

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE  
Michael D. Eisner College of Education

**EED 520**  
**Reading Instruction for Diverse Learners**

Professor:  
Session Dates/Time:  
Course Location:  
Class Number:

E-mail address:  
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Office Hours:

**Department of Elementary Education**

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**Conceptual Framework of the College of Education**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to ***Excellence through Innovation***. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

\*We value academic **excellence** in the acquisition of professional knowledge and skills.

\*We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.

\*We value ethical practice and what it means to become **ethical and caring professionals**.

\*We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.

\*We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.

\*We value **creative and reflective thinking** and practice.

**Quick Reference**

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## I. Course Description

Prerequisites: Restricted to candidates officially admitted to the post-baccalaureate multiple subject teaching credential program. Corequisites: EED 500/ EPC 500 (or EPC 315 *Psychological Foundations of Teaching and Learning*) may be substituted as a prerequisite only if completed previously as an undergraduate); EED 577. This course prepares post-baccalaureate multiple subject credential candidates to teach reading, speaking, listening, and language across the curriculum to all students—including beginning through advanced readers, English learners, and students with disabilities (e.g., individuals demonstrating atypical development). Teacher candidates will become familiar with historical and theoretical perspectives on reading/language arts and the current state-adopted standards in English language arts and English language development (ELD). Candidates will learn how to use an array of engaging instructional methods to address student needs and to help students become skillful, analytic, lifelong readers. Candidates learn to administer literacy assessments and use assessment data to inform instructional planning. This course requires twenty hours of directed fieldwork in a public school during reading/language arts/ELD instruction.

## II. Course Objectives

### A. Subject Matter Knowledge

1. Candidates will demonstrate knowledge of current state adopted English language arts/literacy standards and English language development (ELD) standards including phonemic awareness, phonics, fluency, systematic vocabulary development, reading comprehension, and literary response and analysis. (TPEs 3.1, 3.6)
2. Candidates explain the psychological, physiological, socio-cultural instructional, and linguistic factors that influence reading growth among diverse learners. (TPEs 1.1, 1.4, 1.6, 2.2-2.4, 2.6, 3.2, 3.4, 3.5, 4.1, 4.2-4.8, 5.7, 5.8, 6.2, 6.3, 6.4-6.5)
3. Candidates demonstrate knowledge of foundational reading skills needed by emergent, beginning, and struggling readers. Candidates also understand that the advanced skills of comprehending narrative and informational texts, literary response and analysis, and critical digital literacy all depend on a foundation of solid decoding and word-recognition skills. (TPEs 2.5, 3.1-3.6, 4.1, 4.2, 4.4, 4.5, 5.2-5.4, 5.6, 5.8, 6.1)
4. Candidates demonstrate knowledge of reading and language skills needed to comprehend and analyze text in all literary subgenres--narrative and informational. (TPEs 1.5, 1.6, 3.1-3.8, 4.3)
5. Candidates demonstrate knowledge of effective, developmental, comprehensive reading and language arts programs for English language development that address California standards and frameworks. (TPEs 1.1-1.8, 2.1-2.6, 3.1-3.8, 4.1-4.8, 5.3-5.8, 6.1-6.5)
6. Candidates demonstrate the necessary knowledge, skills, and dispositions to work effectively in a multicultural school milieu and with students demonstrating atypical development who are included in general education classrooms. (TPEs 1.1, 1.2, 1.4, 1.6, 1.7, 2.1-2.6, 3.2, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4-4.7, 5.5-5.8, 6.2-6.5)

### B. Ability to Develop Curriculum

1. Candidates demonstrate the ability to select and/or to design high-quality materials necessary for instruction of reading, language arts, and English language development including the current state adoptions, media and technology applications, teacher-made products, and trade books. (TPEs 1.1, 1.3-1.7, 2.2, 2.5, 3.1-3.8, 4.1-4.8, 5.1, 6.1, 6.5)
2. Candidates demonstrate the ability to analyze children's literature and classroom texts for readability, level of complexity, language demands, reader interest, and cultural sensitivity related to reading, language arts, and English language development curricular goals. (TPEs 1.1, 1.4, 1.6, 2.2, 3.1, 3.4-3.6, 4.1, 4.3, 4.4, 4.6)
3. Candidates develop oral and written assignments that are designed to cause students to cite and apply specific evidence from a text, both informational and narrative. (TPEs 1.3, 1.5, 3.1, 3.2, 3.4, 3.5,

### 3.7, 4.7)

#### C. Ability to Plan Instruction

1. Candidates design and implement effective, engaging, research-based teaching strategies to make lesson content comprehensible for English learners and struggling readers, including use of Specially Designed Academic Instruction in English (SDAIE), identifying elements of the text structure and text complexity, and strategies for reducing text complexity. (TPEs 1.1, 1.3-1.8, 2.2, 2.3, 2.5, 3.1-3.7, 4.1-4.5, 4.7, 4.8, 5.6, 5.7, 6.1, 6.2, 6.5)
2. Candidates design and implement instructional strategies to increase student independence in reading narrative and informational texts across content areas. (TPEs 1.1, 1.3-1.6, 1.8, 2.2, 3.1, 3.3, 3.5, 3.6, 3.7, 3.8, 4.1-4.8, 6.1)
3. Candidates design and implement a variety of effective teaching strategies that develop English language proficiency and the independence needed for reading, speaking, and listening in various literacy genres, including attention to audience needs, communication purpose, language conventions, shades of meaning, academic language, and purpose of the author/speaker/reader. (TPEs 1.1-1.8, 2.2, 2.5, 3.1, 3.3-3.8, 4.1-4.8, 5.7, 6.1)
4. Candidates will demonstrate knowledge of a variety of instructional strategies for improving reading comprehension including in discipline-specific text, such as history-social science, science, and technical subjects. (TPEs 1.1, 1.3-1.5, 1.7, 1.8, 3.1-3.8, 4.1, 4.3, 4.7, 4.8, 6.1)
5. Candidates will develop standards-based lesson plans for reading, language arts, and/or ELD using the program's adopted lesson plan format; lesson plans shall provide for appropriate instruction for all students including differentiated instruction and/or modifications based on identified learning needs for struggling readers, advanced readers, and students with disabilities (e.g. demonstrating atypical development). (TPEs 1.1-1.8, 2.2-2.6, 3.1-3.8, 4.1-4.8, 5.2, 5.6-5.8, 6.1, 6.2, 6.5)

#### D. Ability to Make Sound Pedagogical Decisions

1. Candidates complete a directed 20-hour fieldwork experience in a public general education elementary classroom that includes English learners during reading and language arts and English language development (ELD) instruction time. Candidates observe, participate, and learn from an effective teacher who is an expert in reading and literacy instruction and classroom management. (TPEs 1.1-1.8, 2.1-2.6, 3.1-3.8, 4.1-4.8, 5.1-5.7, 6.1-6.7)
2. Candidates demonstrate knowledge of varied grouping techniques that provide for differentiated instruction and collaborative work with peers such as appropriate whole-class activities, heterogeneous and homogenous groups, large and small groups, learning centers, peer teaching, peer partners, and cooperative learning groups. (TPEs 1.1, 1.3-1.6, 1.8, 2.2, 2.3, 2.6, 3.1-3.8, 4.1-4.8, 5.2, 5.7, 5.8, 6.1, 6.5)
3. Candidates will demonstrate knowledge of research-based strategies for developing increased motivation to read to learn, read for pleasure, read for a lifetime, and read to prepare for college and career success. (TPEs 1.1-1.8, 2.1-2.3, 2.5, 2.6, 3.1-3.8, 4.1-4.8, 5.2, 6.1, 6.5)

#### E. Ability to Assess Literacy Development and English Language Proficiency

1. Candidates will demonstrate knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance), including the use of scoring rubrics. (TPEs 1.2, 3.2, 4.1, 4.3, 4.4, 4.5, 5.1, 5.5, 5.7-5.9)
2. Candidates will interpret English learners' assessment data to identify their level of proficiency in English as well as in their primary language and use this information to plan instruction. (TPEs 1.1, 1.6, 3.1-3.8, 4.1, 4.3, 4.4, 4.7, 5.2, 5.3, 5.6, 5.7)
3. Candidates will administer and interpret literacy assessments and use results to plan and to differentiate instruction. (TPEs 1.1, 3.1-3.8, 4.1-4.8, 5.1-5.8)

### III. California Teacher Performance Expectations (TPEs)

This course, as a required course in the multiple subject credential program, provides opportunities for candidates to (a) learn to teach the content of the state-adopted preschool and K-12 academic content standards to all students, (b) use state-adopted instructional materials, and (c) assess student progress and to apply these understandings in teaching preschool and K-12 students. The California Teaching Performance Expectations (TPEs) are introduced, practiced, and assessed in various courses throughout the CSUN multiple subject teaching credential program. In this class, the following California Teacher Performance Expectations (2016) are introduced, practiced, and assessed as shown:

<b>TPE 1: Engaging and Supporting All Students in Learning</b>	
1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	Introduced & Practiced
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	Introduced
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	Introduced & Practiced
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	Introduced & Practiced
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.	Introduced & Practiced
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	Introduced & Practiced
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	Introduced
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	Introduced & Practiced
<b>TPE 2: Creating and Maintaining Effective Environments for Student Learning</b>	
1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	Introduced
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	Introduced
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	Introduced
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are	

medically fragile.	
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	Introduced & Practiced
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	Introduced & Practiced
<b>TPE 3: Understanding and Organizing Subject Matter for Student Learning</b>	
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	Introduced, Practiced, & Assessed
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	Introduced & Practiced
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.	Introduced
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	Introduced
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	Introduced & Practiced
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	Introduced
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.	Introduced
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	Introduced
<b>TPE 4: Planning Instruction and Designing Learning Experiences for All Students</b>	
1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	Introduced, Practiced, & Assessed
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	Introduced & Practiced
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	Introduced & Practiced
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> <li>• appropriate use of instructional technology, including assistive technology;</li> <li>• applying principles of UDL and MTSS;</li> <li>• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;</li> <li>• appropriate modifications for students with disabilities in the general</li> </ul>	Introduced & Practiced

<p>education classroom;</p> <ul style="list-style-type: none"> <li>• opportunities for students to support each other in learning; and</li> <li>• use of community resources and services as applicable.</li> </ul>	
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	Introduced & Practiced
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	Introduced & Practiced
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	Introduced & Practiced
8. Use digital tools and learning technologies across learning environments as appropriate to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	Introduced
<b>TPE 5: Assessing Student Learning</b>	
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	Introduced & Practiced
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	Introduced & Practiced
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	Introduced
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	Introduced
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	Introduced
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	Introduced
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	Introduced & Practiced
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	Introduced
<b>TPE 6: Developing as a Professional Educator</b>	
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	Introduced & Practiced
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	Introduced & Practiced
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	Introduced & Practiced
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	Introduced & Practiced
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all	Introduced

students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	Introduced & Practiced
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	Introduced

#### IV. Course Content

This course meets the reading portion of the state credentialing requirements for professional teacher preparation programs and is designed to provide candidates with subject matter knowledge, skills, and knowledge of pedagogy related to the Reading Instruction Competence Assessment (RICA) according to the California Education Code: § 44283 and § 44283.2.

Upon successful completion of this course, teacher candidates will be knowledgeable about the following:

##### A. Subject Matter Knowledge

1. Theories on reading and language development that influence reading and language proficiency of diverse learners, including psychological, physiological, socio-cultural, and linguistic.
2. Current research and national research agendas and initiatives in the field of reading, language arts, and ELD.
3. Strategies for working with English language learners, including SDAIE.
4. Indicators of the emergent stage of literacy such as phonemic awareness, emergent spelling development, knowledge of letter names and sounds, knowledge about print, and development of literacy structures for both first and second language development.
5. Stages of spelling development.
6. Communication modes (collaborative, interpretive, and productive) for English proficiency in reading, listening, speaking.
7. Cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connection and condensing ideas).
8. The knowledge, skills, and attitudes necessary to work effectively in a multicultural school milieu.

##### B. Curriculum for Reading, Language Arts, and ELD

1. Elements of a comprehensive language arts curriculum that is developmental and based on current California standards and frameworks.
2. Curricular design in the key areas of reading instruction, including phonemic awareness, phonics, vocabulary/academic vocabulary, comprehension (literal, inferential, evaluative), and fluency.
3. Curricular design across the communication modes.
4. Components of language arts and ELD programs that are culturally and linguistically sensitive and designed to meet the needs of diverse learners.
5. Current research on how children become proficient readers and writers and increase their proficiency levels.
6. Curricular materials, including state adoptions, high-quality multicultural trade book literature, media applications, and technology in language arts and ELD.
7. Features of high quality multicultural children's trade books and classroom text selections, including quantitative elements that affect readability and quantitative elements that affect reader interest and text complexity.
8. Research-based strategies for developing increased independence in reading, including close reading, identification of text structure (narrative and informational), reading for varied purposes, and analysis of author/reader purpose.
9. Research-based strategies for developing increased motivation to read, including self-selection of books at an appropriate level of complexity and a genre of interest, sustained

silent reading, rereading, connecting with performance and visual arts, and integrating technology.

