
EDMS 4110 - 5 units – Fall, 2010
Reading/Language Arts Methods: English Instruction

Instructor: Mary F. Borba, Ed.D.

Class Schedule: Wednesdays, 8:45-3:00
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Class Location: Medeiros School in C-3
651 W. Springer, Turlock
Office Hours: Before & after class at Medeiros

COLLEGE OF EDUCATION MOTTO
Advocates for children and their communities



MISSION

The mission of the College of Education is to engage faculty and students in instruction, research, and activities that provide subject specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing professional activities. We are committed to the education of diverse educational leaders who meet the needs of a multicultural and multilingual society. The programs are designed to advance the personal, ethical, and professional qualities of students through participation in coursework, field experiences, and research that together cultivate reflection and encourage innovations central to the field of education. The College provides multiple and systematic opportunities for candidates to make connections between their professional duties and the role of education within the local and global society and to serve as advocates for children and their communities.

OUR VISION

The professional preparation programs in the College of Education have a shared vision:

To prepare teachers and service personnel who impact positively and optimally on the achievement of all P-12 students in academic and non-academic areas. The attributes that are the foundation for our school-based preparation programs are high standards, academic rigor, and intellectual integrity.

CSU Stanislaus, College of Education has an enduring commitment to the preparation of professionals who are:

- ✓ Competent in their chosen areas,
- ✓ Able to integrate subject-matter content with pedagogy appropriate to their field of study,
- ✓ Culturally responsive and responsible, knowledgeable, and appreciative of the diversity among learners,
- ✓ Committed to self-assessment and reflection,
- ✓ Partners, educational advocates, and leaders at the school level and in the wider community, and
- ✓ Users of technology that enhances teaching and learning.

Course Description:

This course is an introduction and examination of the principles and practices for effective reading/language arts instruction in grades K-8, with an emphasis on:

- a balanced approach to literacy learning including the topics or components identified in the California Reading Initiative
- an explicit, systematic skills component, including phonics, grammar and spelling which meets the needs of diverse populations, as identified in the credential program documentation for CCTC and NCATE

- the five communication skills—listening, speaking, reading, writing, and responding
- the role of motivation, comprehension, and literature-based instruction in creating life-long readers and responders
- content knowledge needed in preparation for *RICA and TPAs: Reading Instruction Competency Assessment and Teacher Performance Assessment (TPA) 1, Task 1 and TPA 3.*

REQUIRED MATERIALS & TEXTBOOKS



1. Internet access required outside of class. Computers not needed in class.
2. A large and small whiteboard. Samples will be shown in class. These are available at local stores; Staples, Target, and Walmart carry them.
3. Weekly reading assignments related to instruction will be provided via Blackboard. Students should stock up on paper and ink cartridges and set their printers on “EconoMode” to save toner. Generic brand ink cartridges are available online at considerable savings. Students will need to access Blackboard each week for the week’s agenda, readings, and other assignments. Resources will be posted and students expected to bring them to class each week.
4. *Put Reading First: The Research Building Blocks for Teaching Children to Read* - The booklet is provided by instructor.

GRADING STANDARDS:

Course Assignments – Students are expected to come to class prepared in the completion of readings and other assignments. Students can expect pop quizzes on the assigned readings. All written assignments must meet the high quality standards expected of a classroom teacher. Written work must be prepared as if they were to be reviewed by a future administrator, member of the school board, or parents of a prospective student. All written work will be turned in on time, will be word-processed, and will be original. Credit will be given for all assignments that are completed in an acceptable manner. If not acceptable, the work will be returned and students will be asked to ***redo*** the assignment. Assignments will not be accepted after the last class. There will be a 20% reduction in points for a week’s late submission and a 10% reduction for each week thereafter.

Successful completion of evaluative assessments throughout the semester is expected. Points of all activities and assessments will be totaled, and a percentage figure based on the grading scale for the course. The plus (+) and minus (-) grading scale will be used for this semester as per the University’s adjusted grading system established in 1995.

