



**California State University, Stanislaus  
Department of Teacher Education  
EDRG 4240—Section 1 (3 units)**

**Reading Instruction in the Primary Grades  
Fall, 2009**

**Class Schedule:** M- 4:30-7:30

**Instructor:** Dr. Mary Borba

**Office Hours:** Before or after class or by appointment

**Contact:** 581-1942

**email:** mborba@csustan.edu

**COLLEGE OF EDUCATION**

Motto: Advocates for children and their communities

**MISSION AND VISION**

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.

**Prerequisite:** Completion of EDMC 4110, EDBL 4110, or EDRG 3470 and consent of course instructor and/or education advisor.

**Course Description:** This course is part of the Reading Specialist Credential requirements and the Master of Arts in reading program. The course places emphasis on all aspects of emergent literacy and the reading and writing process. Instructional strategies focused on emergent literacy and current research will be highlighted as they support and contribute to a comprehensive approach to learning which meets the needs of diverse populations.

**Learner Objectives**

By the completion of this course, the student will:

- Identify components of a comprehensive literacy program in the primary grades;

- Gain an understanding of how the primary grade child develops reading and writing skills in a supportive print-rich environment;
- Demonstrate an expanded understanding of what a systematic, explicit skills program would contain for early readers and struggling readers, including elements of phonemic awareness, phonics instruction, the role of different types of texts and assessment which informs instruction;
- Identify techniques, strategies, and materials for evaluating and meeting language needs and for promoting reading and language growth for primary grade students.
- Emphasize the act of reading as an interactive/constructive transactional process between text, reader and writer, involving graphophonics, semantics, syntax and student schemata;
- Demonstrate an understanding of the theory of language acquisition and teaching reading/language arts to the culturally diverse and English Learners (EL)
- Demonstrate an understanding of the program elements included in the Reading Task Force Report (Every Child a Reader) and the Reading Program Advisory for K-3 (Teaching Reading) including strategies for implementing the Reading Language Arts Framework (2007) for *all* students (<http://www.cde.ca.gov/CI/rl/cf/>);
- Demonstrate an understanding of the California Language Arts Content Standards (K-3) and of AB 1086 reading instruction topics.

**Additionally, the learner should:**

- Become knowledgeable about the rich variety of children's trade books and related decodable texts available for classroom use and the genre and application that they represent;
- Explore various authentic and formalized assessment tools as a viable form of evaluation (i.e. retelling guides, kid-watching, anecdotal records, response journals, writing samples, portfolios, running records, and related miscue analyses);
- Gain an understanding of the structure and function of early intervention models that are being used to support struggling readers in the early primary grades.



**REQUIRED TEXTBOOKS** (available at CSUS Bookstore or order online used from alibris.com or amazon.com):

*Apprenticeship in Literacy*

Linda Dorn, Cathy French, Tammy Jones, Stenhouse Publishers: York, Maine

*Scaffolding Young Writers*

Linda Dorn & Carla Soffos, Stenhouse Publishers; York, Maine

## **GRADING STANDARDS**

**Course Assignments** - Students are expected to come to class prepared in the completion of readings and other assignments. 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 to 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. They will not be accepted after the last class. Work will be a 20% reduction in points for a week's late submission and a 10% reduction for each week thereafter.

Points for all activities and assessments will be totaled, and a percentage figure based on the grading scale for the course.

**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 instruction. 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. After the first missed class, absences will impact the student's grade with a 5% reduction in points for each class missed thereafter.

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



## COURSE REQUIREMENTS

### • Assessment

60 points

Select a focus student in your classroom, preferably one who is struggling and/or an English learner. If you are not a primary teacher, adopt a primary student in a colleague's primary classroom or in your neighborhood. Each week take a running record and determine the student's competencies and needs, including comprehension. Keep a log of notes and observations, collect writing samples, and any other assessments done throughout the semester on the student. At the end of the semester, submit a summary of this students' progress over time along with the running records, other assessments, notes from parent contacts/conferences, etc. Along with the summary, a "plan of action" will be developed for next steps for instructing this student in reading and writing. Each week you may be asked to share during class time about your student; these weekly activities will help to integrate theory and practice. Additionally, course will provide opportunities for learning to take running records and to analyze them to plan instruction.

### • Parent Involvement

20 points

Parents play an important part in early literacy development and ongoing success in reading in the lives of their children. Think about how to strengthen the home-school connection. Prepare a newsletter with news, tips, and an instructional component. On the back, describe these four areas: a) weekly homework activities and rationale; b) parent conferences and how they will be family-friendly; c) back-to-school night and how they will engage families, including those of English learners; and, d) Open house activities to support child's success in school. Bring enough copies for colleagues in class. Go to <http://www.nifl.gov/partnershipforreading/publications/k-3.html> for free family resources.

### • Literacy Centers Project - Poster Session

50 points

Independent "work" time frees up the teacher to teach small groups of students and differentiate instruction. Additionally, well-trained students with appropriate materials have the opportunity to practice and further develop literacy skills taught in large and small group instruction. You will create or recreate eight literacy activities (centers/corners/stations) to further develop reading, writing, listening, or speaking skills appropriate to your selected grade level. The activities must be multi-level and appropriate for students who are challenged and

for those who need challenge, including English learners and children with special needs. A poster with pictures and brief descriptions, along with an implementation plan, will be created to share in class in a poster session.