10. Conditions necessary for optimum literacy development through an experientially and print rich reading/writing environment.

#### C. Instructional Planning

1. Elements of effective standards-based lessons for reading, language arts, and ELD.
2. Factors that promote success for all learners in reading, listening, speaking, and writing, including: 1) motivation to read and write, 2) cultural heritage and community values toward reading and writing, and 3) home literacy practices and early encounters with reading and writing.
3. Effective, research-based instructional strategies used in the reading classroom including word decoding (phonics, and structural/morphemic analysis), academic vocabulary, fluency development, and comprehension.
4. Reading and literacy instruction and differentiated lesson design based on assessment findings, students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs.

#### D. Pedagogy in the Field of Reading, Language Arts, and ELD

1. Historical and current approaches to teaching reading, language arts and ELD.
2. Effective research-based instructional strategies that promote diverse learners' interpretive and critical thinking skills across communication modes during reading, language arts, and ELD instruction.
3. Evaluation of available commercial media and technology for reading, language arts, and ELD.
4. Effective use of media applications and technology in teaching reading, language arts and ELD.
5. Managing and organizing instruction by using flexible grouping and differentiated individualized instruction.

#### E. Assessment of Literacy and Language Skills

1. Reading assessment strategies and instruments, including published and teacher-made, used at various stages of literacy development and for various purposes, including determining attitude and motivation to read, progress monitoring, and informal/formal assessment of literacy skills.
2. Examining assessment results in the manner of a case study and for the whole class, including analysis of assessment results and efficient use of assessment findings to differentiate instruction.
3. Specifications and format of the Reading Instructional Competence Assessment (RICA).

### V. Required Reading for Course

#### Required Reading

1. Tompkins, G. E. (2016). *Literacy for the 21st Century: A Balanced Approach* (7<sup>th</sup> ed.). New York: Allyn & Bacon.
2. Course Pack will be available at ASAP Copy & Print (9250 Reseda Blvd., phone: 818-700-7999)

#### Highly Recommended

1. Zarrillo, J. J. (2017). *Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment* (4<sup>th</sup> ed.). Pearson.
2. RICA - Reading Instruction Competence Assessment  
For more information, go to: <http://www.ctcexams.nesinc.com/>

#### Additional K-8 Materials Used in the Course

Current manuals for basal texts and trade books used for reading/language arts/ELD instruction in local schools. Use to design lesson plans. Oviatt's Teacher Curriculum Center (TCC) houses copies of manuals that you may check out with CSUN ID (the TCC is located in the library basement).

Two content standards documents (print pages relevant to your O/P grade level)

1. California's Common Core State Standards for English Language Arts <http://www.cde.ca.gov>

This website contains grade level standards for all subject areas, as well as the Framework documents that provide the rationale for instruction in each subject area. All California public schools are beginning to use the Common Core State Standards (CCSS), which were adopted by California for English language arts and math.

On the website <http://www.cde.ca.gov/re/cc/> click on "curriculum and instruction," then scroll to English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, Publication Version. As you see, this new documents recognizes the fact that literacy is embedded within subject matter instruction. These standards describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college- and career- readiness across key academic content areas. Print the standards for the grade level you need.

2. California English Language Development Standards 2012

These are found on the following page of the [cde.ca.gov](http://www.cde.ca.gov)

website <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

The CCSS apply to all students. However, California educators recognize that English learners face the additional challenge of developing literacy in English at the same time that they are learning to read and write. This revised 2012 document changes from proficiency/grade level bands to single grade levels. Also, three levels of language proficiency are identified (rather than the previous five levels). Current terminology is *emerging proficiency*, *expanding proficiency*, and *bridging proficiency* (rather than emergent, early intermediate, intermediate, advanced intermediate, advanced).

These ELD Standards are mandated for use with every identified EL student and impact the ways in which instruction in all content subjects (including reading and language arts) is sequenced and delivered. ELD instructional time is in addition to comprehensive reading/language arts instruction offered to the class.

All lessons developed and used in this course will be based on the appropriate CCSS English language arts standards for the grade level, as well as the appropriate English Language Development (ELD) standards for the student's grade and language proficiency level.

### Extending Your Knowledge

You will also want to extend your knowledge of reading and language arts instruction by browsing the following websites of professional organizations:

- California Department of Education website <http://www.cde.ca.gov/> - describes state testing (STAR), current legislation (i.e., NCLB, Williams), academic content standards and frameworks for all subject areas.
- <http://www.cde.ca.gov/ci/rl/im/> contains a list of leveled books
- Los Angeles Unified School District resources <http://www.lausd.k12.ca.us>
- International Literacy Association (ILA) <http://www.literacyworldwide.org/>
- California Reading Association (IRA affiliate) [www.californiareads.org](http://www.californiareads.org)
- National Council of Teachers of English (NCTE) [www.ncte.org](http://www.ncte.org)
- California Teachers of English (NCTE affiliate) [www.cateweb.org](http://www.cateweb.org)
- California Department of Education [www.cde.ca.gov](http://www.cde.ca.gov) & [www.lessonplanet.com](http://www.lessonplanet.com) & <http://www.cde.ca.gov/literaturelist/litsearch.asp>
- Los Angeles Unified School District [www.lausd.k12.ca.us](http://www.lausd.k12.ca.us)
- Center for the Improvement of Early Reading Achievement (CIERA) [www.ciera.org](http://www.ciera.org)
- National Association for Bilingual Education (NABE) [www.bilingualeducation.org](http://www.bilingualeducation.org)
- Los Angeles Public Library [www.lapl.org](http://www.lapl.org)

### More Suggestions (for further reading)

1. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers* by Jennifer Serravallo (2015)
2. *Notice and Note: Strategies for Close Reading* by Kylene Beers & Robert E. Probst (2013)

3. *The Book Whisperer: Awakening the Inner Reader in Every Child* by Donalyn Miller (2009)
4. *Strategies That Work: Teaching Comprehension for Understanding and Engagement* (2<sup>nd</sup> edition) by Stephanie Harvey and Anne Goudvis (2009)
5. *Dynamic Teaching for Deeper Reading: Shifting to a Problem-Based Approach* by Vicki Vinton (2017)
6. *Mosaic of Thought: The Power of Comprehension Strategy Instruction* (2<sup>nd</sup> edition) by Ellin Oliver Keene and Susan Zimmermann (2007)
7. *Literacy with an Attitude: Educating Working-Class Children in Their Own Self-Interest* (2<sup>nd</sup> edition) by Patrick J. Finn (2009)
8. *Literacy Moves On: Popular Culture, New Technologies, and Critical Literacy in the Elementary Classroom*. Edited by Janet Evans (2005)
9. *The Curious Classroom: 10 Structures with Student-Directed Inquiry* by Harvey "Smokey" Daniels (2017)
10. *Mindset: The New Psychology of Success* by Carol S. Dweck (2007)

## VI. Course Assignments/Activities

### Attendance

Attendance will be taken at each class session. Since this is a course in methods where strategies are modeled and practiced, an absence can affect your participation grade in the course. More than two unexcused absences from class will affect the final grade. An unexcused absence is an absence without supporting documentation citing valid reasons.

You are expected to arrive promptly and attend each class session. If an emergency arises and you must miss class:

1. notify me prior to class by email (renee.ziolkowska@csun.edu) or phone message (818-677-7393)
2. arrange to have a student from class pick up assignments and distributed handouts for you and
3. arrange to have a fellow student discuss the class session with you

### 1. Class Participation - 45 points

Three points will be given each class for prompt attendance and active, thoughtful participation in class activities, discussions, and written responses. Points will be deducted for lateness, an unexcused absence, and lack of participation (see rubric below for more details), etc.

You are expected to "be in the moment" while in class. Please turn cell phones off. Refrain from texting, talking on the phone, surfing the web, checking email, completing course assignments during class, etc. If you engage in inappropriate use of technology, the result will be the loss of all participation points for that class. The use of iPads or laptop computers is only permitted for the purpose of note taking or other class work assigned by the instructor. If you like to take notes on your iPad/laptop, remember to look up from time to time and continue to be an interested, highly engaged member of the class.

### Participation Rubric

**3 points:** Always comes to class prepared. Always comes to class on time. Maintains a cheerful, professional, constructive attitude. Contributes positively to group and class dynamics. Participates enthusiastically in whole class activities and small group activities. Offers relevant, insightful and constructive comments during class, but does not dominate discussions.

**2 points:** Sometimes comes to class unprepared. Sometimes late to class or after break. Sometimes display an unprofessional attitude. Sometimes tends to be very quiet or too talkative. May participate in class activities, but not fully engaged. Does the minimum or sometimes fails to participate appropriately, or contributes hardly anything positive to group or class dynamics.

**1 point:** Often comes to class unprepared. Displays an unprofessional attitude. Often late to class or after break. May make irrelevant comments. Often fails to participate constructively.

**0 points:** Often comes to class unprepared. Displays a rude or unprofessional attitude. Often late to class or after break. Often makes irrelevant comments. Often fails to participate constructively. Engages in inappropriate use of technology.

## 2. Reading Responses - 36 points

Each week one reading assignment on a specific chapter from *Literacy for the 21st Century* (7<sup>th</sup> edition, 2016) is due. In addition to the chapter, an article from the ILA (International Literacy Association) or NCTE (National Council of Teachers of English) website may be assigned. Other readings may also be assigned. In addition, you will be asked to watch educational videos. Make sure your reading response includes these.

The purpose of the reading response assignments is to challenge you as a prospective or practicing teacher to confront your beliefs about teaching reading. Through your responses, we can begin to have a dialogue about children and reading.

Three points will be given for each reading response that is completed as described. Late papers will be accepted within 7 days for half credit. Please do not email me your assignments. Ask your class contact to submit your assignment if you can't do it yourself. Reading responses will be read by classmates and professor.

The various response forms are listed and described below. Please refer to section VIII (Course Content Outline) to find which readings/videos and response type are required each week.

### **Reading Response #1 - OQCS: (One Observation, One Question, One Connection, One Surprise)**

Jot down one observation, one question, one connection, and one surprise from this week's reading(s) and the video. You need only do one OQCS for all of your readings/video but be certain that you represent all the assignments in your responses. When you bring your OQCS to class you should be able to talk about why the observation made an impression on you and what you want to discuss to understand your question better. You also should be able to talk about the particular connections you made (in specific terms) and why is the surprise you chose, a surprise to you. OQCS is to be 1 page, single-spaced, 10 pt. font.

### **Reading Response #2 - Postcards of the Mind**

For this activity you are to show what is on your mind as a result of the reading(s) and the video. Select one issue or idea from each of the readings and video that you feel is particularly important. A few days after reading the text and watching the video, jot down some rough notes on what has remained with you from the text and the video on a 3 X 5 index card (or a piece of paper approximately that size). Do not refer back to the text or video when you do this. Explain why this stood out for you.

### **Reading Response #3 - Written Response**

As you read the assigned text and watch the video, keep the following questions in mind:

Does what I am reading and watching make sense?

Do I understand? What helped me understand?

Is this true for me as a learner?

Is this consistent with my beliefs as a learner/teacher?

Is this what happens in the classrooms I am familiar with?

What questions does it raise about my own reading/writing or teaching?

Make your writing a time and place to say what you think you understand about the assigned reading(s)/video or to raise the question of whether you understand it as you think the author hoped. If you agree or disagree with the author, state why. What evidence from your own experiences do you have to support the agreement or disagreements? (Those experiences can come from your own school days, from observing in classrooms, from working with children, etc.) Your response will need to demonstrate that you have read the assigned reading/watched the video by making direct reference to it as you write your connections and/or questions. Written responses are to be 1 page, single-spaced, 10 pt. font.

### Reading Response #4 - Triple Entry Journal

Divide your paper into three sections (see below): Left column should include quotes/short phrases that stood out for you. Please indicate the source where the quote is from (for example, Tompkins, page 75 or video). Select at least three quotes from Tompkins and at least two quotes from other texts/websites/video (if assigned). The middle column (which should be the widest) is for your reflection/reaction to what you have written in the left column. Leave the right column blank; a peer will respond in class to what you have written. Written responses are to be typed, 1-2 pages, single-spaced, 10 pt. font. Remember to be reflective!