Attendance – Regular attendance and punctuality is expected and required, as class time is very valuable. During class sessions, the instructor and students will share information and provide support to and for each other. Professional and appropriate behavior is expected at all times. Confidentiality is an important part of professionalism and essential for candidates to feel comfortable sharing sensitive or personal situations related to classroom management and student behavior. While it is understandable that an absence is unavoidable, the reason for the absence cannot excuse students from learning the content of that class session. Students who are absent shall meet with the instructor to determine how the class will be made up. It is the responsibility of the student to schedule this meeting. Absences will impact the student’s grade with a 5% reduction in points for each class missed in the semester. If there are more than two absences across the MSCP, a Student Concern Profile form will be submitted to the Department for review (See MSCP Handbook, p. 24).

95 to 100% = A
90 to 94% = A-
87 to 89% = B+
84 to 86% = B
80 to 83% = B-
77 to 79% = C+

74 to 76% = C
70 to 73% = C-
67 to 69% = D+
64 to 68% = D
60 to 63% = D-
Any score below 60%=F



OPERATION OF THE CLASS:

The following principles will guide the operation of the class:

- Attendance, active participation, and punctuality are expected;
- Assigned readings will form the foundation for discussion and should be prepared prior to class;
- Self-esteem is important to all, have and encourage positive attitudes which are essential ingredients to learning;
- Transfer of knowledge and application to the observation/tutoring component is expected and anticipated;
- Ask questions for discussion, clarification or information;
- Learn to work effectively in cooperative/collaborative learning situations through active participation, active listening, encouragement and reinforcement of others, providing feedback and focusing on goals;
- Have a positive and professional attitude towards the learning experience.

Important Information

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor to discuss accommodations necessary to ensure full participation and facilitate educational opportunities. It is also important to contact Disability Resource Services (667-3159) located in the MSR building for assistance asap.

This syllabus is subject to change in an effort to better meet student needs. The instructor will provide advance notice of any changes.

COURSE REQUIREMENTS

1) Assessment

Case Study Practice

Throughout the semester, students will be given sample reading and writing mini-case studies that include students at primary and intermediate levels, English learners, and students with special needs. These case studies will prepare new teacher candidates for RICA and TPA 1, Task 1. Case studies will be analyzed for strengths and needs in reading and writing and strategies for instruction identified with rationale for their use. These case studies will be included in class activities and as homework periodically.

Student Assessment — Primary Case Study

100 points

As part of the assessment requirements of a reading/language arts program, students will administer a variety of assessment measures to determine the reading and writing ability of a first or second grade student in the following areas: phonemic awareness, phonics, high frequency word identification, writing sample or writing word list, instructional reading level, and spelling level. Assessments will include identification of letters, sounds, concepts about print, writing vocabulary, hearing and recording sounds in

words/dictation, and instructional reading levels utilizing running records. Complete instructions and modeling for the assessments chosen by the instructor will be provided in class.

The objective of learning to use these tools is for new teacher candidates to learn to systematically observe and collect data to assess and analyze a primary student's areas of strengths and needs. This will be the basis for planning in instruction. After the administration of each of the assessments, the student will complete a summary report that describe the student's competencies and identified weaknesses. In addition, a detailed written reflection on the experience of learning and using assessment to guide instructional planning will be required.

(3b, 3c; 5a, 5f; 6a, 7Aa, 7Ab, 7Aciv, 7Ad, 7Ae, 7Af; 12c, 12d; 13aii, 13bi, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e; 15c; TPE 1, TPE3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12; TPA 1, Task 1, TPA 3)

Student Assessment – Intermediate Case Study

100 points

To prepare students for teaching English learners, a variety of assessment measures will be administered to determine an intermediate level student's oral language, reading, and writing ability. Testing will determine student's instructional reading level, decoding, reading skills/strategies, fluency, and comprehension strengths and needs. Assessments will include an informal reading inventory (IRI). Reading passages will be utilized to determine decoding competencies, comprehension, and fluency (rate & accuracy). To assess the English learner's oral language, the SOLOM Oral Language Survey will be utilized along with information on the student's CELDT report and an oral survey on reading/writing preferences. Complete instructions, modeling, examples, and format for completing the case study will be shared in class.

