as extensions of this unit. These selections should include informational books, poetry books, and additional picture books that relate to the main literature selection. (See the text list in this syllabus for an example of APA format). Write a three to four sentence description of each book and how it will contribute to the unit of study.

3. **Explicit Instruction (Five mini-lessons to be taught during each week of the unit)**

- Lesson topic
- Standards addressed (Reading/Language Arts & Visual and Performing Arts)
- Objective for each lesson (Written in correct lesson plan format!!)
- Teacher materials (a complete list of materials you will use to teach the lesson including a samples of any teacher-made or printed materials to be used as a part of the lesson)
- Student materials (a complete set of all materials the students will use during the lesson)
- Motivation - A description of what you will say or do to get the students interested in the lesson. NOTE – This is NOT a rationale – it is HOW you will catch their interest.
- Procedures - A step-by-step description of the instruction you will use, and what students will be expected to do. MUST include teacher explanation, teacher modeling, guided practice and independent practice. Strategies to ensure the

participation and understanding of English Learners must be evident in all lesson plans.

- Closure - A description of how you will bring the lesson to a close, review and recap.
- Evaluation - A description of how you will evaluate the students' responses or products to determine whether or not the objectives of the lesson were met and to identify the students needing additional instruction or practice in order to meet the objectives.
- Provisions for Individual Differences - A description of strategies you will use to support the needs of individuals within the group. Examples: Adjustments for English learners, any special education students, gifted students, non-readers, etc.
- Other - Any follow-up activities that will be provided such as literacy and visual and performing arts centers, projects, lesson extensions.

4. Block Plan

A five day plan in lesson planbook format showing the breakdown of the two hour (or more) language arts block each morning for five days, the sequence of activities and lessons and the amount of time allocated for each of the activities.

5. Extensions, Literacy and Visual and Performing Arts Centers and Word Wall Activities

A description of any additional activities included in the week's activities. You must include: the topic, the materials, the expectations and instructions to be given to the students.

6. Overall Assessment Plan

This part of the plan provides a description of the ongoing assessment that will be conducted during the week. This section must include three parts, 1) what information will be gathered, 2) how it will be organized, and 3) how it will be used. Include any checklists, rubrics, scoring standards, observation forms, you plan to use. How this information will be shared with students and parents should also be included in this section.

Scoring Standards for Literature Unit

Required Elements	Point Range	Points Given
OVERVIEW	1 - 10	_____
Description of the main selection	Draft submitted _____	
Description of the classroom/grade level	Draft submitted _____	
Goals/Fit with state standards	Draft submitted _____	
In Reading/Language Arts, Visual & Performing Arts, ELD		
TEXT SET	1 - 10	_____
Annotated bibliography (10 books)		
APA format		
(at least three types of literature)	Draft submitted _____	
Music & Art Prints to be incorporated in the study		
EXPLICIT INSTRUCTION	1 - 150	_____
Mini-lessons/ Objectives	Draft submitted _____ LP#1	
Complete lesson plans	Draft submitted _____ LP#2	
(5 plans per week)	Draft submitted _____ LP#3	
Arts infusion evident	Draft submitted _____ LP#4	
	Draft submitted _____ LP#5	
BLOCK PLAN (2 hours per day) 1 - 10		_____
Variety of activities		
Logical sequence		
All six Language Arts included		
Visual & Performing Arts included	Draft submitted _____	
LITERACY & WORD WALL ACTIVITIES		
Support skills and strategies taught	1 - 10	_____
Engage children in authentic learning	Draft submitted _____	
ASSESSMENT PLAN	1 - 10	_____
Ongoing, Authentic, All forms and support materials included		
Three parts complete	Draft submitted _____	
TOTAL POINTS		_____

Appendix B: Practice Case Study Guidelines

The purpose of this assignment is to give you experience in administering, scoring, interpreting and utilizing the assessment procedures necessary in order to provide effective, appropriate instruction to emergent and beginning readers and writers.