Quotes	My Reflection	Peer Response

### Reading Response #5 - Creative Response

Chose a way to respond to the assigned reading(s) and video. Each response may only be chosen once. Try to vary by selecting from different categories/subjects. Be prepared to share these creative responses to the assigned reading(s) and video in peer groups and/or with the whole class.

#### a. Art

- \* Based on the readings/video, design a T-shirt (on paper). What quote or word(s) would you put on it? What picture(s) would appear on the T-shirt? On the back of the paper, briefly explain in writing your decision behind your T-shirt design.
- \* Using poster board (a small size), create a collage that represents what the readings/video meant to you. There should be some text and many images in this multi-modal response. (You may look through magazines for words and pictures that describe what you want to represent). On the back of the collage, briefly write what your collage is about.
- \* Design and create (draw, paint, etc.) squares for a quilt based on the readings/video. What important things will be represented on the quilt? Why? Briefly explain in writing on the back what you are trying to get across.

#### b. Music

- \* Write a ballad or song based on the assigned readings/video. Write the lyrics and music or adapt words to a melody by someone else.

#### c. Technology

- \* Produce a short video clip that represents what the readings/video meant to you.

#### d. Writing

- \* Create a comic strip retelling something from the readings/video.
- \* Design the front page of a newspaper. Write a short news story describing the information from the readings/video. Include an attention-grabbing headline.
- \* Write a letter to the author of the text. You do not have to send it. But what would you want the author to know?
- \* Write an editorial on some controversial issue raised by the readings/video.
- \* Write a response to the readings/video from a different point of view/perspective.

#### e. Speaking

- \* Be a TV or radio reporter and give a report to your peers in class on the assigned readings/video as if it is happening "live".
- \* Pick an issue or topic from the readings/video. Compose a speech to be given on that issue or topic and read your speech to your classmates.

#### f. Research/Further Reading

- \* Research a topic/issue from the readings/video further to find out more information. What did you discover/learn?

3. **Observation/Participation Field Work & Literacy Profile on a Struggling Reader** - 44 points

All EED 520 students are required to complete 20 hours of observation/participation (O/P) in general education (not a Special Education or resource room) elementary (K-5) public school classrooms during reading and language arts time.

During this O/P experience you will work with one student (an ELL and/or struggling reader/student reading below grade level) and develop a literacy profile describing him/her. You will administer several informal assessments, plan and teach lessons that support the student's learning and monitor the progress of your student. Share the literacy profile you have written with the student's teacher and with the students' parent(s), with the approval of your teacher.

(TPEs: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 3.2, 4.1, 4.2, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.7, 6.1, 6.2, 6.3, 6.5, 6.6)

4. **edTPA (Teacher Performance Assessment for California Teachers) Rehearsal Activities** - 40 points

edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs to emphasize, measure and support the skills and knowledge that all teachers need in the elementary school classroom.

In this course, you will be asked to rehearse the following two edTPA activities:

a. **Elementary Literacy Context for Learning Information** - 10 points

Respond to questions on the Form & Commentary as it pertains to your Observation/Participation classroom

b. **Planning for Instruction and Assessment** - 30 points

Create an original Language Arts Comprehension Lesson with an Assessment and Rubric; this lesson will be developed with a partner

(TPEs: 1.1, 1.3, 1.4, 1.5, 1.6, 1.8, 2.5, 2.6, 3.1, 3.2, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.7, 6.1, 6.2, 6.3, 6.5, 6.6)

5. **Final Exam** - 40 points

The final exam will be on chapters 1-12 and on class presentations and discussions. The format of the exam is designed to provide practice in recalling, articulating, and synthesizing course material in the following manner: multiple choice, short essay, and case study/literacy profile (responses required by the RICA). The format includes application of terminology, theories, skills, and pedagogical strategies; short essays to synthesize concepts encountered in the readings, in-class demonstrations, and discussions; generating strategies for instruction and assessment; rationalizing instructional and assessment decisions based on literacy information gathered from case studies and descriptions of student work/behavior.

**Late Work**

Late work is accepted only when arrangements have been made in advance with the professor. Otherwise, handling of late work is entirely up to the instructor's discretion. Late work may receive a grade penalty or in some cases not be accepted at all.

**VII. Evaluation/Grading Policy & Other**

The final course grade will be calculated using the traditional letter grades of A to F (including pluses and minuses). Late assignments will not be accepted for full credit. All assignments are to be turned in by the specified assignment date. If you are going to be absent, you are still responsible for turning in the assignment on time (ask a classmate to submit it for you).

**Student Assignments & Evaluation**

Class Participation	45 points
Reading Responses	36 points
O/P Fieldwork & Literacy Profile	44 points
edTPA Rehearsal Activities	40 points
Final Exam	40 points
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Total	205 points

The final grade will be calculated in the following manner.

94% - 100%	= A	73% - 76%	= C
90% - 93%	= A-	70% - 72%	= C-
87% - 89%	= B+	67% - 69%	= D+
83% - 86%	= B	63% - 66%	= D
80% - 82%	= B-	60% - 62%	= D-
77% - 79%	= C+	59% or lower	= F

### Academic Integrity

The core of a university's integrity is its scholastic honesty. Cheating, fabrication, facilitating academic dishonesty and plagiarism are considered gross violations of the University's academic and disciplinary standards. Students have the responsibility to be familiar with University policies and to seek clarification. For further information about the various forms of academic dishonesty see the University Catalog or contact the office of any Instructional Dean or the Student Development office.

### Equal Treatment

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

### Students Requesting Accommodations

Students in need of reasonable accommodations under the Americans with Disabilities Act need to register through the NCOD or Center on Disabilities prior to the first day of classes, provide the instructor with written documentation explaining the specific accommodation(s) needed to meet the student's identified learning needs; and schedule an appointment with the instructor immediately to discuss all the specific accommodations needed to ensure the student's learning success in the course.

### Upholding Professional Standards Relating to Knowledge, Performance, and Professional Dispositions (The Student Delay/Withdrawal Process)

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and dispositions recognized by the education profession. Obtain detailed information about the delay/withdrawal process, the Statement of Concern form, student appeals, and the list of Qualities Important to Future Teachers and Educational Professionals at [www.csun.edu/education/eed/delay\\_withdrawal/index.html](http://www.csun.edu/education/eed/delay_withdrawal/index.html)

### University Counseling Services

Contact University Counseling Services for support and guidance if you are experiencing some type of psychological or emotional distress.

Bayramian Hall, Room 520  
(818) 677-2366, Option 1  
coun@csun.edu

### Klotz Student Health Center

Services include: medical, dental, vision, immunizations, TB testing, etc.

(818) 677-3666  
shcinfo@csun.edu

## VIII. Course Content Outline

Adjustments may be made based on developing needs.

Class 1	
	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>▪ Overview of the course</li> <li>▪ Quickwrite - What are your experiences with reading? How might your experiences impact the students you will teach?</li> <li>▪ Epilepsy article - Why do some students struggle with reading? What reading strategies do you use when reading a challenging text?</li> <li>▪ Ordeal by Cheque - reading between the lines</li> <li>▪ KWL on reading (K = what we know, W = what we want to find out, L = what we learned)</li> <li>▪ Definition of reading</li> </ul>
Class 2	
<p>Items Due:</p> <ul style="list-style-type: none"> <li>▪ Read Tompkins - Chapter 1 (textbook overview)</li> <li>▪ Read "Rewarding Reading Practices", p. 19-36</li> <li>▪ Watch "The Power of Words" <a href="https://www.youtube.com/watch?v=lqq1roF4C8s">https://www.youtube.com/watch?v=lqq1roF4C8s</a></li> <li>▪ Reading Response #1 (description on page 8) on the 3 bullets above</li> <li>▪ Read the course syllabus</li> <li>▪ Bring course pack to class (see page 5 where to purchase course pack)</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>▪ What does it mean to be an effective teacher of reading?</li> <li>▪ In today's class we will focus on: four cueing systems, community of learners, balanced literacy program, parent volunteers, family literacy, theorists: Piaget, Vygotsky, Rosenblatt, Freire, Skinner, theories: constructivism, interactive, sociolinguistic, reader response, critical literacy, behaviorism</li> <li>▪ What Really Works in Reading (effective reading practices)</li> <li>▪ Video on Teaching Children Philosophy; engaging children in critical and creative thinking (TPEs: 1.5, 2.1, 2.2, 4.2, 4.7, 6.2, 6.3, 6.4, 6.7)</li> </ul>
Class 3	
<p>Items Due:</p> <ul style="list-style-type: none"> <li>▪ Read Tompkins - Chapter 2</li> <li>▪ Go to: <a href="http://www.wested.org/online_pubs/lcd-99-01.pdf">http://www.wested.org/online_pubs/lcd-99-01.pdf</a> or google and read "Bridging Cultures in Our Schools: New Approaches That Work" (A WestEd Knowledge Brief) (pages 1-15) by Elise Trumbul, Carrie Rothstein-Fisch &amp; Patricia M. Greenfield (2000)</li> <li>▪ Watch "Praising the Process - Writing" <a href="https://www.teachingchannel.org/videos/praise-the-process-perts">https://www.teachingchannel.org/videos/praise-the-process-perts</a></li> <li>▪ Reading Response #3 (description on page 8) on the 3 bullets above</li> <li>▪ Bring course pack to class</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>▪ What are the Reading and Writing Processes and how are they similar? How will you use these when working with students this semester?</li> <li>▪ In today's class we will focus on: the reading process, activating background knowledge, setting purpose, preview and predict, independent reading, buddy reading, guided reading, shared reading, reading aloud to students, examining author's craft, the writing process, making books, sharing writing, author's chair, qualities of good writing, group responsibilities, writing ideas, publishing children's writing (class books)</li> <li>▪ lesson planning</li> <li>▪ discussion on the Bridging Cultures article</li> <li>▪ DVD clip on Guided Reading (Grade 1) (TPEs: 1.3, 1.4, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.3, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6)</li> </ul>

Class 4	
<p>Items Due:</p> <ul style="list-style-type: none"> <li>▪ Read Tompkins - Chapter 3</li> <li>▪ Watch “Why Students Don’t Read What is Assigned in Class” <a href="http://www.youtube.com/watch?v=gokm9RUr4ME">www.youtube.com/watch?v=gokm9RUr4ME</a></li> <li>▪ Reading Response #4 (description on page 8) on the 2 bullets above</li> <li>▪ Bring course pack to class</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>▪ Why do we assess students? What are the different ways in which we can assess students? How can assessing students’ literacy development inform instruction?</li> <li>▪ In today’s class we will focus on: assessment, reading attitude survey, Concepts About Print (CAP) Test, running record, miscue analysis, reading level, leveled books, informal reading inventory, Qualitative Reading Inventory (QRI), portfolios, student-teacher conferences, letter and word identification</li> <li>▪ Practice various kinds of assessments (TPEs: 1.4, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8)</li> </ul>
Class 5	
<p>Items Due:</p> <ul style="list-style-type: none"> <li>▪ Go to: <a href="http://www.allkindsofminds.org">www.allkindsofminds.org</a> and click on “About Us” (briefly explore this area) &amp; then explore the website further (find information of interest to you and read it). Write what you learned, especially, what are the neurodevelopmental constructs and how might they be valuable to teachers.</li> <li>▪ Watch “When the Chips are Down” <a href="http://www.youtube.com/watch?v=Vsl_XiyJupg">http://www.youtube.com/watch?v=Vsl_XiyJupg</a></li> <li>▪ Reading Response #2 (description on page 8) on the 2 bullets above</li> <li>▪ Skim through pages on assessment in the course pack (pages 7-57)</li> <li>▪ Bring course pack to class</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>▪ Practice various kinds of assessments (continued from last class)</li> <li>▪ In today’s class we will focus on: assessing students’ literacy development, assessment, reading attitude survey, Concepts About Print (CAP) Test, running record, miscue analysis, reading level, leveled books, informal reading inventory, Qualitative Reading Inventory (QRI), portfolios, student-teacher conferences, letter and word identification (continued)</li> <li>▪ Neurodevelopmental Constructs (TPEs: 1.2, 1.4, 2.2, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 6.2)</li> </ul>
Class 6	
<p>Items Due:</p> <ul style="list-style-type: none"> <li>▪ Read Tompkins - Chapter 4</li> <li>▪ Read Introduction &amp; Chapter 1 in <u>Literacy Moves On</u> Edited by Janet Evans (2005)</li> <li>▪ Read “Promoting Responsible and Ethical Digital Citizens” <a href="http://www.educationworld.com/a_tech/responsible-student-technology-use.shtml">www.educationworld.com/a_tech/responsible-student-technology-use.shtml</a></li> <li>▪ Watch “Meaningful Contexts: Promoting an Enjoyment for Reading” (lower grades) <a href="https://www.youtube.com/watch?v=xztqFZ0b7-U">https://www.youtube.com/watch?v=xztqFZ0b7-U</a></li> <li>▪ Reading Response #5 (description on page 8 &amp; 9) on the 3 bullets above</li> <li>▪ Bring course pack to class</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>▪ How do teachers work with the youngest readers and writers?</li> <li>▪ In today’s class we will focus on: literacy centers, emergent literacy, Marie Clay, balanced literacy program, Concepts About Print (CAP), environmental print, concepts about the alphabet, language experience approach (LEA), predictable books, writing centers, shared reading, interactive writing, morning message, daily edit/oral language</li> <li>▪ digital literacy, internet security, Common Sense Media, fake news, responsible digital citizenship, International Society for Technology in Education (ISTE) Standards</li> <li>▪ DVD clip on infusing technology (Science &amp; LA)</li> <li>▪ DVD clip on Shared Reading (Grade 1)</li> <li>▪ DVD clip on Interactive Writing (Grade 1) (TPEs: 1.1, 3.7, 3.8, 4.3, 4.8, 6.6)</li> </ul>