The objective of using these tools is for new teacher candidates to learn to systematically observe and collect data to assess and analyze an intermediate student's areas of strengths and needs. This will be the basis for planning instruction. After the administration of each of the assessments, the student will complete a summary sheet that describes the student's competencies and identified weaknesses.

Once an analysis has been completed, the final report will be sent electronically to the instruction using the template provided with a similar structure as TPA 3. The Intermediate Case Study Assessment will follow the special instructions provided by the instructor. A final 300 word, 6 paragraph narrative will be written describing the student's reading competencies and weaknesses. This activity will prepare the student for what is required on the RICA. A detailed written reflection on the experience of learning to use assessment to guide instructional planning will be an important part of this assignment.

(3b, 3c; 5a, 5f; 6a, 7Aa, 7Ab, 7Aciv, 7Ad, 7Ae, 7Af; 12c, 12d; 13aii, 13bi, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e; 15c; TPE 1, TPE3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12; TPA 1, Task 1, TPA 3)

Mid-Term

30 pts.

The mid-term will be a fill in the blank and short essay exam to review topics taught during the semester, especially focusing on key phonics and word-analysis concepts.

2) Lesson Plans

20 points each

Students will have the opportunity to observe and learn about essential components of a comprehensive literacy program. Lessons will be modeled in class and students will be provided additional guidance and teaching procedures. Further reading on the instructional practices will be included in the weekly reading assignments. Sample lesson plans and recording forms for these approaches will be shared.

Students will plan lessons with appropriate objectives, standards, procedures, and extension activities for writing and further reading. Accommodations will be made in each lesson for English learners and Special Needs students. A written reflection will be completed after the lesson and included with the lesson plan. Questions will be provided to guide the reflection. Technology resources will be expected with each lesson. Students can expect up to 10 hours of field experiences in this course teaching these lessons to groups of students at Medeiros School.

*The instructor will determine which of the lessons will be planned and practiced by CSUS students **in class and in the field**. It is important that students meet with the classroom teacher to determine lesson topic and appropriate level of instruction when a lesson will be delivered in the classroom. Classroom teacher suggestions are essential to integrate lesson into standards being covered in their instructional plans. In addition, special skills lessons must meet needs of particular groups of students. Classroom teacher consultation is essential. Letters of introduction will be provided to share with the classroom teacher which will include a form for the teacher to sign verifying that the lesson was presented. Written response from the classroom teacher is appreciated, but not required. Five bonus points will be awarded with the teacher's written feedback.*

(Outside lesson presentations and observations: 3d, 3e; 4a; 7Aa, 7Ab, 7Af, 7Ai; 12a; 13aii, 13bi, 13bii, 13biii, 13biv, 13di, 13dii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e, 14f; 15a, 15b, 15e; 17b; TPE 1, TPE 2, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12, TPE 13)

a) Interactive Read-Aloud – Primary or Intermediate

An interactive read-aloud lesson will be planned for a group of students after examples have been modeled in class. In one sitting, the picture book will be introduced, read with fluency and expression, and an interactive discussion will be conducted before, during, and after the reading. The most important focus will be on developing an appreciation for literature. The lesson will also include planned opportunities to teach comprehension strategies and expand vocabulary. This lesson will take approximately 45 minutes depending on the age group and book selected. A high quality children's trade book will be selected that is conducive to engaging children. A lesson plan will be submitted with rationale for selection of the text, lesson objectives, standards, discussion questions, and possible follow-up reading and writing activities.

(5b; 7Aa, 7Aciii, 7Ad; TPE1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12)

b) Shared Reading – Primary or Intermediate

Using an enlarged text (big book or chart), the children will be involved in reading text together as the instructor points to the words. Reading strategies and phonics/word analysis skills will be explicitly planned and taught. The processes of reading extended text will be modeled by the teacher with specific instruction in problem-solving words at difficulty. The children will also have an opportunity to build a sense of story, predict text, increase vocabulary, attend to concepts about print, and learn to read in a phrased and fluent manner.

