LEE 173ECE: FIELD GUIDE

A Week-by-Week Handbook
for Understanding and Completing
LEE 173 Field Experience
Requirements During EHD 174 ECE

FIELD STUDY TABLE OF CONTENTS

INTRODUCTION

The **LEE 173 FIELD GUIDE** provides needed information to assist Phase One student teachers in gaining beneficial practice in learning to teach reading and language arts ("literacy") to students in an upper grade classroom placement and in meeting the **LEE 173 FIELD EXPERIENCE COMPETENCIES** that appear after this Introduction.

Each week, your **LEE 173 Course Instructor** will go over a section in the **Field Guide** that includes assignments to be completed during the **EHD 174 Field Experience** in a classroom. You will then complete the assignment according to the **FIELD STUDY CALENDAR** on the last few pages of the **Field Guide**. While your **EHD 174 Supervisor** is there to help ensure that you have a positive experience and adequate time to complete assignments, please work with your **LEE 173 Instructor** on the specifics of the required assignments.

During your time in the classroom, you will have varied opportunities to work with students individually and in a small group (3-6 students) to assess and guide their reading, share literature, engage in research and other reading and writing activities. This guide will assist you in planning for these experiences so that both you and students in the classroom have positive, rewarding learning experiences. As a result, you will gain knowledge, skills and confidence in your ability to teach literacy to students and how to provide all the components of a comprehensive literacy program in your future classroom.

Literacy Dispositions
Whether as a learner, teacher or in another role, a disposition is a belief, attitude, value or principle that motivates and guides us in carrying out actions. As a prelude to work with upper grade students in the classroom, you will write a **COMPASSIONATE CREED FOR TEACHING LITERACY** that reflects your professional dispositions.

Literacy Components
In the field experience, teacher candidates plan and teach standards-based lessons, demonstrate creative teaching strategies and identify appropriate methods, texts, materials and resources. Students learn about each of the **LITERACY COMPONENTS** essential for a well-rounded, comprehensive literacy program.

To facilitate your learning and planning for completing these assignments, each of the **Literacy Components** is covered in LEE 173 in great depth. Most of the **Literacy Components** correspond to about a week of content in **LEE 173**. However the assignments for the each **Literacy Component** vary and may be completed that week or last several weeks or more. Therefore the **Field Study Calendar** needs to be checked for due dates. Some assignments are brought to class periodically for checking and may need revisions prior to their final submission.

The Literacy Components are:
1. **Literacy Dispositions**
2. **Literacy Assessment**
3. **Word Analysis and Fluency**
4. **Comprehension**
5. **Intervention**
6. **Integrated Literacy**
7. **Guided Reading**
8. **Language and Vocabulary**
9. **Writing and Spelling**
10. **Family Literacy**
11. **Communicative Literacy**

LEE 173 Field Assignments give student teachers practice in assessing and teaching upper grade students in an elementary school. The **LEE 173 Field Guide** provides the complete directions for these assignments. As indicated below, the activities for these assignments ensure that Phase One credential students meet national, state and university professional standards for teaching reading established the International Reading Association (IRA) and the National Council for Teacher Accreditation (NCATE), Reading Instruction Competence Assessment (RICA), California Commission on Teacher Credentialing-Teacher Performance Expectations (TPE) and Kremen School (KSOEHD Dispositions). The **LEE 173 Field Assignments** are:

1. **Compassionate Creed for Teaching Literacy**
   (IRA/NCATE 1.1, 4.1, 4.3, 6.2; TPE 12; Kremen 3, 5)
2. **Literacy Case Study of an Upper Grade Student**
   (IRA/NCATE 3.1, 3.2, 3.3, 3.4; RICA 1, 2, 3, 4, 5, 6; TPE 3, 8, 11; Kremen 2, 3)
3. **Teaching Intervention Lessons**
   (IRA/NCATE 1.3; RICA 1, 2, 6; TPE 1, 2, 9; Kremen 2, 3)
4. **Literacy Project Lessons**
   (IRA/NCATE 1.3, 2.1, 2.3, 4.2, 5.1, 5.2. 5.3. 5.4; RICA 3, 5, 6; TPE 1, 2, 4, 5, 6B, 7, 9, 10; Kremen 1, 3, 4)
5. **Writing Process**
   (IRA/NCATE 2.3, 5.2; RICA 5, 6; TPE 1, 5, 6B, 9, 10; Kremen 1)

All Field Assignments are discussed in detail in LEE 173 class. Please note that most field assignments are used to fulfill more than one competency and may take several weeks to complete. See the Calendar at the back of this Guide for due dates.

Collaborative Inquiry (Co-Inquiry)

CO-INQUIRY is a process for structured group dialogue for planning projects and activities that is modeled and utilized by students in the LEE 173 course. In the field experience, you will be placed in the classroom, typically with a small group of 2-3 other student teachers. The standards-based assignments for the field experiences take advantage of this situation by including opportunities for you to work collaboratively with your peer group on some field assignments using co-inquiry.

Field Assignments and Field Study Calendar

In your LEE 173 class, you will receive directions for completing each of the **FIELD ASSIGNMENTS** covered in this **Field Guide**. A **FIELD STUDY CALENDAR** from your LEE 173 instructor shows you when to do the **Field Assignment** in the EHD 174 classroom and when it is due in class.

Field Journal

A **FIELD JOURNAL** will help you write notes, questions and reflections on Field Assignments and allow you to receive feedback prior to final submission. Please keep all your work together and may use the **CASE STUDY FOLDER** for this purpose.