<b>Class 7</b>	
<p>Items Due:</p> <ul style="list-style-type: none"> <li>▪ Read Tompkins - Chapter 5</li> <li>▪ Read "A Distinctly Un-American Idea: An Education Appropriate to Their Stations" (pages 9-25), chapter 2 in <u>Literacy with an Attitude</u> by Patrick J. Finn (2009)</li> <li>▪ Watch "Strategies for Teaching Reading: Thinking Partners" <a href="http://www.youtube.com/watch?v=qYoeVkf3s7E&amp;list=PL8D0AACAAAD5AFF839&amp;index=1">http://www.youtube.com/watch?v=qYoeVkf3s7E&amp;list=PL8D0AACAAAD5AFF839&amp;index=1</a></li> <li>▪ Reading Response #1 (description on page 8) on the 3 bullets above</li> <li>▪ Bring course pack to class</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>▪ What does it mean to crack the alphabetic code?</li> <li>▪ In today's class we will focus on: phonemic awareness, phonics, spelling, Elkonin boxes, stages of spelling development, Making Words, spelling tests</li> <li>▪ Common Core State Standards</li> <li>▪ DVD clip on Making Words (Grade 3) (TPEs: <b>3.1, 6.2, 6.7</b>)</li> </ul>
<b>Class 8</b>	
<p>Items Due:</p> <ul style="list-style-type: none"> <li>▪ <b>Context for Learning &amp; Commentary due</b></li> <li>▪ Read Tompkins - Chapter 6</li> <li>▪ Go to: <a href="http://www.allkindsofminds.org">www.allkindsofminds.org</a> and click on "Reach More Learners", then click on "Case Studies" and then read some Case Studies. Write what you learned/discovered.</li> <li>▪ Watch "Common Core Literacy Close Reading Strategies with Informational Text" (5th grade) <a href="https://www.youtube.com/watch?v=9emLkXIMcOs">https://www.youtube.com/watch?v=9emLkXIMcOs</a></li> <li>▪ Reading Response #4 (description on page 8) on the 3 bullets above</li> <li>▪ Bring course pack to class</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>▪ Discuss Context for Learning in small groups</li> <li>▪ How do students develop into fluent readers and writers?</li> <li>▪ In today's class we will focus on: high frequency words, word walls, word identification strategies (phonic analysis, analogies, syllabic analysis, morphemic analysis), root words, fluency, prosody, round-robin reading, quickwriting</li> <li>▪ DVD clip on Word Wall on High Frequency (Grade 1)</li> <li>▪ DVD clip on Word Wall on Vocabulary (Grade 4) (TPE: <b>4.1</b>)</li> </ul>
<b>Class 9</b>	
<p>Items Due:</p> <ul style="list-style-type: none"> <li>▪ Read Tompkins - Chapter 11</li> <li>▪ Explore the ILA and/or NCTE website (<a href="http://www.literacyworldwide.org/">http://www.literacyworldwide.org/</a> and/or <a href="http://www.ncte.org">www.ncte.org</a>) for an article of your interest on a topic related to reading/language arts/literacy; read article and be prepared to share with peers</li> <li>▪ Watch Teaching the Whole Child <a href="http://www.youtube.com/watch?v=ryXaY1I2MGY">http://www.youtube.com/watch?v=ryXaY1I2MGY</a> (first 4 min. only)</li> <li>▪ Reading Response #3 (description on page 8) on the 3 bullets above</li> <li>▪ Bring course pack to class</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>▪ How do teachers differentiate reading and writing instruction for students who struggle?</li> <li>▪ In today's class we will focus on: differentiating instruction for diverse learners, struggling readers and writers, interventions</li> <li>▪ RICA information and practice questions</li> <li>▪ Share your ILA and/or NCTE article with peers (TPEs: <b>1.1, 1.4, 2.5, 3.2, 3.5, 3.6, 4.2, 4.4, 4.5, 5.6, 5.8, 6.2</b>)</li> </ul>
<b>Class 10</b>	
<p>Items Due:</p> <ul style="list-style-type: none"> <li>▪ <b>Literacy Profile - Draft of #1 and #2 due</b></li> <li>▪ Read Tompkins - Chapter 7</li> <li>▪ Google "Doing it Differently: Tips for Teaching Vocabulary" by Rebecca Alber, Edutopia, and read the article</li> <li>▪ Watch "How to escape education's death valley" <a href="https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley#t-74532">https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley#t-74532</a></li> <li>▪ Reading Response #5 (description on page 8 &amp; 9) on the 3 bullets above</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>▪ Share Literacy Profile draft with peers</li> <li>▪ How can teachers expand students' knowledge of words?</li> <li>▪ In today's class we will focus on: vocabulary, levels of word knowledge, context clues, cognates, dictionary use, word study, etymologies, academic language</li> <li>▪ DVD clip on Word Sort (Grade 6) (TPEs: <b>1.1, 3.5</b>)</li> </ul>

<ul style="list-style-type: none"> <li>Bring course pack to class</li> </ul>	
<b>Class 11</b>	
<p>Items Due:</p> <ul style="list-style-type: none"> <li>Read Tompkins - Chapter 8</li> <li>Watch "Whole Brain Teaching" (4th grade) The Crazy Professor Reading Game <a href="http://www.youtube.com/watch?v=8xFcUPQ_z_8">www.youtube.com/watch?v=8xFcUPQ_z_8</a></li> <li>Reading Response #1 (description on page 8) on the 2 bullets above</li> <li>Bring course pack to class</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>What is comprehension? Why is it important when students read? What are comprehension strategies?</li> <li>In today's class we will focus on: instructional conversations, grand conversations, comprehension strategies, graphic organizers and think maps, making inferences, motivation, creative ways to respond to literature</li> <li>DVD clip on Instructional Conversations (Gr. 4)</li> <li>DVD clip on Grand Conversations (Grade 6) (TPEs: 1.3, 1.5, 1.7)</li> </ul>
<b>Class 12</b>	
<p>Items Due:</p> <ul style="list-style-type: none"> <li><b>Literacy Profile - Draft of #3-6 due</b></li> <li>Read Tompkins - Chapter 9</li> <li>Watch "Responsive Classroom" – Part 1 <a href="https://www.youtube.com/watch?v=bPL8YiqAwo">https://www.youtube.com/watch?v=bPL8YiqAwo</a></li> <li>Reading Response #2 (description on page 8) on the 2 bullets above</li> <li>Read information on ELLs in the course pack (pages 358-365)</li> <li>Bring some of your favorite poetry to class (poems either for children or adults or both)</li> <li>Bring course pack to class</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>Meet in groups and present information on your Literacy Profile student; what discoveries are you making about your reader? Provide peer feedback on Literacy Profile paper</li> <li>In today's class we will focus on: text factors, graphic organizers, folklore, fantasy, realistic fiction, plot character, setting, point of view, theme, poetry, venn diagram, Bloom's taxonomy</li> <li>DVD clip on KWL Chart (Grade 4)</li> <li>English Language Learners, SDAIE strategies, CELT, L1 and L2 acquisition and development, strategies, methods and materials to acquire English, CA and US laws, impact on programs</li> <li>DVD clip on ELLs (TPEs: 1.6, 1.8, 2.2, 2.5, 3.2, 3.5, 3.6, 4.1, 4.5, 4.6, 4.7, 5.1, 5.6, 5.7, 6.1, 6.2, 6.3)</li> </ul>
<b>Class 13</b>	
<p>Items Due:</p> <ul style="list-style-type: none"> <li>Read Tompkins - Chapter 10</li> <li>Read "Jonathan" in <u>Learning Outside The Lines</u> by Jonathan Mooney and David Cole</li> <li>Watch "Responsive Classroom" - Part 2 <a href="https://www.youtube.com/watch?v=HTfZSVikKaE">https://www.youtube.com/watch?v=HTfZSVikKaE</a></li> <li>Create your own Reading Response on the 3 bullets above</li> <li>Bring course pack to class</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>How do teachers organize for instruction?</li> <li>In today's class we will focus on: basal reading programs, literature focus units, literature circles, reading and writing workshop, workbooks/worksheets, appropriate book selection</li> <li>Thoughts on "Jonathan" (healthy vs. unhealthy school environment)</li> <li>RICA information and practice questions (TPEs: 2.1, 2.2, 2.3, 3.4, 6.2)</li> </ul>
<b>Class 14</b>	
<p>Items Due:</p> <ul style="list-style-type: none"> <li><b>Comprehension Lesson - Draft due</b></li> <li>Read Tompkins - Chapter 12</li> <li>No Reading Response</li> <li>Skim Compendium</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>What are some effective strategies for reading and writing in the content areas?</li> <li>In today's class we will focus on: connecting reading and writing, content area textbooks, thematic units</li> <li>Share comprehension lesson draft with another group</li> <li>Compendium of Instructional Procedures (TPEs: 3.3, 3.4, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8,</li> </ul>

	5.1, 5.7, 5.8, 6.1, 6.2, 6.3)
<b>Class 15</b>	
<p>Items Due:</p> <ul style="list-style-type: none"> <li>▪ <b>Comprehension Lesson Plan &amp; Commentary due</b></li> <li>▪ <b>Literacy Profile #1-10 due</b> (include all student assessments with your paper)</li> </ul>	<p>Key Topic/In-Class Activity:</p> <ul style="list-style-type: none"> <li>▪ Literacy Profile shared with peers</li> <li>▪ Integrating Art &amp; Language Arts</li> <li>▪ Integrating Technology into the LA and Science Curriculum</li> <li>▪ Authentic Writing - a Pen Pal Project (TPEs: 1.1, 1.3, 1.5, 1.7, 3.3, 3.7, 4.1, 4.3, 4.5, 4.6, 4.7, 4.8, 5.1, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4)</li> </ul>
<b>Final Exam</b>	

## **EED 520: Reading Instruction for Diverse Learners**

### **Observation/Participation Field Experience, Literacy Profile on a Struggling Reader, and edTPA Rehearsal Activities**

#### **20 Hour Observation/Participation (O/P) Field Work - Description**

All EED 520 students are required to complete 20 hours of observation/participation in general education (not a Special Education or resource room) elementary (K-5) public school classrooms during reading and language arts time.

The goal of the observation/participation experience is to help credential candidates become aware of key elements of teaching that contribute to an effective literacy program.

Take the introductory letter that I have written when you first go to meet the classroom teacher. After you determine your observation/participation schedule with the teacher, write it out and leave a copy with him/her. This way, the teacher will know when to expect you. Also, please leave your contact information with the teacher in case he or she wishes to call or email you during the semester (sometimes an unexpected event/activity may come up, for ex., an assembly, fire drill, etc.).

Plan ahead and attend on days when the classroom teacher will actually be providing instruction to students; avoid days/times when the class goes to the library, computer lab, etc. Time spent at the school during recess, assemblies, or during instructional time or activities not related to reading or language arts cannot be used for this assignment.

I recommend that for the first session/observation or two you simply observe. During your other visits interact with the students whenever possible (and as much as possible). For example, work on your literacy profile, help students with their journal writing, read a book with a student, help a student with his/her spelling or high frequency words, etc. (however, always check with the classroom teacher first).

Pace yourself, don't leave things to the end. Sometimes things come up in the classroom (testing, field trips, assemblies, etc. and also your student may be absent) and you might not be able to assess the student on the day(s) you had hoped to.