The following guidelines will assist you in completing this assignment:

1. Identify a student with whom you will work. This student would ideally be a child in kindergarten, first, second or third grade who is an English Language Learner but fluent enough to be tested in English. You may want to use a neighbor child or family member for this assignment. If you have a problem finding a child with whom to work, talk to your instructor for suggestions. Write a description of your case study child including: gender, age, ethnicity, language background, other languages spoken by the child or in the home, educational background, any other pertinent data. If at all possible, conduct an interview with the parents to determine the language and literacy experiences available in the home.
2. Administer the assessments as you learn them. DO NOT attempt to administer all the assessments at one time. Watch your student carefully and STOP whenever the child appears to be tired. Your assessments will not be valid if you try to do too much at once.
3. Choose and administer appropriate assessments from the following list:
Yopp – Singer, Rosner's TASS, and Kindergarten Phonemic Awareness Tests
Sight Word Lists (36 Word List for Kindergartners, 100 or 300 Word List for others)
Observation Survey including: Letter ID, Concepts About Print (for emergent readers),
Sentence Dictation Test, Writing Vocabulary, Writing Sample,
Story Retelling
Running Record
4. Next, choose an appropriate reading selection for the student based upon the results of running records and construct a story retelling guide for the book (see _____). Ask the child to read the book aloud and to tell you what it was about. (Listen for more explanation about this in class). Then, ask the child to write about his/her favorite part of the book in order to obtain a writing sample. Using a prepared writing rubric, analyze the child's writing. In addition, conduct a spelling analysis using the writing sample and the writing obtained on the sentence dictation test. If the child is unable to read independently, the storyretelling assessment can be done by reading a picture book aloud to the child and having the child retell the story. Be sure to note on the storyretelling guide that the book was read aloud by the examiner.
5. Score all assessments carefully and determine the child's abilities and needs for instruction. If additional information is needed, spend more time with the student, do additional assessments, and/or interact with the child using a reading or writing activity. If you do not

get complete information about the child as a result of the assessment procedures, it is your responsibility to gather the missing information.

6. Create a chart that shows the assessments given, the child's score on each test, and the child's strengths and teaching points identified by each assessment. See the example in this syllabus.
7. Write a narrative summary of the information you obtained about the child as a reader and writer. DO NOT simply restate the test scores. Summarize in three categories. What you know about the child's knowledge of phonemic awareness and phonics, what you know about the child as a reader (his instructional level, what cueing systems he uses, self-monitoring and self-correction skills he uses, his reading fluency and comprehension (based on the assessments given). In a third section summarize what you know about the child as a writer (his writing rubric score, his spelling development level, his ability to express himself in writing, his writing vocabulary and his confidence in writing.)
8. Be very specific and use a professional writing style. This report will be submitted to your university instructor and to the child's teacher, once approved by the university instructor.
9. Formulate a plan of instruction for the student you assessed. Describe where you would begin instruction and write a series of three to five reasonable objectives with three to five activities you will use to support the objectives. The objective should be written in the following format:
 - What will the student be able to do?
 - Under what circumstances?
 - To what degree?

Example: After daily guided reading focusing on balanced cueing system use, Joe will demonstrate his ability to use syntactic, semantic, and phonological cues in decoding and comprehending increasingly difficult text as measured by periodic running records.

Please submit this assignment in the following order:

1. Description of the student written in professional language;
2. Chart of assessments given;
3. The assessment summary typed and written in professional language. (See the list above for required content.)
4. Plan for instruction outlining the student's needs as indicated by the assessments given. Specify three to five objectives for future instruction of the student, based upon the assessment results. Support each objective with three to five appropriate activities for achieving it.
5. Assessments given attached to the summary and plan for instruction. Be sure each assessment is completely scored and all summary information given. Include the story retelling guide and writing rubric designed and scored.

NOTE: Please read these instructions carefully. This is NOT an assignment that can be done at the last minute or in one session with a child. PLAN AHEAD!!