(5b; 7Aa, 7Aciii, 7Ad; TPE1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12)

c) Phonics Lesson - Primary

A phonics lesson will be planned wherein children will have the opportunity to use visual aspects of print, manipulate and make words, link sounds with letters and letter clusters, and use what they know about words to solve new words as an introduction or follow-up to a reading lesson. Word sorts or making words activities is an example of a possible phonics lesson with direct and explicit instruction. The lesson will have an interactive component and independent work. Examples of phonics lessons may be found in Patricia Cunningham's materials (*Phonics They Use or Making Words*), *Words Their Way* by Bear, Templeton, Invernizzi, Johnston, Pinnel and Fountas' materials (*Phonics Lessons*), or in the State-adopted reading series *Houghton Mifflin* or *Open Court*.

(3a, 3b, 3c, 3d, 3e; 4a, 4b, 4d, 5a, 5f; 7Aa, 7Ab, 7Aciii, 7Ad, 7Ae, 7Af; 9d, 9e, 9h; 11a; 12a, 12d; 13aii, 13bi, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e; 15a, 15b, 15e; 17b; TPE 1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)

d) Language Experience Activity (LEA) – Primary or Intermediate

After discussion of a shared experience, students will compose and dictate a text for the instructor to write on large chart paper. Language Experience is focused on teaching students that, “What I think, can be said. What I say, can be written down. What is written down, I can read.” It is an especially effective activity for English learners, as their early reading experiences can be successfully based on the language they are able to produce at the time. This lesson will address the specific needs of a group of English learners and support them in oral and written language development.

(3a, 3b, 3c, 3d, 3e; 4a, 4b, 4d; 5a, 5f; 7Aa, 7Aciii, 7Aciv, 7Ad, 7Ae, 7Af; 9d, 93, 9h; 11a: 12a, 12d; 13aii, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e, 15a, 15b, 15e, 17b, TPE1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)

e) Shared Writing – Primary or Intermediate

After discussion of a shared experience, a text will be composed with the instructor and children sharing ideas and the instructor supporting the process as a scribe with the text written on chart paper. This will demonstrate how writing works and provide opportunities to explicitly draw attention to letters, words, and sounds. The creation of the written language will become a context for further learning about the reading and writing processes. The completed text will be a resource for further phonics and language lessons with multiple rereadings to practice phrased and fluent reading.

(3a, 3b, 3c, 3d, 3e; 4a, 4b, 4d; 5a, 5f; 7Aa, 7Aciii, 7Aciv, 7Ad, 7Ae, 7Af; 9d, 93, 9h; 11a: 12a, 12d; 13aii, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e, 15a, 15b, 15e, 17b, TPE1, TPE 4, TPE 5, TPE6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)

f) Interactive Writing - Primary

As in shared writing, the instructor and children will compose a message or text together. However, the text are written using a “shared pen” technique that will involve children in the writing. This activity will demonstrate and teach concepts of print, reading strategies, and how words work. It will provide opportunities to hear sounds in words and connect to letters or clusters of letters. Children will experience the “building up” and “breaking down” processes in reading and writing the passage. Increased spelling knowledge will be another outcome of this activity. The text will provide children a passage for independent reading with phrasing and fluency.

(3a, 3b, 3c, 3d, 3e; 4a, 4b, 4d; 5a, 5f; 7Aa, 7Aciii, 7Aciv, 7Ad, 7Ae, 7Af; 9d, 93, 9h; 11a: 12a, 12d; 13aii, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e, 15a, 15b, 15e, 17b, TPE1, TPE 4, TPE 5, TPE6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)

g) Small Group Guided Reading Lesson - Primary

Students will work with a small group of children reading at a similar instructional level. A new book or story will be selected and introduced and the first reading will be supported as children read it to themselves. Strategic teaching points before, during, and after the reading will be made with a focus on teaching students to develop comprehension and problem-solving strategies to read unknown words – monitoring, searching, cross-checking, and self-correcting. Materials for the small group reading lesson may be from the State-adopted reading series *Houghton Mifflin* or *Open Court* or text sets organized by instructional level.