At the end of your 20 hours of observation/participation please give a copy of your literacy profile to the classroom teacher you've been working with and take a moment to explain your findings (if possible, share it with the student's parent(s), if your teacher approves). Please also write a thank you note to the teacher (be specific in stating what you learned from him/her). This shows appreciation as well as creates a good relationship for future CSUN education students.

You are required to log each observation on the OP documentation log. Record date/time, OP hours, activities with students and ask the teacher to sign after each visit. You will be asked to occasionally bring this form to class.

## 20 Hour Observation/Participation Field Work - Guidelines

- Always report to the front office when visiting a school. Sign-in and/or ask for a Visitor Pass. The first time you visit the school bring your TB test results with you. The principal may want to see them.
- Punctuality is very important. If you cannot come on a day when the classroom teacher is expecting you, make sure you notify the teacher in advance.
- Go to your school on a consistent basis (if you only go every few weeks the students may forget who you are and there's less chance for you to establish a good relationship with the students and the teacher).
- Sit where you can see as much of the room as possible.
- Plan to be as involved as the teacher indicates is appropriate.
- Always thank the teacher for allowing you to visit his or her class.
- Dress appropriately and professionally. There is a dress code in the school. You should enter the building in proper attire in order to observe, interact, or teach. School principals recommend: no jeans, short skirts, low cut shirts, spaghetti straps, caps/hats, torn clothing, sunglasses, facial jewelry, no tattoos showing...). No gum chewing. Remember that your judgment and professional demeanor are being assessed by the principal, teachers, assistants, and students. The networking that you do at this point in your career may help you get a job some day, so be sure to present yourself well.
- Please know that in the past schools have asked student teachers and students who are completing their field experience to leave for a number of reasons. For example, showing a negative attitude, dressing inappropriately, being disrespectful, showing up late (consistently making excuses that there was traffic, couldn't find a parking spot, etc.).
- If a negative incident occurs while you are in that classroom, that teacher or that school may not want to take a CSUN student again.
- Act in a professional manner (be respectful to all people you encounter at the school). Please be patient with school personnel; schools are busy places.
- Take initiative -- don't wait for the classroom teacher to ask you or invite you to do things.
- After each visit, you need to report to the office, sign-out, and/or return your Visitor Pass.
- If any problems arise, contact me as soon as possible.

## **20 Hour Observation/Participation Field Work**

### **Literacy Profile on a Struggling Reader**

Select a student (with the help of the classroom teacher) who is experiencing reading difficulties in the classroom where you are conducting your 20 hours of observation/participation.

Take notes on what you observe, especially your literacy profile student. You are expected to do an assessment of the child's reading. What these actual assessments are will depend on the grade level where you have been placed. You will be asked to periodically share your assessments, your discoveries, and your recommendations with your classmates.

During your 20 hours of observation and participation, I recommend that you observe for an hour or two, but after that you should **participate** (you will learn much more when you become actively engaged in the classroom with children). Participation will better prepare you for student teaching and beyond.

## **Literacy Profile on a Kindergarten or 1<sup>st</sup> Grade Student**

### **1. Description of Student**

- Use a pseudonym for the student's name, write the age of the student, grade, describe the student's disposition, what does the student enjoy doing at home or in his/her free time, describe the student's family life, is s/he a second language learner (if so, language spoken at home), does the student have any disability, receiving special services at school, etc.

### **2. Reading Interest Survey/Discussion**

- create a survey (or use one from the course pack, refer to pages 7-25) and work with the student to find out what your student likes/dislikes about reading and other things, for ex., "What are you good at (at home and at school)?" "What do you need to work on?"
- you (not the student) should write the student responses on the survey
- write what you discovered during your interview/discussion (is it consistent with what you've observed in the classroom or what the teacher has shared with you about the student)

Conduct the following four assessments

If the student is frustrated discontinue the assessment and explain why (for ex. ELL)

### **3. Concepts About Print Assessment**

- use page 26 in the course pack
- explain in writing what happened during this assessment and how the student performed

### **4. Letter Identification & Identifying Letter Sounds Assessment**

- use pages 27 (your copy) and 28 (student copy) in the course pack
- explain in writing what happened during this assessment and how the student performed

### **5. Rhyming Assessment**

- use page 29 in the course pack
- explain in writing what happened during this assessment and how the student performed

### **6. Phonemic Awareness Assessment**

- use page 30 in the course pack
- explain in writing what happened during this assessment and how the student performed

### **7. Literacy Observations and Descriptions**

- during your visits observe how the student participated during language arts time (was the student engaged in the lesson, was the student confident in his/her responses, did the student seem to understand everything, etc.)
- write about your observations (do not give a summary of each visit)

### **8. Reading Strengths and Needs**

- in writing, identify two reading strengths and/or areas for improvement at this point in the school year, citing evidence from the assessments to support your observation

### **9. Instructional Strategies/Activities to Promote Literacy Development**

- in writing, describe two specific instructional strategies and/or activities designed to foster the student's literacy development for the remainder of the school year by addressing the needs and/or building on the strengths you identified
- explain how each strategy/activity you described would promote the child's reading proficiency (why do you think they would be appropriate/effective?)

### **10. Teaching Mini-Lessons** (implement ideas from the Tompkins text or course instructor)

- knowing the strengths and needs of the student and using the instructional strategies/activities you stated in #9, create (and write) three mini-lessons
- teach the three mini-lessons to your student; attach your lesson plan, materials, and all student products
- write a reflection on the three mini-lessons you taught (how did the student react to the two mini-lessons, what went well, and what would you have changed to make it more effective next time, etc.)

**\* Important: Attach the interest survey and copies of all assessments. Do not attach field/observation notes.** You may include additional assessments you conducted on the student or the classroom teacher has shared with you.

You may also include his/her classroom work (items that show how the student struggles with class material or things he/she performs well on).

**\* See page 22 for more guidelines.**

### **Literacy Profile on a 2<sup>nd</sup> – 5<sup>th</sup> Grade Student**

#### **1. Description of Student**

- use a pseudonym for the student's name, write the age of the student, grade, school, describe the student's disposition, what does the student enjoy doing at home or in his/her free time, describe the student's family life, is s/he a second language learner (if so, language spoken at home), does the student have any disability, receiving special services at school, etc.

#### **2. Reading Interest Survey/Discussion**

- create a survey (or use one from the course pack, refer to pages 7-25) and work with the student to find out what your student likes/dislikes about reading and other things, for ex., "What are you good at (at home and at school)?" "What do you need to work on?"
- you (not the student) should write the student responses on the survey
- write what you discovered during your interview/discussion (is it consistent with what you've observed in the classroom or what the teacher has shared with you about the student)

Conduct the following four assessments

If the student is frustrated discontinue the assessment and explain why (for ex. ELL)

*#3-6 are part of the Qualitative Reading Inventory (QRI) – I will give you the assessment.*

*See pages 38-40 in the course pack on how to use the QRI.*

#### **3. Graded Words in Isolation**

- assess student on knowledge of high frequency words
- explain in writing what happened during this assessment and how the student performed

#### **4. Concept Questions and Prediction**

- first, ask the student some background knowledge questions on a specific topic
- next, ask the student to make a prediction about the passage (before s/he reads the passage)
- explain in writing what happened during these assessments and how the student performed

*Do #5 and #6 together in one session with the student.*

#### **5. Graded Reading Passage Test**

- as the student reads the passage, you conduct a running record
- you may want to refer to pages 31-32 in the course pack on how to do a running record
- explain in writing what happened during this assessment and how the student performed

#### **6. Retelling and Reading Comprehension Test**

- after reading the passage, ask the student to retell it with as much detail as possible
- ask comprehension questions (both explicit and implicit)
- explain in writing what happened during these assessments and how the student performed

#### **7. Literacy Observations and Descriptions**

- during your visits observe how the student participated during language arts time (was the student engaged in the lesson, was the student confident in his/her responses, did the student seem to understand everything, etc.)
- write about your observations (do not give a summary of each visit)

#### **8. Reading Strengths and Needs**

- in writing, identify two reading strengths and/or areas for improvement at this point in the school year, citing evidence from the assessments to support your observation

#### **9. Instructional Strategies/Activities to Promote Literacy Development**

- in writing, describe two specific instructional strategies and/or activities designed to foster the student's literacy development for the remainder of the school year by addressing the needs and/or building on the strengths you identified
- explain how each strategy/activity you described would promote the child's reading proficiency (why do you think they would be appropriate/effective?)

#### **10. Teaching Mini-Lessons** (implement ideas from the Tompkins text or course instructor)

- knowing the strengths and needs of the student and using the instructional strategies/activities you stated in #9, create (and write) three mini-lessons
- teach the three mini-lessons to your student; attach your lesson plan, materials, and all student products
- write a reflection on the three mini-lessons you taught (how did the student react to the two mini-lessons, what went well, and what would you have changed to make it more effective next time, etc.)

**\* Important: Attach the interest survey and copies of all assessments. Do not attach field/observation notes.**

You may include additional assessments you conducted on the student or the classroom teacher has shared with you.

You may also include his/her classroom work (items that show how the student struggles with class material or things he/she performs well on).

\* See page 22 for more guidelines

## edTPA Rehearsal Activity

### Elementary Literacy Context For Learning Information

#### **Purpose**

This assignment is a brief overview of important features of your classroom context that influence your instructional decisions as you plan and teach lessons. It provides evidence of: 1) your knowledge of your students; and 2) your ability to identify and summarize important factors related to your students' literacy learning and the school environment.

#### **Overview of Task**

- Provide descriptive information about your instructional context and instructional resources.
- Describe important features of your class that can affect instructional decisions.

#### **What Do I Need to Do?**

- Complete the **Context for Learning Form**.
2. Respond to each of the prompts in the **Context Commentary**.

### Context for Learning Form

Provide the requested context information for your class. Consult with your host teacher for needed information.

#### **About the subject area/course you are observing in:**

1. How much time is devoted each day to specific instruction in reading, writing, and other aspects of literacy in your classroom?

#### **About the students in your class:**

2. How many students are in the class you are documenting? \_\_\_\_\_
3. How many students in the class are: English learners \_\_\_\_\_  
Redesignated English Learners \_\_\_\_\_ Proficient English speakers \_\_\_\_\_?
4. How many students have Individualized Education Plans (IEPs) or 504 plans? \_\_\_\_\_
5. How many students participate in a Gifted and Talented Education (GATE) program?

#### **About the school curriculum and resources:**

6. Describe any specialized features of your classroom setting, e.g., bilingual, Structured English Immersion, team taught with a special education teacher.
7. If there is a particular textbook or instructional program you primarily use for literacy instruction, what is it? (If a textbook, please provide the name, publisher, and date of publication.)
8. What other major resources do you use for literacy instruction in this class?
9. How many computers are available to support your instruction? NOTE: If this data is difficult to obtain, then provide an estimate, e.g., "a few" or "about 30."

	# of computers	<i># of computers connected to the Internet</i>
Available in classroom		
Available elsewhere in school		

10. What other types of technology, e.g., LCD projector, smart boards, are available to support instruction in your classroom?

## Context Commentary

Address the following prompts.

1. Briefly describe the following:
  - a. Type of school/program in which you are observing, (e.g., elementary/middle school, themed magnet, or charter school)
  - b. Kind of class you are observing (e.g., third grade self-contained, sixth grade core English/social science) and organization of subject in school (e.g., departmentalized, interdisciplinary teams)
  - c. Degree of ability grouping or tracking, if any
2. Describe your class with respect to the features listed below. **Focus on key factors that would influence your planning and teaching.** Be sure to describe what your students can do as well as what they are still learning to do.
  - a. Academic development  
Consider students' prior knowledge, key skills, developmental levels, and other special educational needs.
  - b. Language development  
Consider aspects of English language proficiency in conversational and academic language as well as in the students' primary languages, if other than English. **Describe the language development of your entire class, not just your English learners.**
  - c. Social development  
Consider factors such as the students' ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others.
  - d. Socio-economic and cultural context  
Consider key factors such as cultural context, knowledge acquired outside of school, and home/community resources.
3. Describe any district, school, or cooperating teacher requirements or expectations that might impact your planning or delivery of instruction, such as required curricula, pacing, use of specific instructional strategies, or standardized tests.

## edTPA/PACT Rehearsal Activity

### Designing a Language Arts Comprehension Lesson

#### Purpose

This assignment will allow you to describe and explain your plans for a Language Arts lesson. It demonstrates your ability to organize curriculum, instruction, and assessment to help your students meet the standards for the curriculum content and to develop academic language related to that content. It provides evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to English/language arts curriculum content.

