EDMS 4111 PRIMARY READING/LANGUAGE ARTS METHODS: SPANISH BILINGUAL INSTRUCTION

3 units
Meets: Wednesdays 4:00 to 7:00 p.m. as well as extensive online participation
Instructors: Dr. Juan M. Flores  Classroom C 113
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Computer lab: Sept 8, 15, 6-7 p.m.

CONCEPTUAL FRAMEWORK

Our MOTTO
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 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, and
• users of technology that enhances teaching and learning.

Our MISSION
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 full text of the College of Education Mission is at http://www.csustan.edu/Acad/Prog/)

**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-3, 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 four communication skills—listening, speaking, reading and writing
• 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**

**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 (Standards 3a, 3d, 3e; 4; 6a; 7Aa, 7Aiii, 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 (Standards 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 (Standards 3d, 3e; 4a; 5a, 5e; 6a; 7Aa, 7Ab, 7Ae, 7Af; 9a, 9b, 9g, 9h; 11c; 13bi, 13bii, 13biii, 13biv, 13dii, 13e, 13f, 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 (Standards 3d, 3e; 4a; 5a, 5f; 6a; 7Aa, 7Ad, 7Ae, 7Af, 7Ah; 9d, 9e, 9h; 11a; 12c; 13a; 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 (Standards 3d, 3e; 4a; 5a, 5e; 6a; 7Aa, 7Ab, 7Af 7Ai; 13a, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13f, 13gii, 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 (Standards 3c, 3d, 3e; 4b, 4d; 6a; 7Aa, 7Ad, 7Ah; 13a, 13bii, 13biii, 13biv, 13di, 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 (Standards 6a; 7Ab 7Acii; 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 the genre and effective application of these materials (Standards 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 (Standards 6a; 7Aci, 7Acii, 7Ad, 7Af; 12d; 13a, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13f, 13gii; 14a, 14b, 14e; TPE 1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, 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 (Standards 5a; 6a; 7Ad, 7Ae, 7Af; 12e; 13a, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13f, 13gii; 14a, 14b, 14c, 14e; 15e; TPE 1, TPE 3, 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 (Standards 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 (Standards 7Ae; 10a, 10a; 12a; TPE 11)

13) Plan, develop and present lessons (and/or units) that are developmentally 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 (Standards 3a, 3c, 3d, 3e; 4a; 5a, 5f; 6a; 7Aa, 7Ad, 7Ae, 7Af, 7Ah; 9d, 9e, 9h; 11a, 12a; 13a, 13b, 13bii, 13biii, 13biv, 13di, 13diii, 13e, 13f, 13gii, 14d, 14f; TPE 1, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12; TPA Task 1).

REQUIRED TEXTBOOKS

*Literacy in the 21st Century: Teaching Reading and Writing in Pre-Kindergarten Through Grade 4*

Self-Paced Phonics: A Text for Educators

Ready for RICA

Fifty Strategies for Teaching English Language Learners

Reading Language Arts Framework for California Public Schools

A map for teaching and assessing California’s English Language Development and

Estándares para la Enseñanza de Artes de Lenguaje.

Oxford Bilingual Picture Dictionary (Spanish-English).

RECOMMENDED RESOURCES:
Case Studies in Preparation for the California Reading Competency Test
Joanne Rossi and Beth Schipper, Allyn and Bacon, Needham Heights, MA, 1999.

Making Words
Patricia Cunningham and Dorothy Hall, Good Apple, 1994.

Phonics from A to Z: A Practical Guide

Reading Strategies that Work

Words their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction

GRADING STANDARDS
Your grade for this course will be based on the following:
Regular attendance and appropriate preparation for each class session. You are permitted one missed class session, but subsequent sessions missed will result in the loss of 5% of the total possible points and could have a negative impact on your final grade.
Required assignments turned in on time. No late assignments will be accepted without prior permission.
All assignments should be in final form and reflect your best efforts. Written assignments should be typed, with attention to grammar, usage, spelling syntax and punctuation.
Successful completion of evaluative ‘assessments’ throughout the semester.
Points for all activities and assessments will be totaled and divided by the total points possible to compute the percentage. Grades will be assigned according to the percentage computed as
described below. We will be using the plus (+) and minus (-) grading scale for this semester as per the University’s adjusted grading system established in 1995.

- 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:

• 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, so have and encourage positive attitudes;
• Transfer of knowledge and application to the observation/tutoring component are 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;
• Enjoy the experience.