Format for Practice Case Study Assignment

(Please submit the Case Study elements in this sequence)

Scoring Standard Sheet: Make a copy of the scoring standard sheet from the syllabus and place it on top of the material being submitted.

Description of the student: Briefly describe the student including age, gender, grade level, ethnicity, linguistic background, educational background, any other pertinent data.

How the student approached the assessment tasks: Briefly describe the student's approach to the assessment. (Was he eager? fearful? shy? Describe behaviors, verbal interactions, and any information he gave you that might shed light on his thought about himself as a reader and writer?)

Chart of the assessments, score, and analysis: List the assessments given and the scores. This should be included in a chart that allows the reader to view the assessments and be able to see the entire set of tests given scores, and comments.

Example of a chart:

Assessment	Score	Analysis
Letter ID	50/54	Strengths: All letter names, most sounds Teaching Points: Sounds for /w/ & /y/ as well as /l/ & /h/
Concepts about Print	20/24	Strengths: All CAP except punctuation, word order
Running Record	92% accuracy	Strengths: Balanced cueing use, self-corrections

Narrative Summary of Assessment Findings Write a narrative summary of the assessment results. DO NOT list the tests individually. Instead, group the results by area. For example, you have data about the student's writing from the writing samples, the vocabulary writing task and the sentence dictation task. Looking at those three tasks what can you summarize about the student's writing development?

Instructional Plan: Choose three to five objectives, (BE sure to use the correct objective format!) list them in order of priority and follow each objective with a description of three to five approaches and activities you will use to support the child's literacy development based on the assessments given.

Reflections: If you actually have a chance to implement any of the instructional plans, reflect on their success and any additional information you gained through the implementation. (This part is not mandated but will be counted as extra credit.)

NOTE: Drafts of each of these elements **MUST** be submitted to your instructor for feedback on the dates noted in the syllabus. These practice assessments are intended to prepare you for the case study performance assessment to be conducted in class. The practice case study **WILL NOT** be graded. Your grade for this assignment will be based on the performance assessment done in class.

Scoring Standards for Case Study Performance Assessment to be done in class

<u>Required Elements</u>	<u>Point Range</u>	<u>Points Given</u>
ASSESSMENT SCORING	1 - 50	_____
Running Record annotations and scoring	(1-20)	
DATA ANALYSIS (CHART)	1-50	_____
interpretation of assessments		
Indentification of strnegths and teaching points		
INTERPRETATION	1 - 50	_____
Narrative assessment report summarizing the assessment results		
Summary written in professional language		
Summaries of assessments clearly stated		
Language Development summarized		
Phonemic Awareness & Phonics knowledge summarized		
Reading abilities summarized		
Writing abilities summarized		
APPLICATION (Instructional Plan)	1 - 50	_____
Clear connection between assessment and instruction		
Present levels of functioning and instructional priorities clear		
Three to five reasonable objectives identified		
Three to five appropriate activites identified for each objective		
Plan appropriate to strengths and needs of student		
Plan is clear and educationally useful	Draft submitted _____	
TOTAL POINTS 1-200		_____

Appendix C:

Prompt and Rubric for Reflection and Self Evaluation

Reflection and Self-Evaluation Prompt

Teaching Process Standard

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Task

Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt

- Reflect on your instruction and student learning.
 - Effective instruction. What instructional strategies and activities do you think contributed most to student learning? Why? Support your comments with the evidence discussed in the Analysis of Student Learning.
 - Changes. If you had an opportunity to teach this project again, what are at least 2 things you would do differently? Why? Consider your learning goals, instruction, assessment, and other factors under your control. Support your comments with the evidence discussed in the Analysis of Student Learning.
- Reflect on possibilities for professional development.
 - Professional learning goals. Describe at least two professional learning goals that emerged from your insights and experiences with the Teaching Project.
 - Next steps. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Documentation: reflection on instruction (2-3 pages); reflection on professional development (1 page)

Reflection and Self-evaluation Rubric

Teaching Process Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	