#### Overview of Task

- Identify the central focus, student academic content standards, English Language Development (ELD) standards (if applicable), and learning objectives for a lesson. The lesson should develop students' abilities to comprehend and/or compose text through the use of literacy skills and strategies.
- Identify objectives for developing academic language, taking into account students' prior language development and the language demands of the learning tasks and assessments.
- Select/adapt/design and organize instructional strategies, learning tasks, and assessments to promote and monitor your students' learning during the learning segment.

#### What Do I Need to Do?

1. With a partner, work together to complete a **Lesson Plan**.

- Be sure to address the learning of curriculum content and related academic language.
- To identify standards, please list the standard number, followed by the text of the standard. If only a portion of a standard is being addressed, then only list the relevant part(s).
- Use the Department of Elementary Education Lesson Plan Format.

Submit copies of all instructional materials, including class handouts, overheads, and informal and formal assessment tools (including evaluation criteria or rubrics) you would use during the lesson.

2. Respond to each of the prompts in the **Planning Commentary**.



## Planning Commentary

Write a commentary that addresses the following prompts. Address each prompt separately (in essay form).

1. What is the central focus of the lesson? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the learning segment important for your particular students to learn?
2. Briefly describe the theoretical framework and/or research that inform your instructional design for developing your students' knowledge and abilities in both literacy and academic language during the lesson. Cite researchers.
3. How does the key learning task in your plan develop students' abilities to comprehend text and to develop related academic language? Describe specific strategies that you will use to build student learning in the lesson. Reference the instructional materials you have included, as needed.
4. How do your choices of instructional strategies, materials, and the sequence of learning tasks reflect your students' backgrounds, interests, and needs? Be specific about how your knowledge of **your** students in your Observation/Participation assignment informed the lesson plan, such as the choice of text or materials used in the lesson, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths.
5. What language demands of the learning and assessment tasks are likely to be challenging for your students at different levels of language development? Explain how specific features of the learning and assessment tasks in your plan support students in meeting these language demands, building on what your students are currently able to do with language.
6. Explain how your assessment allows you to evaluate your students' learning of specific student standards/objectives.
7. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., English learners, GATE students, students with IEPs). Explain how these features of your lesson and assessment task will provide students access to the curriculum and allow them to demonstrate their learning.



TOTAL HOURS: \_\_\_\_\_

Dear Mentor Teacher,

Thank you so much for volunteering to become affiliated with the teacher education program at California State University, Northridge (CSUN). You will be supervising a student fulfilling a twenty-hour observation and participation requirement for a reading methods course. Your kind help in providing a field experience for this credential candidate is an essential component of the program. We thank you for making a contribution to the training of future colleagues.

Your student, \_\_\_\_\_, is enrolled in Elementary Education 520: *Reading Instruction for Diverse Learners*.

Your role is to allow the CSUN student to observe and participate during reading/language arts time in your classroom. The student is to write out his/her schedule and leave a copy with you, so you know when to expect him/her. The twenty hours should be completed during your reading and language arts instructional time and before the end of the CSUN semester (the semester begins late January and ends early May).

Here are a few guidelines:

1. Before working with a child/children, the CSUN student should observe in the classroom to learn about your procedures, students, room design, methods, and materials.
2. The student needs to observe you teach lessons in reading.
3. The student needs to work with a struggling reader (perhaps you can help in selecting one).
4. The student needs to do several assessments of the child's reading.
5. The student needs to do three mini-lessons with the struggling reader.

Thank you for your time and encouragement of this beginning teacher. I realize that it is extra work to have an observation and participation student work with you, but I hope you will enjoy making this professional contribution. It is through their real world classroom experiences that students learn what teaching is all about.

If you have any questions about the program or the student with whom you are working, please feel free to contact me. My email address is: \_\_\_\_\_ and my phone number is \_\_\_\_\_.

Sincerely,

Dr.  
Professor  
Department of Elementary Education  
California State University, Northridge

## **EED 520: Language Arts Comprehension Lesson Plan edTPA Rehearsal Activity**

1. Background Information  
(grade level, subject area/topic, single/multi-day lesson, whole-class/small group lesson, ELD levels, instructional model, evaluation) – 1 point
2. Lesson objective(s) – .5 points
3. Lesson's language objective – .5 points
4. Common core standard(s) – .5 points
5. CA ELD standards – .5 points
6. Materials, technology, visual aids – .5 points
7. Classroom management strategies (including room arrangement and student grouping plan) – .5 points
8. Strategies for differentiation, modification, adaptation, SDAIE, and varied communication mode to be implemented – 1 point
9. List of academic language to emphasize & list of new vocabulary from the lesson or text to introduce – 1 point
10. Assessment Plan – 1 point

### Sequence of Lesson Plan

- Opening – 2 points
- Body of the Lesson – 5 points
- Closing – 2 points

## **EED 520: Language Arts Comprehension Lesson Planning Commentary edTPA Rehearsal Activity**

1. What is the central focus of the lesson? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the learning segment important for your particular students to learn? 2 points
2. Briefly describe the theoretical framework and/or research that inform your instructional design for developing your students' knowledge and abilities in both literacy and academic language during the lesson. Cite researchers. 2 points
3. How does the key learning task in your plan develop students' abilities to comprehend text and to develop related academic language? Describe specific strategies that you will use to build student learning in the lesson. Reference the instructional materials you have included, as needed. 2 points
4. How do your choices of instructional strategies, materials, and the sequence of learning tasks reflect your students' backgrounds, interests, and needs? Be specific about how your knowledge of **your** students in your Observation/Participation assignment informed the lesson plan, such as the choice of text or materials used in the lesson, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths. 2 points
5. What language demands of the learning and assessment tasks are likely to be challenging for your students at different levels of language development? Explain how specific features of the learning and assessment tasks in your plan support students in meeting these language demands, building on what your students are currently able to do with language. 2 points
6. Explain how your assessment allows you to evaluate your students' learning of specific student standards/objectives. 2 points
7. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., English learners, GATE students, students with IEPs). Explain how these features of your lesson and assessment task will provide students access to the curriculum and allow them to demonstrate their learning. 2 points

## EED 520: Literacy Instruction for Diverse Learners

### Observation/Participation Field Experience, Literacy Profile on a Struggling Reader, and edTPA Rehearsal Activities

#### Observation/Participation Field Work & Literacy Profile on a Struggling Reader - 44 points

All EED 520 students are required to complete 20 hours of observation/participation (O/P) in general education (not a Special Education or resource room) elementary (K-5) public school classrooms during reading and language arts time.

During this O/P experience you will work with one student (an ELL and/or struggling reader/student reading below grade level) and develop a literacy profile describing him/her. You will administer several informal assessments, plan and teach lessons that support the student's learning and monitor the progress of your student. Share the literacy profile you have written with the student's teacher and with the students' parent(s), with the approval of your teacher.

(TPEs: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 3.2, 4.1, 4.2, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.7, 6.1, 6.2, 6.3, 6.5, 6.6)

#### 20 Hour Observation/Participation (O/P) Field Work - Description

All EED 520 students are required to complete 20 hours of observation/participation in general education (not a Special Education or resource room) elementary (K-5) public school classrooms during reading and language arts time.

The goal of the observation/participation experience is to help credential candidates become aware of key elements of teaching that contribute to an effective literacy program.

Take the introductory letter that I have written when you first go to meet the classroom teacher. After you determine your observation/participation schedule with the teacher, write it out and leave a copy with him/her. This way, the teacher will know when to expect you. Also, please leave your contact information with the teacher in case he or she wishes to call or email you during the semester (sometimes an unexpected event/activity may come up, for ex., an assembly, fire drill, etc.).

Plan ahead and attend on days when the classroom teacher will actually be providing instruction to students; avoid days/times when the class goes to the library, computer lab, etc. Time spent at the school during recess, assemblies, or during instructional time or activities not related to reading or language arts cannot be used for this assignment.

I recommend that for the first session/observation or two you simply observe. During your other visits interact with the students whenever possible (and as much as possible). For example, work on your literacy profile, help students with their journal writing, read a book with a student, help a student with his/her spelling or high frequency words, etc. (however, always check with the classroom teacher first).

Pace yourself, don't leave things to the end. Sometimes things come up in the classroom (testing, field trips, assemblies, etc. and also your student may be absent) and you might not be able to assess the student on the day(s) you had hoped to.

At the end of your 20 hours of observation/participation please give a copy of your literacy profile to the classroom teacher you've been working with and take a moment to explain your findings (if possible, share it with the student's parent(s), if your teacher approves). Please also write a thank you note to the teacher (be specific in stating what you learned from him/her). This shows appreciation as well as creates a good relationship for future CSUN education students.

You are required to log each observation on the OP documentation log. Record date/time, OP hours, activities with students and ask the teacher to sign after each visit. You will be asked to occasionally bring this form to class.

### Literacy Profile on a Struggling Reader

Select a student (with the help of the classroom teacher) who is experiencing reading difficulties in the classroom where you are conducting your 20 hours of observation/participation.

Take notes on what you observe, especially your literacy profile student. You are expected to do an assessment of the child's reading. What these actual assessments are will depend on the grade level where you have been placed. You will be asked to periodically share your assessments, your discoveries, and your recommendations with your classmates.

During your 20 hours of observation and participation, I recommend that you observe for an hour or two, but after that you should participate (you will learn much more when you become actively engaged in the classroom with children). Participation will better prepare you for student teaching and beyond.

## **Literacy Profile on a Kindergarten or 1<sup>st</sup> Grade Student**

### **1. Description of Student**

- use a pseudonym for the student's name, write the age of the student, grade, describe the student's disposition, what does the student enjoy doing at home or in his/her free time, describe the student's family life, is s/he a second language learner (if so, language spoken at home), does the student have any disability, receiving special services at school, etc.

### **2. Reading Interest Survey/Discussion**

- create a survey (or use one from the course pack, refer to pages 7-25) and work with the student to find out what your student likes/dislikes about reading and other things, for ex., "What are you good at (at home and at school)?" "What do you need to work on?"
- you (and not the student) should write the student responses on the survey
- write what you discovered during your interview/discussion (is it consistent with what you've observed in the classroom or what the teacher has shared with you about the student)

Conduct the following four assessments

If the student is frustrated discontinue the assessment and explain why (for ex. ELL)

### **3. Concepts About Print Assessment**

- use page 26 in the course pack
- explain in writing what happened during this assessment and how the student performed

### **4. Letter Identification & Identifying Letter Sounds Assessment**

- use pages 27 (your copy) and 28 (student copy) in the course pack
- explain in writing what happened during this assessment and how the student performed

### **5. Rhyming Assessment**

- use page 29 in the course pack
- explain in writing what happened during this assessment and how the student performed

### **6. Phonemic Awareness Assessment**

- use page 30 in the course pack
- explain in writing what happened during this assessment and how the student performed

### **7. Literacy Observations and Descriptions**

- during your visits observe how the student participated during language arts time (was the student engaged in the lesson, was the student confident in his/her responses, did the student seem to understand everything, etc.)
- write about your observations (do not give a summary of each visit)

### **8. Reading Strengths and Needs**

- in writing, identify two reading strengths and/or areas for improvement at this point in the school year, citing evidence from the assessments to support your observation

### **9. Instructional Strategies/Activities to Promote Literacy Development**

- in writing, describe two specific instructional strategies and/or activities designed to foster the student's literacy development for the remainder of the school year by addressing the needs and/or building on the strengths you identified
- explain how each strategy/activity you described would promote the child's reading proficiency (why do you think they would be appropriate/effective?)

### **10. Teaching Mini-Lessons** (implement ideas from the Tompkins text or course instructor)

- knowing the strengths and needs of the student and using the instructional strategies/activities you stated in #9, create (and write) three mini-lessons
- teach the three mini-lessons to your student; attach your lesson plan, materials, and all student products
- write a reflection on the three mini-lessons you taught (how did the student react to the two mini-lessons, what went well, and what would you have changed to make it more effective next time, etc.)

**\* Important: Attach the interest survey and copies of all assessments. Do not attach field/observation notes.** You may include additional assessments you conducted on the student or the classroom teacher has shared with you. You may also include his/her classroom work (items that show how the student struggles with class material or things he/she performs well on).

**\* See page 22 for more guidelines.**

## Literacy Profile on a 2<sup>nd</sup> – 5<sup>th</sup> Grade Student

### 1. Description of Student

- use a pseudonym for the student's name, write the age of the student, grade, describe the student's disposition, what does the student enjoy doing at home or in his/her free time, describe the student's family life, is s/he a second language learner (if so, language spoken at home), does the student have any disability, receiving special services at school, etc.