(3a, 3b, 3c, 3d, 3e; 4a, 4b, 4d; 5a, 5f; 7Aa, 7Ab, 7Aciv, 7Ad, 7Ae, 7Af; 9d, 9e, 9h; 11a, 12a, 12d, 13aii, 13bi, 13bii, 13biii, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e; 15a, 15b, 15e; 17b; TPE1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)

h) Narrative Reading Lesson: Directed Reading-Thinking Activity (DRTA) – Intermediate

The DRTA is an effective procedure for activating prior knowledge and developing comprehension strategies for second grade and above. After modeling the activity in class, students will develop a lesson plan using a *narrative text* for a DRTA. An appropriate chart and discussion will be developed with a small group. The lesson plan will include objectives, standards, sequence of activities, a writing extension activity, and a final reflection on the success of the lesson.

(3a, 3b, 3c, 3d, 3e; 4a, 4b, 4d; 5a, 5f; 7Aa, 7Ab, 7Aciv, 7Ad, 7Ae, 7Af; 9d, 9e, 9h; 11a, 12a, 12d, 13aii, 13bi, 13bii, 13biii, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e; 15a, 15b, 15e; 17b; TPE1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)

i) Expository Reading Lesson with a KWL or RAN Chart - Intermediate

A reading lesson is planned to incorporate all aspects of a KWL or RAN chart with **expository text**. The lesson plan will include objectives, standards, sequence of activities, a writing extension, and a reflection on the success of the lesson. In the extensions, a website will be included that provides additional information and activities for students to support the lesson.

In a **RAN** sequence, the teacher requires readers to identify information they think is correct about a topic. Students read to confirm prior knowledge. A discussion about misconceptions takes place to discard incorrect prior knowledge. Children read further to find additional information not included in prior knowledge. Finally, students raise questions based on information gathered.

What I Think I Know	Confirmed (Yes, I Was Right)	Misconceptions	New Information	Wonderings
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KWL Plus is based on three principal components of KWL, a reading-thinking strategy that activates and builds on the student's prior knowledge and natural curiosity to learn more. KWL requires a reader to identify what is known about a particular subject (K), what the reader wants to know (W), and what is learned as a result of reading the text (I). KWL Plus adds mapping and summarization to the original KWL strategy; these two tasks incorporate the powerful tools of restructuring of text and rewriting to help students process information.

What Do We Know?	What Questions Do We Have?	What Have We Learned?
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(3a, 3b, 3c, 3d, 3e; 4a, 4b, 4d; 5a, 5f; 7Aa, 7Ab, 7Aciv, 7Ad, 7Ae, 7Af; 9d, 9e, 9h; 11a, 12a, 12d; 13aii, 13bi, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e; 15a, 15b, 15e; 17b; TPE1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)

j) SQ3R Expository Reading Lesson – Intermediate

Survey, Question, Read, Recite, and Review - This study strategy, designed for use with expository text, is best-suited for textbook reading and teaching study skills. SQ3R can be broken down into many different and separate skills, which are necessary for successful implementation. The "S" asks students to survey the text they are about to read. This may include, but is not limited to, anything from identifying text structure and subject headings to previewing illustrations. Based on their pre-reading impressions, students should then create questions ("Q") that they expect might be answered in the reading. The 3 "Rs" stand for "read, recite, and review", to be accomplished respectively. It should be noted that the definition of "recite" is not literal, but rather means that students should periodically stop to reflect on what they've read, to interact with the text, and to answer their self-generated questions. Likewise, though "review" has students perform a post-reading review and summary, they are also encouraged to take notes by recording the information they've judged to be the most important and/or relevant.

(3a, 3b, 3c, 3d, 3e; 4a, 4b, 4d; 5a, 5f; 7Aa, 7Ab, 7Aciv, 7Ad, 7Ae, 7Af; 9d, 9e, 9h; 11a, 12a, 12d; 13aii, 13bi, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e; 15a, 15b, 15e; 17b; TPE1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)

3) Ongoing Activities

Literature Study Circles – Intermediate

During the semester, students will participate in two intermediate literature study groups, one in class and one in an extended book club. The class will read and respond (i.e. double-entry journals, essays, etc.) to the selected titles using guidelines shared in class. Each book club will be responsible for a class

enactment/presentation of their book. Active participation is expected with complete instructions and directions shared in class when this section of the curriculum begins. The written responses to the literature studies will reflect grade level standards and expectations of students in intermediate classrooms and may include some of these writing genres – summary, description using sensory details, multiple-paragraph composition, letters, response to literature, narrative analysis, literary criticism, and persuasive composition.

