COLLEGE OF EDUCATION MOTTO

Advocates for children and their communities

MISSION AND VISION

The mission of the College of Education is to undertake the professional preparation of teachers and school service professionals as identified by state legislative and administrative law. The faculty of the college is committed to meeting the rightful expectations of the public regarding the education of effective and dedicated professionals and creating a student-centered learning paradigm. The College of Education is also committed to broadening and deepening the pool of educators to reflect the diversity of its school populations.

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 K-12 students in academic and non-academic areas. The attributes that undergird 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,
- Users of technology that enhances teaching and learning.

Prerequisite:

Admission to the Multiple Subjects Credential program and/or consent of the instructor

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 1996 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: Reading Instruction Competency Assessment

REQUIRED TEXTBOOKS (Purchase 3 and 3 are free)

1. Language Arts Essentials

2. English-Language Arts Content Standards for California Public Schools
   Download at http://www.cde.ca.gov/be/st/ss/engmain.asp

3. English Language Development Standards for California Public Schools
   California Department of Education. (1999). Sacramento, CA
   Download at http://www.cde.ca.gov/re/pn/fd/englangart-std/pdf.asp

4. Good-Bye Round Robin: 15 Effective Oral Reading Strategies

5. Put Reading First: The Research Building Blocks for Teaching Children to Read (Provided by Instructor) Center for the Improvement of Early Reading Achievement (2003). Jessup, MD: National Institute for Literacy

6. Writing Essentials

7. Literature texts TBA

OTHER RECOMMENDED RESOURCES:

Apprenticeship in Literacy: Transitions Across Reading & Writing

Case Studies in Preparation for the California Reading Competency Test

Literacy Building Blocks: An A to Z Guide for English Language Learning
Ready for RICA

Reality Check: Teaching Reading Comprehension with Nonfiction K-5

Voices on Word Matters: Learning About Phonics and Spelling in the Literacy Classroom

Words Their Way With English Learners: Word Study Spelling, Phonics, & Vocabulary Instruction

GRADING STANDARDS:

Course Assignments – Students are expected to come to class prepared in the completion of readings and other assignments prior to class. 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.

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. More than one absence will impact the student’s grade with a 5% reduction in points for each class missed in the semester.
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 as 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 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.

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 Reviews 10 points each

Throughout the semester, students will be given sample reading and writing case studies that include students in primary, intermediate, and English learners. These will be analyzed for strengths and needs in reading and writing and strategies for instruction identified with rationale for their use. Before assigning, however, this process will be modeled and done collaboratively in class.

Student Assessment — Primary Case Study 50 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 may include, but are not limited to: Observation Survey, Yopp-Singer Phonemic Awareness, running records/miscue analysis, Slosson Oral Reading Test, San Diego Quick, Basic Phonics Skills Test (BPST), the Gentry Spelling assessment, or an Informal Reading Inventory. 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 sheet that describes the student’s competencies and identified weaknesses.

Once an analysis has been completed according to instructions provided by the instructor, a final 150-word “diagnostic report” will be prepared. It will be comprised of two carefully-written paragraphs: (1) a description of a single area needing improvement with supporting evidence, followed by (2) a description of an instructional activity designed to help the student with the identified need, and a concluding sentence that offers a brief explanation of why the activity will prove helpful. This is the same 150-word format that is required on the RICA Test.

The instructor will require students to develop a lesson plan to accompany the suggested instructional activity described in the diagnostic report.

(3b, 3c; 5a, 5f; 6a, 7Aa, 7Ab, 7Aciv, 7Ad, 7Ae, 7Af; 12c, 12d; 13a(ii), 13b(i), 13b(ii), 13b(iv), 13d(i), 13d(ii), 13e, 13f(i), 13g(iii); 14a, 14b, 14c, 14e; 15c; TPE 1, TPE3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12)

Student Assessment — Intermediate Case Study 50 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 and comprehension strengths and needs. Assessments may include, but are not be limited to: Informal Reading Inventory, Developmental Reading Assessment (DRA), SOLOM Oral Language Survey, a reading interest survey, running records/miscue analysis, Basic Phonics Skills Test (BPST), Cunningham’s Names
Test, writing sample with a rubric, San Diego Quick, Words Their Way Spelling, and CELDT results. The reading passage used will be used to determine decoding competency, comprehension, and fluency (rate & accuracy). Complete instructions, modeling, examples, and format for completing the case study will be shared 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 an intermediate 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 sheet that describes the student’s competencies and identified weaknesses.

Once an analysis has been completed according to instructions provided by the instructor, a final 150-word “diagnostic report” will complete the case study. It will be comprised of two carefully-written paragraphs: (1) a description of a single reading area needing improvement with supporting evidence, followed by (2) a description of an instructional activity designed to help the student with the identified need, and a concluding sentence that offers a brief explanation of why the activity will prove helpful. This is the same 150-word format that is required on the RICA Test.

The instructor will require students to develop a lesson plan to accompany the suggested instructional activity described in the diagnostic report.

(3b, 3c; 5a, 5f; 6a, 7Aa, 7Ab, 7Aciv, 7Ad, 7Ac, 7Af; 12c, 12d; 13aii, 13bi, 13bi1i, 13bi1v, 13di, 13di1ii, 13e, 13fi, 13gi1ii; 14a, 14b, 14c, 14e; 15c; TPE 1, TPE3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12)

2) Lesson Plans and Presentations 20 points each

Students will have the opportunity to observe and learn about essential components of a balanced 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 Education students. A written reflection will be completed after the lesson and included with the lesson plan. Technology resources will be included with each lesson. Students can expect up to 10 hours of field experiences in this course.