### 2. Reading Interest Survey/Discussion

- create a survey (or use one from the course pack, refer to pages 7-25) and work with the student to find out what your student likes/dislikes about reading and other things, for ex., "What are you good at (at home and at school)?" "What do you need to work on?"
- you (and not the student) should write the student responses on the survey
- write what you discovered during your interview/discussion (is it consistent with what you've observed in the classroom or what the teacher has shared with you about the student)

Conduct the following four assessments

If the student is frustrated discontinue the assessment and explain why (for ex. ELL)

*#3-6 are part of the Qualitative Reading Inventory (QRI) – I will give you the assessment.*

*See pages 38-40 in the course pack on how to use the QRI.*

### 3. Graded Words in Isolation

- assess student on knowledge of high frequency words
- explain in writing what happened during this assessment and how the student performed

### 4. Concept Questions and Prediction

- first, ask the student some background knowledge questions on a specific topic
- next, ask the student to make a prediction about the passage (before s/he reads the passage)
- explain in writing what happened during these assessments and how the student performed

*Do #5 and #6 together in one session with the student.*

### 5. Graded Reading Passage Test

- as the student reads the passage, you conduct a running record
- you may want to refer to pages 31-32 in the course pack on how to do a running record
- explain in writing what happened during this assessment and how the student performed

### 6. Retelling and Reading Comprehension Test

- after reading the passage, ask the student to retell it with as much detail as possible
- ask comprehension questions (both explicit and implicit)
- explain in writing what happened during these assessments and how the student performed

### 7. Literacy Observations and Descriptions

- during your visits observe how the student participated during language arts time (was the student engaged in the lesson, was the student confident in his/her responses, did the student seem to understand everything, etc.)
- write about your observations (do not give a summary of each visit)

### 8. Reading Strengths and Needs

- in writing, identify two reading strengths and/or areas for improvement at this point in the school year, citing evidence from the assessments to support your observation

### 9. Instructional Strategies/Activities to Promote Literacy Development

- in writing, describe two specific instructional strategies and/or activities designed to foster the student's literacy development for the remainder of the school year by addressing the needs and/or building on the strengths you identified
- explain how each strategy/activity you described would promote the child's reading proficiency (why do you think they would be appropriate/effective?)

### 10. Teaching Mini-Lessons (implement ideas from the Tompkins text or course instructor)

- knowing the strengths and needs of the student and using the instructional strategies/activities you stated in #9, create (and write) three mini-lessons
- teach the three mini-lessons to your student; attach your lesson plan, materials, and all student products
- write a reflection on the three mini-lessons you taught (how did the student react to the two mini-lessons, what went well, and what would you have changed to make it more effective next time, etc.)

**\* Important: Attach the interest survey and copies of all assessments. Do not attach field/observation notes.**

You may include additional assessments you conducted on the student or the classroom teacher has shared with you. You may also include his/her classroom work (items that show how the student struggles with class material or things he/she performs well on). \* See page 22 for more guidelines

## edTPA/PACT Rehearsal Activity

### Designing a Language Arts Comprehension Lesson

#### Planning for Instruction and Assessment - 30 points

Create an original Language Arts Comprehension Lesson with an Assessment and Rubric; this lesson will be developed with a partner

(TPEs: 1.1, 1.3, 1.4, 1.5, 1.6, 1.8, 2.5, 2.6, 3.1, 3.2, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.7, 6.1, 6.2, 6.3, 6.5, 6.6)

#### Purpose

This assignment will allow you to describe and explain your plans for a Language Arts lesson. It demonstrates your ability to organize curriculum, instruction, and assessment to help your students meet the standards for the curriculum content and to develop academic language related to that content. It provides evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to English/language arts curriculum content.

#### Overview of Task

- Identify the central focus, student academic content standards, English Language Development (ELD) standards (if applicable), and learning objectives for a lesson. The lesson should develop students' abilities to comprehend and/or compose text through the use of literacy skills and strategies.
- Identify objectives for developing academic language, taking into account students' prior language development and the language demands of the learning tasks and assessments.
- Select/adapt/design and organize instructional strategies, learning tasks, and assessments to promote and monitor your students' learning during the learning segment.

#### What Do I Need to Do?

1. With a partner, work together to complete a **Lesson Plan**.

- Be sure to address the learning of curriculum content and related academic language.
- To identify standards, please list the standard number, followed by the text of the standard. If only a portion of a standard is being addressed, then only list the relevant part(s).
- Use the Department of Elementary Education Lesson Plan Format.

Submit copies of all instructional materials, including class handouts, overheads, and informal and formal assessment tools (including evaluation criteria or rubrics) you would use during the lesson.

2. Respond to each of the prompts in the **Planning Commentary**.

## Department of Elementary Education Lesson Plan Format

Candidate	Date	Grade level
Subject Area & Topic	<input type="checkbox"/> Single-day lesson <input type="checkbox"/> Multi-day lesson	<input type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class or group: <input type="checkbox"/> Emerging <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging  <input type="checkbox"/> English Only <input type="checkbox"/> IFEP (Initially Fluent English Proficient) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient)	OR <input type="checkbox"/> ELD 1 (Beginning) <input type="checkbox"/> ELD 2 (Early Intermediate) <input type="checkbox"/> ELD 3 (Intermediate) <input type="checkbox"/> ELD 4 (Early Advanced) <input type="checkbox"/> ELD 5 (Advanced)	Name of instructional model <input type="checkbox"/> Direct instruction <input type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/> <hr/> Formal lesson evaluation ? (rubric, criterion list) <input type="checkbox"/> Yes <input type="checkbox"/> No

Lesson Objective(s): The learners will *(label, draw, create, investigate, complete, compare, explain, etc.)*

Lesson's language objective: The learners will improve *(verbal or written)* **production** of English by *(partner sharing, retelling, defining, summarizing, persuading—verbal or written modes,)* and/or improve ability to **comprehend** *(verbal or written)* English by *(reading, listening, analyzing, considering, evaluating etc.)*. Consider the language demands of the learning task and the language proficiency level(s) of the students in your class when generating this objective.

Common Core or Content Standard(s):

California English Language Development Standard(s):

Materials, including technology and visual aids:

Classroom Management Strategies, including room arrangements and student grouping plan:

Strategies for Differentiation, Modification, Adaptation, SDAIE, and varied Communication Mode to be implemented: *(List specific strategies for each student and/or for each language proficiency level represented)*

List Academic Language to emphasize: ===== List New Vocabulary from lesson or text to introduce:

Assessment Plan: *(How will you determine the degree to which each student has met the learning objectives? Attach a rubric or criteria list for grading a student work product.)*

### Sequence of Lesson Procedures

**Opening** *(Provide motivation to learn new skill/concept + Explain Key Objective for the lesson)*

**Body of the Lesson** *(Engaging Instruction or Learning Activities + Teach new concept/skill + Demonstrate/Model/Examples + Check for Understanding + Guided Practice + Independent practice)*

**Closing** *(Final activity or discussion based on essential questions.+ Include a transition to next activity or subject)*

## Planning Commentary

Write a commentary that addresses the following prompts. Address each prompt separately (in essay form).

1. What is the central focus of the lesson? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the learning segment important for your particular students to learn?
2. Briefly describe the theoretical framework and/or research that inform your instructional design for developing your students' knowledge and abilities in both literacy and academic language during the lesson. Cite researchers.
3. How does the key learning task in your plan develop students' abilities to comprehend text and to develop related academic language? Describe specific strategies that you will use to build student learning in the lesson. Reference the instructional materials you have included, as needed.
4. How do your choices of instructional strategies, materials, and the sequence of learning tasks reflect your students' backgrounds, interests, and needs? Be specific about how your knowledge of **your** students in your Observation/Participation assignment informed the lesson plan, such as the choice of text or materials used in the lesson, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths.
5. What language demands of the learning and assessment tasks are likely to be challenging for your students at different levels of language development? Explain how specific features of the learning and assessment tasks in your plan support students in meeting these language demands, building on what your students are currently able to do with language.
6. Explain how your assessment allows you to evaluate your students' learning of specific student standards/objectives.
7. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., English learners, GATE students, students with IEPs). Explain how these features of your lesson and assessment task will provide students access to the curriculum and allow them to demonstrate their learning.

## Literacy Profile on a Struggling Reader – Kindergarten or 1<sup>st</sup> Grade

EED 520 student:	4	3	2	1	0	Score
<b>#1 – Description of Student</b> <ul style="list-style-type: none"> <li>• wrote a descriptive introduction, which included using a pseudonym for the student’s name, stating the age and grade, describing the student’s disposition, what the student enjoys doing outside of school, and describing the home life</li> <li>• stated whether the student is an ELL or has any disabilities, if they are receiving any services at school, and included other pertinent information</li> </ul>	EED 520 student responded to all prompts (on the left) by writing clearly and in detail.	Student responded to many prompts clearly and/or in some detail.	Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.	Student responded to only a few prompts OR responded in a superficial way.	Student did not complete this part OR very poor quality work was submitted.	
<b>#2 – Reading Interest Survey/Discussion</b> <ul style="list-style-type: none"> <li>• administered survey</li> <li>• recorded responses on survey</li> <li>• analyzed survey results</li> <li>• reflected on what was learned from the survey/discussion with the student</li> <li>• attached the survey to the literacy profile</li> </ul>	EED 520 student responded to all prompts (on the left) by writing clearly and in detail.	Student responded to many prompts clearly and/or in some detail.	Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.	Student responded to only a few prompts OR responded in a superficial way.	Student did not complete this part OR very poor quality work was submitted.	
<b>#3 – Concepts About Print (CAP) Assessment</b> <ul style="list-style-type: none"> <li>• administered CAP assessment</li> <li>• calculated the score</li> <li>• analyzed the results</li> <li>• explained in writing what happened during the assessment and how the student performed</li> <li>• attached the CAP assessment to the literacy profile</li> </ul>	EED 520 student responded to all prompts (on the left) by writing clearly and in detail.	Student responded to many prompts clearly and/or in some detail.	Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.	Student responded to only a few prompts OR responded in a superficial way.	Student did not complete this part OR very poor quality work was submitted.	
<b>#4 – Letter &amp; Letter Sound Identification Assessment</b> <ul style="list-style-type: none"> <li>• administered the letter and sound identification assessment</li> <li>• calculated the score</li> <li>• analyzed the results</li> <li>• explained in writing what happened during the assessment and how the student performed</li> <li>• attached the letter/sound assessment to the literacy profile</li> </ul>	EED 520 student responded to all prompts (on the left) by writing clearly and in detail.	Student responded to many prompts clearly and/or in some detail.	Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.	Student responded to only a few prompts OR responded in a superficial way.	Student did not complete this part OR very poor quality work was submitted.	
<b>#5 – Rhyming Assessment</b> <ul style="list-style-type: none"> <li>• administered the rhyming assessment</li> <li>• calculated the score</li> <li>• analyzed the results</li> <li>• explained in writing what happened during the assessment and how the student performed</li> <li>• attached the rhyming assessment to the literacy profile</li> </ul>	EED 520 student responded to all prompts (on the left) by writing clearly and in detail.	Student responded to many prompts clearly and/or in some detail.	Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.	Student responded to only a few prompts OR responded in a superficial way.	Student did not complete this part OR very poor quality work was submitted.	
<b>#6 – Phonemic Awareness (PA) Assessment</b> <ul style="list-style-type: none"> <li>• administered PA assessment</li> <li>• calculated the score</li> <li>• analyzed the results</li> <li>• explained in writing what happened during the assessment and how the student performed</li> <li>• attached the PA assessment to the literacy profile</li> </ul>	EED 520 student responded to all prompts (on the left) by writing clearly and in detail.	Student responded to many prompts clearly and/or in some detail.	Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.	Student responded to only a few prompts OR responded in a superficial way.	Student did not complete this part OR very poor quality work was submitted.	