(4b, 4d; 5a, 5b; 7Aa, 7Ab, 7Aci, 7Acii, 7Ad; 11a, 11c; 12d, 12e; 14a, 14b, 14c, 14d, 14e; TPE 1, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)

Writer’s Workshop – On-going in-class activity

During the semester, students will experience writer’s workshop to improve their own writing skills and learn to implement this approach in a classroom language arts program. Writing will be integrated with the reading and discussion topics throughout the semester – narrative and expository based on the class literature texts and the reading/writing methods reading assignments. Active participation is expected with the focus on learning how to plan and deliver mini-lessons addressing writing needs and leading teacher-student conferences to improve student writing.

(4a, 4c; 5a, 5f; 7Aa, 7Aci, 7Acii, 7Aciv; TPE 1a1, TPE 1a3, TPE 1a4, TPE 1a8, TPE 1b1, TPE 1b3, TPE 1b6)

Writing Genre Research

During the semester, students will be responsible for researching two different writing genres and preparing a one page summary and activities for the classroom to teach students the genre. Small group presentations will include a writing experience utilizing the genre. The work of the group will be shared so that all will receive materials for all writing genres required at the K-8 levels.

(4a, 4c; 5a, 5f; 7Aa, 7Aci, 7Acii, 7Aciv; TPE 1a1, TPE 1a3, TPE 1a4, TPE 1a8, TPE 1b1, TPE 1b3, TPE 1b6)

Weekly Reading Assignments

Students will be assigned weekly readings and expected to complete a graphic organizer, a double-entry journal, or other activity to facilitate reflection and comprehension of the texts and prepare for class discussions. This will also model for students various strategies for engaging intermediate level students in narrative and informational text and for developing study skills. Some weeks may require students to complete a quiz or do a quick write to show assignments were read.

Mediasite

Students will often be assigned to view instructional videos on Mediasite in preparation for upcoming lessons for Literacy Club. Mediasite can be found at this link:

<http://mediasite5.csustan.edu/Mediasite/Catalog/pages/catalog.aspx?catalogId=afe05d73-ba1b-41e4-9a8c-392746169039>

Reading Recovery Lesson Observations

Students will be required to observe two reading intervention lessons outside of class and write up a summary. Contact information will be provided in class and format for observation report will be on Bb.

LEARNER OBJECTIVES for EDMS 4110:

To facilitate the student’s understanding of the need to have a positive attitude about children and the reading process and cultivate a life-long love for reading the student will:

1) Demonstrate an understanding, based on reading research, of the inter-relatedness of language skills (listening, speaking, reading, writing and responding); thinking skills (literal, interpretative and applicative levels); and study skills (reading in the content areas); writing skills including the conventions of writing, spelling and grammar;

(3a, 3d, 3e; 4; 6a; 7Aa, 7Aciii, 7Aciv; 11b; 13di; 14a, 14b, 14c, 14e; TPE 1, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12; TPA Task 1)