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, 13bi1i, 13bi1v, 13di, 13di1ii, 13e, 13fi, 13gi1ii; 14a, 14b, 14e, 14c, 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 whole class 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 30 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, 7Acii, 7Ad; TPE 1, 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, 7Acii, 7Ad; TPE 1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12)

c) Phonics Lesson - Primary

A 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), and 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, 13diiii, 13e, 13fii, 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, 7Acii, 7Aciv, 7Ad, 7Ae, 7Af; 9d, 93, 9h; 11a: 12a, 12d; 13aii, 13bi, 13bii, 13biii, 13biv, 13di, 13diiii, 13e, 13fii, 13giii; 14a, 14b, 14c, 14e, 15a, 15b, 15e, 17b; TPEI, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)

e) Shared Writing – Primary or Intermediate

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.
f) Interactive Writing - Primary
As in shared writing, the instructor and children will compose a message or text together. However, these 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, 7Acii, 7Aciv, 7Ad, 7Af; 9d, 9e, 9h; 11a: 12a, 12d; 13aii, 13bii, 13biii, 13biv, 13di, 13dii, 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)

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 used 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, 7Af; 9d, 9e, 9h; 11a: 12a, 12d; 13aii, 13bii, 13biii, 13di, 13dii, 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) 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, 7Af; 9d, 9e, 9h; 11a: 12a, 12d, 13aii, 13bii, 13biii, 13di, 13dii, 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) Reading Lesson with a RAN Chart - Intermediate
A whole class reading lesson is planned to incorporate all aspects of a 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.

<table>
<thead>
<tr>
<th>What I Think I Know</th>
<th>Confirmed (Yes, I was Right)</th>
<th>Misconceptions</th>
<th>New Information</th>
<th>Wonderings</th>
</tr>
</thead>
</table>
(3a, 3b, 3c, 3d, 3e; 4a, 4b, 4d; 5a, 5f; 7Aa, 7Ab, 7Aciv, 7Ad, 7Af; 9d, 9e, 9h; 11a: 12a, 12d, 13aii, 13bii, 13biii, 13biv, 13di, 13dii, 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

**Shared Poem**  
15 points

During the discussion of text structures, the use of poetry in the classroom will be addressed. The introduction of poetry will be modeled and students will prepare a poem to share in small groups. The poems should be presented with expression (no need to memorize). Copies will be prepared to be distributed to the class to begin a poetry collection. A lesson plan will be prepared which will include objectives/standards, steps in how poem will be used, connection across the curriculum, and a writing extension.  
(5b; 7Aci, 7Acii, 7Ad; TPE 1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12)

**Literature Study Circles – Intermediate**  

**Group Presentation – 25 points**

During the semester, students will participate in 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 Extended 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)

**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.

4) **Formal Knowledge Tests**  
30 points each

Three assessment formats will be given during the semester covering material presented in the course. In addition to an assessment on text and class information, students will be expected to pass a formal Phonics/Word Analysis Assessment.
To establish a link between the literacy course and the State’s required examination of reading and writing instruction, explicit instruction in each of the four domains and thirteen content areas of RICA will occur throughout the course and culminate in a sample exam. Students will be asked to demonstrate their knowledge of assessment procedures and instructional activities, data interpretation, and case analysis, in addition to completing multiple-choice questions that follow each domain.

(Especially 7Ah; including 7Aa, 7Ab, 7Ac, 7Ad, 7Ac, 7Af; application of: 3a, 3b, 3c, 3d, 3e., 4a, 4b, 4d; 5a, 5b; 10aii, 11a, 11b, 11c; 12c, 12d; 13aii, 13bi, 13bii, 13biii, 13biv, 13di, 13dii, 13e, 13fi, 13giii; TPE 1, TPE 2, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 11, TPE 12, TPE 13)

LEARNER OBJECTIVES:

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, 7Ac, 7Ac, 7Ac, 7Af; 9a, 9b, 9g, 9h; 11c; 13bi, 13bii, 13biii, 13biv, 13di, 13dii, 13e, 13fi, 13giii; 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, 7Ac, 7Ad, 7Ac, 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, 7Ac, 7Af; 9a, 9b, 9g, 9h; 11c; 13bi, 13bii, 13biii, 13biv, 13dii, 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, 5e; 6a; 7Aa, 7Ad, 7Ac, 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 ELL 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, 13dii, 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)
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, 13bii, 13biii, 13biv, 13dii, 13diii, 13e, 13f, 13gii; 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; 12c; 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; 13a, 13b, 13c, 13d, 13e, 13f, 13gii; 14a, 14b, 14c, 14e; TPE 1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 12)

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, 7Af; 12c; 13a, 13b, 13c, 13d, 13e, 13f, 13gii; 14a, 14b, 14c, 14e; 15c; TPE 1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12)

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, 14c; 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; 10a, 10a); 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, 9f; 11a, 12a, 12d; 13a, 13b, 13c, 13d, 13e, 13f, 13gii; 14a, 14d, 15a, 15b, 15c, 17b; TPE 1, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12; TPA Task 1).