- **Group Author Study - Poster Session**

50 points

One powerful way to turn students onto reading is centered on author studies. In an author study students make connections to the author's life and to the craft of writing through the author's books. Your group will select an author and read and discuss a minimum of 6 picture books by the author. This website provides a chart to help your group find patterns across the books: [http://www.sonoma.edu/users/n/nickel/463/author\\_study\\_comparison\\_cha.pdf](http://www.sonoma.edu/users/n/nickel/463/author_study_comparison_cha.pdf)

Once the books have been discussed and the chart completed, decide how these books could "mentor" your students as writers. The final project will be a tri-fold (science fair type) or poster showing highlights of the author's life and books with a picture of the author and books used in the study along with activities to help students deepen their understanding of how authors teach us to think, discover literary language, to write, and to experience other lives.

- **Read-Alouds**

50 points

Spend time at the bookstore or library collecting 20 current book titles (2005+) appropriate for your selected grade level in the following categories:

*5 titles for interactive read-aloud lessons for developing vocabulary and comprehension*

*5 titles related to science concepts taught at your grade level*

*5 titles related to social studies concepts taught at your grade level*

*5 titles just for fun with language*

You do not need to purchase these books. Prepare a handout with the title, author, date, publisher, and brief summary and classroom application for each text. Make copies of the handout for your peers with a clear indication of your grade level.

- **Lesson Plans**

During the course you will be expected to have taught each of the following lessons. You will submit a lesson plan, reflection, and bring an artifact to class. Course readings and class demonstrations and discussions will assist you in preparing these lessons:

Interactive Read-Aloud - Vocabulary chart 20 points

Shared Reading - Chart with the text 20 points

Guided Reading - Graphic organizer showing story elements 20 points

Interactive Writing - Chart written interactively 20 points

Writing - Mini-lesson chart/overhead transparency 20 points

Lesson plan forms and additional resources are provided on Bb. If you are not a primary level teacher, you may partner up with a primary teacher at your site to give you an

opportunity to teach these lessons. Developing expertise as a reading teacher or reading specialist requires not only that you know theory, but can actually implement the theory through your teaching.

- **Reading/Video Assignment Notebook**

120 points

Each week you will respond to the readings and the videos in a notebook. It will be brought to class each week for use in discussion. Your response to the readings or videos can be notes, quotes, questions, graphic organizers, visuals, etc. The expectation is that you will keep up with the weekly reading assignments and video viewings and have responded to them in your notebook before coming to class each week.



*The instructor and the College of Education may keep submitted student work and use it as examples for accreditation purposes. Every effort will be made to ensure that student name and other identifiers are removed from documents and projects that will be used for this purpose. Students who decline to have their work kept on file for this purpose must notify the instructor in writing within the first two weeks of the course.*

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



<b>Date due</b>	<b>Assignments</b>	<b>Points</b>
9/21-28	Lesson: Interactive Read-Aloud	20
9/28	Parent Involvement Activities	20
10/5-12	Lesson: Shared Reading	20
10/19-26	Lesson Guided Reading	20
10/26	Read-Aloud Collection	50
11/2-9	Lesson: Interactive Writing	20
11/16-23	Lesson: Writing Mini-Lesson	20
11/30	Group Author Study	50
12/7	Assessment - Student Profile	60
12/7	Literacy Center Project	50
	Weekly Readings/Video Notes (10 pts. per week)	120
	<b>TOTAL POSSIBLE POINTS</b>	<b>450</b>

## **TENTATIVE SCHEDULE**

Be prepared on:	<b>Readings &amp; Video Viewing</b>		<b>Topics</b>
-----------------	-------------------------------------	--	---------------

September 14	<i>Apprenticeship in Literacy</i>	Chapters 1, 2, & 9	-Comprehensive Literacy Program -The Reading Process -Oral Language & Vocabulary Development
September 21 IRA	"Engaging with Reading Through Interactive Read-Alouds" Video: Interactive Read-Aloud Lsn	Bb Mediasite	-Observation & Assessment as a Guide for Instruction -Running Records & Analysis
September 28 IRA	"Learning Under the Influence of Language and Literature" Video: Interactive Read-Aloud Lsn	Bb Mediasite	-Teaching in the ZPD -Concepts About Print -6 Ts of Literacy
October 5 SR	<i>Apprenticeship in Literacy</i> "Building on the Early Reading Process" Video: Shared Reading Lsn	Chapter 3	-Teaching for Strategies -Phonemic Awareness
October 12 SR	"Building the Early Reading Process" Video: Shared Reading Lsn	Bb Mediasite	-Phonics & Word Recognition -Fluency
October 19 GR	"Understanding Guided Reading" Video: Guided Reading	Bb Mediasite	-Strategic Comprehension -Questioning -Narrative Text
October 26 GR	<i>Apprenticeship in Literacy</i> Video: Guided Reading	Chapter 4 Mediasite	-Engagement and motivation to read -Expository Text
November 2 IW	<i>Apprenticeship in Literacy</i> Video: Interactive Writing Lsn	Chapters 5 & 6	-Reciprocity of reading & writing -Phonics Through Writing
November 9 IW	"About Interactive Writing" available at <a href="http://www.stanswartz.com/IAW%20excerpt.pdf">http://www.stanswartz.com/IAW%20excerpt.pdf</a> Video: Interactive Writing Lsn	Mediasite	-Teaching English learners
November 16 WW	<i>Scaffolding Young Writers</i>	Chapters 1-3	-The Writing Process -Mentor texts for writing -Spelling
November 23 WW	<i>Scaffolding Young Writers</i> Video: WW Conference - Calkins	Chapters 4-5 Mediasite	-5 M's of Writing -Assessing Writing Development
November 30	Groups meet to do Author Studies; Resource: <a href="http://www.readingrockets.org/books/interviews">http://www.readingrockets.org/books/interviews</a>	NO CLASS	
December 7	<i>Apprenticeship in Literacy</i>	Chapters 7-8	-Organizing for Instruction -Author Study Poster Session
December 14	Last Class		-Literacy Centers Poster Session -Assessment: Student Profile

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