- 2) Demonstrate an understanding of what a systematic, explicit skills program would contain for early readers, including elements of phonemic awareness, phonics instruction, the role of decodable texts, predictable texts, quality literature and literature basals, and assessment which informs instruction; (3d, 3e; 4a; 6a; 7Aa, 7Ab, 7Aci, 7Ad, 7Ae, 7Af; 14a, 14b, 14c, 14e; TPE 1, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12; TPA Task 1)
- 3) Identify techniques, strategies and materials, including technology, for evaluating and meeting language needs and for promoting reading and language growth for all students; (3d, 3e; 4a; 5a, 5e; 6a; 7Aa, 7Ab, 7Ae, 7Af; 9a, 9b, 9g, 9h; 11c; 13bi, 13bii, 13biii, 13biv, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e; TPE 1, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12; TPA Task 1)
- 4) Gain knowledge about how to plan, organize and manage an effective, comprehensive, balanced reading program, for all students, using appropriate technology resources, based on on-going assessment; (3d, 3e; 4a; 5a, 5f; 6a; 7Aa, 7Ad, 7Ae, 7Af, 7Ah; 9d, 9e, 9h; 11a; 12c; 13aii; 14a, 14b, 14c, 14d, 14e, 14f; TPE 1, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12; TPA Task 1)
- 5) Meet the competencies for English learners including language structure, acquisition and development in first and second language methods; bilingual English language development and academic content; as well as culture, cultural diversity and its impact on language, learning and literacy; (3d, 3e; 4a; 5a, 5e; 6a; 7Aa, 7Ab, 7Af 7Ai; 13aii, 13bi, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e; TPE 1, TPE 2, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12, TPE 13, TPA 1)
- 6) Demonstrate an understanding of the existing State of California’s support documents such as the *Reading Language Arts Framework for California Public Schools, English Language Development Standards and Learning to Read*; (3c, 3d, 3e; 4b, 4d; 6a; 7Aa, 7Ad, 7Ah; 13aii, 13bi, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e; TPE 1, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)
- 7) Demonstrate an understanding of the theory and vital practice of cooperative learning in a reading/language arts program including culturally appropriate responses; (6a; 7Ab 7Aciii; 12e; 14a, 14b, 14c, 14e; TPE 1, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)
- 8) Become knowledgeable about the rich variety of children’s trade books, predictable and decodable texts, including multicultural titles, narrative and expository texts, instructional and independent materials available for classroom use and effective application of these materials; (5b; 6a; 7Aci, 7Acii, 7Ad 7Af; 8Ad; 14a, 14b, 14c, 14e; TPE 1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)
- 9) Emphasize the act of reading as an interactive/constructive transactional process between the text, the reader and the writer, involving graphophonics, semantics, syntax and student schema and ways to develop student background knowledge and vocabulary and leads to effective comprehension; (6a; 7Aci, 7Acii, 7Ad, 7Af; 12d; 13aii, 13bi, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14e; TPE 1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 12, TPA 1)
- 10) Explore the various opportunities towards on-going authentic assessment as a viable form of evaluation for all students, especially English learners using, but not limited to, anecdotal records, response journals, portfolios, running records, high utility work recognition and cumulative miscue analyses; (5a; 6a; 7Ad, 7Ae, 7Af; 12e; 13aii, 13bi, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14a, 14b, 14c, 14e; 15c; TPE 1, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12, TPA 3)
- 11) Experience applications of class literature studies, book club instruction and extended literature instruction in a simulated classroom approach using a variety of literary and expository texts; (6a; 7Aci 7Acii; 14a, 14b, 14e; TPE 1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 12)

12) Develop a working knowledge of the role of home and community in literacy, including the school community of support personnel, para-educators, special educators, administration and others developing and maintaining professional standards and ethics; (7Ae; 10aai, 10aiii; 12a; TPE 11)

13) Plan, develop and present lessons that are developmentally and instructionally appropriate, address a variety of learning styles, use appropriate technology, are built on the students' background knowledge and create successful learning for all students, regardless of ability or language; (3a, 3b, 3c, 3d, 3e; 4a, 4b, 4d; 5a, 5f; 6a; 7Aa, 7Ad, 7Ae, 7Af, 7Ah; 9d, 9e, 9h; 11a, 12a, 12d; 13aai, 13bi, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13fi, 13giii; 14d, 14f; 15a, 15b; 17b; TPE 1, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12; TPA 1)

Ethical and Professional Standards for the Multiple Subject Credential Program

Students are expected to follow the CSU Stanislaus, California Commission on Teacher Credentialing (CCTC), and National Council for Accreditation of Teacher Education (NCATE) professional and ethical standards in all coursework and fieldwork as well as those identified in the National Education Association (NEA) Code of Ethics of the Education Profession. The Program continually evaluates students' suitability for program.