COURSE REQUIREMENTS

1) Story Reading 10 points
During the semester, you will have the opportunity of giving a polished reading of a book of your choice. Examples of read-alouds will be modeled for you. For the picture book you select, you will need to introduce it, read it with fluency and expression, and conduct a short follow-up discussion afterwards. Your selection should be a book that could typically be shared in a 5 to 7 minute setting. The book will be in Spanish, and the introduction and discussion will be conducted in the students’ primary language. (Standards 5b; 7Aa, 7Aci, 7Aciii, 7Ad; TPE 1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12)

2) Shared Poem 10 points
During the discussion of text structures, we will address the use of poetry in the classroom. The introduction of poetry will be modeled for you and you will need to prepare a poem to share with the class. The poems should be presented with expression, (you do not need to memorize it). Prepare copies to be distributed to the class, so you might begin your own poetry collection, including why you chose the particular poem and how it might be used across the curriculum. The poetry selected
will be in students’ primary language and English. (Standards 5b; 7Aci, 7Aciii, 7Ad; TPE 1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12)

3) Bilingual Miscue Analyses and 150-word Case Studies 30 points: Each candidate will complete two (2) Miscue Analyses with a single primary-grade EL child who has received Spanish language reading instruction. These are pleasant activities for children in which they simply read a book or reading passage aloud while you tape record their reading, coding with special symbols their hesitations, attempts to “sound out” words, misunderstandings and self-corrections on a printed script, followed by a re-telling of the book/passage in the child’s own words. One miscue analysis will be conducted in Spanish, and another in English. After completing both analyses according to instructions provided in our first Session, you will write two 150-word “diagnostic reports” (one in Spanish, the other in English) with a summary of the results of each analysis followed by an instructional plan, using the same 150-word format that is employed on the RICA Test. (Standards 3b, 3c; 5a, 5f; 6a; 7Aa, 7Ab, 7Af, 7Ah; 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)

4) English Assessment Binder and 300-word Case Study 80 points As early as possible, contact the parents of a primary-grade EL student and offer to conduct a complete diagnostic assessment of the child’s reading skills in English, using the reading tests provided for that child’s grade level that are provided on the Course CD. Print out all subtests for the child’s grade level and place them in a binder. Note: This assessment may not be conducted during school hours and is best completed in the child’s home. Once all subtests are completed, each candidate will write a 300-word Case Study, utilizing a format that is identical to the one required for the RICA Test. A draft of the Case Study will be discussed in class before the final draft is submitted to the professor and provided to parents. (Standards 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, TPE 3, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 12)

5) Language Experience Activity 10 points After modeling of the activity in class, students will develop a lesson plan for a LEA, choose an appropriate topic and present to a small group of peers, developing the LEA chart and implementing the extension activities. The lesson plan and chart, including a written reflection of the lesson will be due. The lesson plan will focus on primary language literacy instruction and for coordinated ELD instruction and include planned primary language support for English literacy instruction. (Standards 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)

6) Phonics Lesson (Team approach) 25 points After modeling of the activity in class, students will break into small groups and develop a lesson plan for a phonics lesson, choosing an appropriate topic and present to the class the instruction, interactive component and independent work. The lesson plan and activity including a written reflection of the lesson will be due. Spanish primary language phonetics will be the focus of this lesson and explicit comparisons will be made between the phonetic structures of the primary language and English. (Standards 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, 13d, 13dii, 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)

8) Reading Annotations/Book Reviews total 25 points
During the semester, you will be required to read/experience and review five (5) children’s picture books representative of grades K-3, published within the past 8 years. You are expected to write a summary paragraph (minimum) of the book, as well as a critique or analysis of the selection (likes, dislikes, artwork) and how it might be used in the classroom setting (i.e.; read aloud, book club selection, focus literature, or supplemental unit material). The reviews should be typed and submitted electronically and hardcopy. Bibliographic information that must be included:
- Title of the book
- Author and illustrator (if applicable)
- Publisher citations (company, city, state, copyright date)
- Fiction/non-fiction
- Grade level appropriateness
These book annotations will be on Spanish-language children’s literature, and will be submitted in Spanish. (Standards 4b, 4d; 5b; 7Ab, 7Aci, 7Acii, 7Ac; 11c; TPE 1, TPE 4, TPE 5, TPE 6, TPE 7, TPE 8, TPE 9, TPE 10, TPE 12)

9) Classroom Observation Reports/Reflections 20 points
You are required to spend 10 hours in classroom observation during the semester in primary classrooms. Select classrooms to visit that are of multicultural composition and have a variety of language learners. You are strongly encouraged to visit a Kindergarten classroom.

Summarize your observations on the three-page report form provided in this syllabus. The summary will include approaches or activities that you found effective as well as practices or activities that you would not endorse or recommend. You will also identify methods, materials and strategies that were used to meet the needs of the English Language Learner. Don’t forget to secure the classroom teacher’s signature on each visit. The majority of your observations will be conducted in a classroom where Spanish is the language of instruction, and the remainder where English is the language of instruction. (Standards 3d, 3e, 4a; 7Aa, 7Ab, 7Af, 7A; 12a; 13aii, 13bi, 13bii, 13biii, 13d, 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)

10) Interdisciplinary Thematic Unit/Web 50 points
Based on a high quality children’s trade book of your choice (published within the past 10 years; fiction or non-fiction), develop a cross-curricular integrated unit that includes lesson suggestions or activities and goals for a thematic study including a conscious awareness of skills elements (phonics, word analysis, and/or grammar). Areas to cover include:
- Social Studies
- Mathematics
- Technology
- Reading/Writing/ Language Arts
- Visual and Performing Arts—dance, drama, art, music
- Other print and non-print resources available
The thematic unit/web should include a summary page that discusses the aspects of the unit. Models will be shared in class. Indicate the grade level for which this book is most suitable. You may also wish to indicate if the text is a book “read to” the students or “read by”. Be sure the book is age level and content level appropriate and of quality caliber. An annotated summary of the ‘central’ book must be included as part of your unit/web and available on your handout to the class. Five supplementary trade books that you would use as ‘extended’ literature should also be listed with bibliographic information and annotations.