<p><b># 7 – Literacy Observations and Descriptions</b></p> <ul style="list-style-type: none"> <li>explained in writing how the student participated (or not) during language arts time</li> <li>wrote about observations related to the student, giving specific/relevant examples</li> <li>shared any information about the student from what was learned from the teacher (and parents, if available)</li> </ul>	<p>EED 520 student responded to all prompts (on the left) by writing clearly and in detail.</p>	<p>Student responded to many prompts clearly and/or in some detail.</p>	<p>Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.</p>	<p>Student responded to only a few prompts OR responded in a superficial way.</p>	<p>Student did not complete this part OR very poor quality work was submitted.</p>	
<p><b>#8 – Reading Strengths and Needs</b></p> <ul style="list-style-type: none"> <li>identified in writing two reading strengths and/or areas for improvement for the student at this point in the school year</li> <li>cited evidence from the assessments to support the statement above</li> <li>explained why these were the strengths and/or needs</li> </ul>	<p>EED 520 student responded to all prompts (on the left) by writing clearly and in detail.</p>	<p>Student responded to many prompts clearly and/or in some detail.</p>	<p>Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.</p>	<p>Student responded to only a few prompts OR responded in a superficial way.</p>	<p>Student did not complete this part OR very poor quality work was submitted.</p>	
<p><b>#9 – Instructional Strategies/Activities to Promote Literacy Development</b></p> <ul style="list-style-type: none"> <li>wrote two specific instructional strategies and/or activities designed to foster the student’s literacy development for the remainder of the school year by addressing the needs and/or building on the strengths</li> <li>explained how each strategy/activity would promote the child’s reading proficiency (why would it be appropriate/effective?)</li> </ul>	<p>EED 520 student responded to all prompts (on the left) by writing clearly and in detail.</p>	<p>Student responded to many prompts clearly and/or in some detail.</p>	<p>Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.</p>	<p>Student responded to only a few prompts OR responded in a superficial way.</p>	<p>Student did not complete this part OR very poor quality work was submitted.</p>	
<p><b>#10 – Teaching Mini-Lessons</b></p> <ul style="list-style-type: none"> <li>wrote three mini-lessons knowing the strengths and needs of the student based on the instructional strategies/activities stated in #9</li> <li>the above mini-lessons demonstrated what s/he learned in this course (therefore, used strategies and ideas from the instructor and/or the textbook)</li> <li>taught the three mini-lessons and wrote a reflection after each mini-lesson (did the lesson help the student?; if so, how?; what could be done differently next time?; next steps for the student)</li> <li>attached the mini-lessons</li> <li>attached materials and all student work (or photos of)</li> </ul>	<p>EED 520 student responded to all prompts (on the left) by writing clearly and in detail.</p>	<p>Student responded to many prompts clearly and/or in some detail.</p>	<p>Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.</p>	<p>Student responded to only a few prompts OR responded in a superficial way.</p>	<p>Student did not complete this part OR very poor quality work was submitted.</p>	
<p><b>Editing</b></p>	<p>The paper is nearly free of errors of spelling, grammar, punctuation, word choice, and formatting.</p>	<p>Errors of spelling, grammar, punctuation, word choice, and/or formatting may be present but are not intrusive.</p>	<p>Errors of spelling, grammar, punctuation, or word choice, are frequent, noticeable, and/or intrusive.</p>	<p>The writing shows serious deficient control of sentence mechanics and/or the conventions of written English.</p>	<p>Paper shows no editing.</p>	

## Literacy Profile on a Struggling Reader – 2<sup>nd</sup> to 5<sup>th</sup> Grade

EED 520 student:	4	3	2	1	0	Score
<b>#1 – Description of Student</b> <ul style="list-style-type: none"> <li>• wrote a descriptive introduction, which included using a pseudonym for the student’s name, stating the age and grade, describing the student’s disposition, what the student enjoys doing outside of school, and describing the home life</li> <li>• stated whether the student is an ELL or has any disabilities, if they are receiving any services at school, and included other pertinent information</li> </ul>	EED 520 student responded to all prompts (on the left) by writing clearly and in detail.	Student responded to many prompts clearly and/or in some detail.	Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.	Student responded to only a few prompts OR responded in a superficial way.	Student did not complete this part OR very poor quality work was submitted.	
<b>#2 – Reading Interest Survey/Discussion</b> <ul style="list-style-type: none"> <li>• administered survey</li> <li>• recorded responses on survey</li> <li>• analyzed survey results</li> <li>• reflected on what was learned from the survey/discussion with the student</li> <li>• attached the survey to the literacy profile</li> </ul>	EED 520 student responded to all prompts (on the left) by writing clearly and in detail.	Student responded to many prompts clearly and/or in some detail.	Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.	Student responded to only a few prompts OR responded in a superficial way.	Student did not complete this part OR very poor quality work was submitted.	
<b>#3 – QRI: Graded Words in Isolation Assessment</b> <ul style="list-style-type: none"> <li>• administered the graded words in isolation assessment</li> <li>• calculated the score</li> <li>• analyzed the results</li> <li>• explained in writing what happened during the assessment and how the student performed</li> <li>• attached the graded words assessment to the literacy profile</li> </ul>	EED 520 student responded to all prompts (on the left) by writing clearly and in detail.	Student responded to many prompts clearly and/or in some detail.	Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.	Student responded to only a few prompts OR responded in a superficial way.	Student did not complete this part OR very poor quality work was submitted.	
<b>#4 – QRI: Concept Questions &amp; Prediction Assessment</b> <ul style="list-style-type: none"> <li>• administered the concept questions &amp; prediction assessment</li> <li>• calculated the score</li> <li>• analyzed the results</li> <li>• explained in writing what happened during the assessment and how the student performed</li> <li>• attached the ques./prediction assessment to the literacy profile</li> </ul>	EED 520 student responded to all prompts (on the left) by writing clearly and in detail.	Student responded to many prompts clearly and/or in some detail.	Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.	Student responded to only a few prompts OR responded in a superficial way.	Student did not complete this part OR very poor quality work was submitted.	
<b>#5 – QRI: Graded Reading Passage Test</b> <ul style="list-style-type: none"> <li>• administered the reading passage test and did a running record</li> <li>• calculated the score</li> <li>• analyzed the results</li> <li>• explained in writing what happened during the assessment and how the student performed</li> <li>• attached the graded reading passage test to the literacy profile</li> </ul>	EED 520 student responded to all prompts (on the left) by writing clearly and in detail.	Student responded to many prompts clearly and/or in some detail.	Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.	Student responded to only a few prompts OR responded in a superficial way.	Student did not complete this part OR very poor quality work was submitted.	
<b>#6 – QRI: Retelling and Reading Comprehension Test</b> <ul style="list-style-type: none"> <li>• administered the retelling and comprehension test</li> <li>• calculated the score</li> <li>• analyzed the results</li> <li>• explained in writing what happened during the assessment and how the student performed</li> <li>• attached the retelling and comp. test to the literacy profile</li> </ul>	EED 520 student responded to all prompts (on the left) by writing clearly and in detail.	Student responded to many prompts clearly and/or in some detail.	Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.	Student responded to only a few prompts OR responded in a superficial way.	Student did not complete this part OR very poor quality work was submitted.	

<p><b># 7 – Literacy Observations and Descriptions</b></p> <ul style="list-style-type: none"> <li>explained in writing how the student participated (or not) during language arts time</li> <li>wrote about observations related to the student, giving specific/relevant examples</li> <li>shared any information about the student from what was learned from the teacher (and parents, if available)</li> </ul>	<p>EED 520 student responded to all prompts (on the left) by writing clearly and in detail.</p>	<p>Student responded to many prompts clearly and/or in some detail.</p>	<p>Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.</p>	<p>Student responded to only a few prompts OR responded in a superficial way.</p>	<p>Student did not complete this part OR very poor quality work was submitted.</p>	
<p><b>#8 – Reading Strengths and Needs</b></p> <ul style="list-style-type: none"> <li>identified in writing two reading strengths and/or areas for improvement for the student at this point in the school year</li> <li>cited evidence from the assessments to support the statement above</li> <li>explained why these were the strengths and/or needs</li> </ul>	<p>EED 520 student responded to all prompts (on the left) by writing clearly and in detail.</p>	<p>Student responded to many prompts clearly and/or in some detail.</p>	<p>Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.</p>	<p>Student responded to only a few prompts OR responded in a superficial way.</p>	<p>Student did not complete this part OR very poor quality work was submitted.</p>	
<p><b>#9 – Instructional Strategies/Activities to Promote Literacy Development</b></p> <ul style="list-style-type: none"> <li>wrote two specific instructional strategies and/or activities designed to foster the student’s literacy development for the remainder of the school year by addressing the needs and/or building on the strengths</li> <li>explained how each strategy/activity would promote the child’s reading proficiency (why would it be appropriate/effective?)</li> </ul>	<p>EED 520 student responded to all prompts (on the left) by writing clearly and in detail.</p>	<p>Student responded to many prompts clearly and/or in some detail.</p>	<p>Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.</p>	<p>Student responded to only a few prompts OR responded in a superficial way.</p>	<p>Student did not complete this part OR very poor quality work was submitted.</p>	
<p><b>#10 – Teaching Mini-Lessons</b></p> <ul style="list-style-type: none"> <li>wrote three mini-lessons knowing the strengths and needs of the student based on the instructional strategies/activities stated in #9</li> <li>the above mini-lessons demonstrated what s/he learned in this course (therefore, used strategies and ideas from the instructor and/or the textbook)</li> <li>taught the three mini-lessons and wrote a reflection after each mini-lesson (did the lesson help the student?; if so, how?; what could be done differently next time?; next steps for the student)</li> <li>attached the mini-lessons</li> <li>attached materials and all student work (or photos of)</li> </ul>	<p>EED 520 student responded to all prompts (on the left) by writing clearly and in detail.</p>	<p>Student responded to many prompts clearly and/or in some detail.</p>	<p>Student responded to some prompts OR responded to all/many prompts but lacked some clarity and/or detail.</p>	<p>Student responded to only a few prompts OR responded in a superficial way.</p>	<p>Student did not complete this part OR very poor quality work was submitted.</p>	<p>Score x 2</p>
<p><b>Editing</b></p>	<p>The paper is nearly free of errors of spelling, grammar, punctuation, word choice, and formatting.</p>	<p>Errors of spelling, grammar, punctuation, word choice, and/or formatting may be present but are not intrusive.</p>	<p>Errors of spelling, grammar, punctuation, or word choice, are frequent, noticeable, and/or intrusive.</p>	<p>The writing shows serious deficient control of sentence mechanics and/or the conventions of written English.</p>	<p>Paper shows no editing.</p>	

## EED 520 Model Syllabus – Linking

### TPE 1 Engaging and Supporting All Students in Learning

- 1.1 – pages I: 16, 17; P: 13, 17, 19
- 1.2 – pages I: 13, 16
- 1.3 – pages I: 18; P: 13, 15, 19
- 1.4 – pages I: 16; P: 13, 15, 17
- 1.5 – pages I: 15, 18; P: 13, 19
- 1.6 – pages I: 18; P: 13
- 1.7 – pages I: 18, 19
- 1.8 – pages I: 18; P: 13

### TPE 2 Creating and Maintaining Effective Environments

- 2.1 – pages I: 15, 18
- 2.2 – pages I: 15, 16, 18
- 2.3 – pages I: 18
- 2.5 – pages I: 15, 18; P: 13, 17
- 2.6 – pages I: 15; P: 13

### TPE 3 Understanding and Organizing Subject Matter for Student Learning

- 3.1 – pages I: 15; P: 17; A: 13
- 3.2 – pages I: 16; P: 13, 15, 17, 18
- 3.3 – pages I: 18, 19
- 3.4 – pages I: 15, 18
- 3.5 – pages I: 15; P: 13, 17, 18
- 3.6 – pages I: 15, 17, 18
- 3.7 – pages I: 16, 19
- 3.8 – pages I: 16

### TPE 4 Planning Instruction and Designing Learning Experiences for All Students

- 4.1 – pages I: 15, 18; P: 17, 18, 19; A: 13
- 4.2 – pages I: 15, 17; P: 13, 15
- 4.3 – pages I: 16, 18; P: 13, 19
- 4.4 – pages I: 15, 17; P: 13, 18
- 4.5 – pages I: 15; P: 13, 17, 18, 19
- 4.6 – pages I: 15, 18; P: 13, 18, 19
- 4.7 – pages I: 15, 18; P: 13, 15, 18, 19
- 4.8 – pages I: 13, 15, 16, 18, 19

### TPE 5 Assessing Student Learning

- 5.1 – pages I: 15; P: 13, 16, 18, 19
- 5.2 – pages I: 15; P: 13, 16
- 5.3 – pages I: 15, 16
- 5.4 – pages I: 16
- 5.5 – pages I: 16
- 5.6 – pages I: 16, 17, 18
- 5.7 – pages I: 18; P: 13, 19
- 5.8 – pages I: 15, 16, 17, 18, 19

### TPE 6 Developing as a Professional Educator

- 6.1 – pages I: 15, 18; P: 13, 18, 19
- 6.2 – pages I: 15, 16, 17, 18; P: 13, 15, 18, 19
- 6.3 – pages I: 15, 18; P: 13, 18, 19
- 6.4 – pages I: 15; P: 19
- 6.5 – pages I: 13, 15
- 6.6 – pages I: 15, 16; P: 13
- 6.7 – pages I: 15, 17

Assignments Listed and Linked

Lesson Plan – link on page

Literacy Profile – link on page

Assessments are included in assignment links