Standards of conduct are noted in the University catalog, student handbook, faculty syllabi, and on the Formative and Summative Student Teaching Assessments and include:

1. Professional Attitude

- a. Demonstrates openness to critical assessments of progress.
- b. Believes that all students can learn.
- c. Values diversity and advocates for social justice: Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant any advantage to any student. (NEA Code of Ethics)

2. Absences and tardies

- a. Attends courses regularly and punctually—if two (2) absences or three (3) tardies occur in the same class, the Student Concern Profile procedure will be initiated.
- b. Notifies cooperating teacher/university supervisor/faculty member in advance of absences.

3. Late Assignments/Unpreparedness

- a. Meets deadlines for assignments.
- b. Makes appropriate arrangements for classroom activities and/or instruction during absences.
- c. Is punctual to classes and fieldwork assignments and maintains appropriate hours at the placement site or university to plan and implement all appropriate teaching and learning tasks.

4. Academic Integrity

- a. Plagiarism—All submitted course work must be the student's own work and no one else's, unless expressly permitted by the instructor.
- b. Examinations and Quizzes—Student may not give, receive, or use unauthorized assistance during an examination, from another person's notes or other communication.
- c. Course Work—Student may not present the same work for credit in more than one course, unless all of the instructors involved give express permission. Students must acknowledge all sources of assistance, whether published or unpublished, that are used in writing a report or paper.

- d. Lab, Clinical and Field work—Student may only submit the results of another student’s lab, clinic or field work as his/her own, or may only accept help from another student in writing a report, if he/she has received prior permission from the instructor to work jointly with other students in preparing or reporting the work.

5. Professional Conduct

- a. Demonstrates openness to critical assessments of progress.
- b. Maintains flexibility in planning and implementing instruction to meet the needs of all students.
- c. Demonstrates initiative and reliability in successfully completing the credential requirements, coursework, lesson planning, instruction, and daily classroom routines.
- d. Reflects and self-assesses to improve practice.
- e. Collaborates effectively.
- f. Practices legal and ethical behavior. Student shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law (NEA Code of Ethics).

6. Appropriate Professional Appearance

- a. Maintains an appropriate professional appearance.
- b. Follows the dress code standards set by the school district in which fieldwork or student teaching is taking place.

7. Effective Communication

- a. Communicates effectively, orally and in writing, in university, public school, and educational community related contexts with professionals, colleagues, and parents.
- b. Maintains confidences as appropriate to the setting. Student shall not misrepresent, orally or in writing, issues related to students, classrooms or the university programs.

Procedure for Use of the Student Concern Profile Form

Careful documentation should support the use of this form. Documentation should include absences, tardies, and anecdotal information which support your concern.

Step 1: Discuss behavior privately with the student.

Step 2: If the student behavior(s) persist, complete the Student Concern Profile Form and submit to the Department Chair’s office.

Step 3: If Student Concern Profile Forms are received from two faculty members, the Department Chair will call a meeting of the faculty submitting concerns to clarify the concerns and discuss possible remediation.

Step 4: The Department Chair, in consultation with the faculty members who submitted the Student Concern Profile Forms, will meet with the student to write an improvement plan.

Step 5: If the behavior persists after the implementation of the Improvement Plan or new concerns arise, the Department Chair will submit this information to the program’s Selection and Review Committee with appropriate documentation. The student may choose to be present for this meeting or at the student’s discretion their interest maybe represented by the ASI Student Advocate at this meeting.

It should be emphasized that this form is to allow and support corrective action on the part of the student. Such intervention seeks to keep promising students within the programs and avoid the necessity of proceedings leading to dismissal from the programs.

Student Concern Profile Form

To: Department Chair

Semester: _____ Student ID# _____

Student: _____

Course: _____

Step 1: Issue was privately discussed with student on _____.

Area of Concern	Evidence
1. Professional Attitude	
2. Attendance	
3. Late Assignments/ Unpreparedness	
4. Academic Integrity	
5. Professional Conduct	
6. Appropriate Professional Appearance	
7. Effective Communication	

Faculty Signature Date

Student Signature Date

Signature does not indicate agreement or disagreement.

The student has ten (10) days to submit in writing any comments pertinent to this matter to the Department Chair.