Please note, you are not expected to write detailed lesson plans for each of the individual disciplines, but simply to suggest some specific activities or approaches that might be applicable with the theme in that content area. You will share your unit/web with the class during the final two sessions of the course. When we have finished, you will have 25-30 web ideas for your files. These children’s trade books will be principally in Spanish, with English books selected for appropriateness for ELD purposes. (Standards 3b, 3e; 4b, 4d; 5a, 5b; 7Ab, 7Aci, 7Acii, 7Aciii, 7Aciv, 7Af; 8Ad; 9a, 9b, 9g; 11a, 11c; 12d, 12e; 13a, 13ii, 13bi, 13bii, 13biii, 13biv, 13di, 13dii, 13e, 13fi, 13giii; 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)

**Formal Knowledge Tests**  
130 points

**Mini-assessments on readings**
I have installed on our class Blackboard a mini-assessment for each of the chapters in the Tompkins text. You are responsible for taking each of the mini-assessments for each chapter prior to the beginning of class.

*Note: I have also installed an online phonics assessment. 80% mastery must be earned to successfully complete this aspect of the course. If this score is not achieved, the assessment must be repeated.*

**WEEKLY SCHEDULE**
Each week will focus on a general topic, with lecture, discussions and small group work acting as follow-up.
Reading and written assignments, as well as the online assessments, are to be prepared prior to the class meeting.
This assignment outline will serve as a guide for the class structure. It is subject to change, and if possible, advance notice of all changes will be given.

**Wednesday, September 8, 2004**
- **Topic:** Syllabus Overview
- **Discussion:** California Reading Language Arts Framework
- **Written Assignment:** in class coop project
- **Small Group Work:** form Framework groups

**Wednesday, September 15, 2004**
- **Topic:** California Reading Language Arts Framework
- **Discussion:** Reading Standards
Reading Assignment: Framework section; Chapter 1 Becoming an Effective Teacher of Reading (Tompkins)
Written Assignment: Group handout
Small Group Work: Framework presentations

Wednesday, September 22, 2004
Topic: The Reading and Writing Process
Discussion: Linear or Circular?
Reading Assignment: Chapter 2 (Tompkins) Examining Children’s Literacy Development
Small Group Work: Poetry Share

Wednesday, September 29, 2004
Topic: Assessments
Discussion: Informal Classroom Assessments
Reading Assignment: Chapter 3 (Tompkins) Assessing Young Children’s Literacy Development; Chapter 4 (Baer)
Small Group Work: assessment practice

Wednesday, October 6, 2004
Topic: Assessments
Discussion: Formal, Standardized Tests
Reading Assignment: Chapter 8 (Baer)
Small Group Work: Running Records/BRI practice
Do online phonics assessment prior to class.
**Due:** share children’s book

Wednesday, October 13, 2004
Topic: Assessments and Accountability
Discussion: Case studies/Introduce LEA

Wednesday, October 20, 2004
Topic: Emergent Readers and Writers
Discussion: Explicit and Integrated Skills Instruction
Reading Assignment: Chapter 4 (Tompkins) Breaking the Alphabet Code
**Due:** LEA presentations

Wednesday, October 27, 2004
Topic: Reading and Writing Workshops
Discussion: Organizing Instruction
Reading Assignment: Chapter 12 (Tompkins) Integrating Reading and Writing into Thematic Units
Small Group Work: phonics lesson planning time
**Due:** Miscue Draft

Wednesday, November 3, 2004
Topic: Breaking Code
Discussion: Phonics and Skills Instruction
Reading Assignment: Chapter 5 (Tompkins) Learning to Spell
Written Assignment: Phonics Lesson Plan
Small Group Work: Phonics Lesson
Due: Miscue Analysis

Wednesday, November 10, 2004
Topic: Reading, Writing, Phonics and Skills
Discussion: Grouping for Instruction
Written Assignment: Primary Book Reviews; Phonics Lesson Plan
Due: Phonics Lesson

Wednesday, November 17, 2004
Topic: Fluency
Discussion: Word Recognition and identification
Reading Assignment: Chapter 6 (Tompkins) Developing Fluent Readers and Writers
Due: Primary Observations
Wednesday, December 1, 2004

Pass out graded assignments
Case Study debrief
Review of acentos
Review of 1059 standard 7
IDEA Course Evaluation

Wednesday, December 8, 2004

**Topic:** State Adopted Materials

**Due:** Written Assignment: Interdisciplinary Web Presentations (group #1)

Wednesday, December 15, 2004

**Due Case Study**