Teaching Strategies

Acquiring specific literacy teaching strategies is central to competent literacy instruction and creating a literate classroom community and environment. In the field experience, you will learn how to: assess reading progress in a case study of a student, motivate and engage learners in reading and writing, integrate social studies and literacy and select and use quality literature based on students' reading level and interests. Varied teaching strategies for literacy field assignments are modeled by the LEE 173 instructor and practiced by the class. These teaching strategies allow you to gain practice in: testing, guided reading, comprehension and vocabulary development, contextualized learning, word analysis, writing process, skills intervention, planning and teaching literacy lessons in social studies and integrating literacy and the arts.

English Language Development

Research-based English language development strategies are reviewed, modeled and discussed. Students learn how to adapt literacy instruction for English learners (ELs). A variety of instructional strategies and assessment alternatives are presented in the readings and course lectures to be utilized in lessons taught in the field experiences such as: use of cultural artifacts, contextualized learning, graphic organizers, visuals and active learning. Students must include specific adaptations in their lesson plans and projects that address different levels of English proficiency as described in *California Content Standards for English Language Development*.

Literacy for All Students (Students with IEPs, Struggling Readers)

Instructional strategies that increase opportunities for access and equity in the literacy program are stressed. Literacy experiences that include specially designed and differentiated instruction are modeled. Intensive one-on-one help, focusing on big ideas, modifying texts and assignments, collaborative learning and using open-ended assignments allow all students access to grade-level content. In the case study, teacher candidates use assessment data and apply their knowledge to improve motivation and performance in reading, teach lessons to address difficulties and provide recommendations to parents.

Classroom Literacy Routines that Support Literacy Development
These are some of the elements to look for in the field placement that are indicators of a quality upper grade literacy program:

Classroom Literacy Program
- Balanced reading instruction includes silent reading, vocabulary development, oral discussion of literature, writing and inquiry activities.
- An uninterrupted block of 2 to 3 hours of instruction devoted to literacy and comprehension development.
- Sustained Silent Reading or "DEAR" time. A daily period of 20 to 30 minutes of uninterrupted time to read books.
- Differentiated instruction based on reading level.
- Quality literature and variety of texts across the curriculum including informational texts such as social studies, historical fiction, biographies, other forms.
- Multiple copies of classroom books so small groups can engage in literature studies.
- Interesting, relevant, current materials, visual images, multimedia and other creative resources and assignments that relate to the ethnic, cultural, language. backgrounds of students and have importance for their lives today.
- A classroom or school library having available at the school 500-1000+ rotating books representing a wide range of interest, ability levels and genres.

Teacher:
- Shows genuine love of reading and of ideas in books and those of their students.
- Uses books for a daily, interactive "read aloud" to develop comprehension and vocabulary.
- Teaches comprehension "Before, During, After and Beyond" through guided reading to build advanced literacy skills and deep comprehension of texts.
- Gives explicit, systematic instruction in word analysis, comprehension and writing skills used in an authentic context or reading meaningful texts.
- Uses student portfolios, reading logs and other evidence of authentic learning, writing to assess student progress in addition to formal testing program.
- Provides encouragement to help students become literate and learn new skills.
- Makes students feel special by showing appreciation—notes, rewards, tokens, etc.
- Prior to a suggestion or criticism, begins with a positive, sincere comment.

Students:
- Happy, eager learners who are enthusiastic and engaged in reading and other classroom activities.
- Read widely in various genres.
- Seek information from other resources including the library and online.
- Use study and research skills including notetaking and report writing.
- Respond to literature through group discussion and comprehension activities.
- Know authors and have favorite books they talk about.

FIELD COMPETENCIES FOR LITERACY INSTRUCTION (DRAFT)

The **Field Competencies for Literacy Instruction** are completed by student teachers with upper grade students. **While the EHD 174 instructor monitors the EHD 174 field experience, students submit their field assignments to their LEE 173 instructor.** At the end of the semester, this competency form is signed by the LEE 173 instructor and kept in the student's file.

During the field experience, student teachers observe and work with upper grade students having diverse backgrounds including English Learners (ELs), reluctant or struggling students and students with special needs. The following ideas may be helpful for interacting with students as they read texts:

1. Ask open-ended or specific questions that make a connection between the ideas in the text and students' prior experience or knowledge;
2. Talk about the ideas in the text and assist with any decoding or vocabulary problems the student has during reading;
3. Describe the strategies you might use to clarify or enjoy the text (e. g., rereading, looking at the illustrations/graphics, predicting what an unknown word might be, visualizing the action, wondering about what might come next);
4. Model a specific strategy to help student with decoding or comprehension challenges.
5. Comment in your reflections on the ideas, problems and responses that were important or interesting in helping the student and improving your skills for teaching literacy.

Literacy Instruction Field Assignments

LEE 173ECE Field Assignments give student teachers practice in assessing and teaching upper grade students. They ensure that credential students demonstrate competencies for teaching literacy that meet national, state and university professional standards established the International Reading Association (IRA) and the National Council for Teacher Accreditation (NCATE), Reading Instruction Competence Assessment (RICA), California Commission on Teacher Credentialing-Teacher Performance Expectations (TPE) and Kremen School (KSOEHD Dispositions). The EHD 174ECE Field Study assignments meets the following competencies:

1. **Becoming a Reflective, Compassionate Literacy Teacher**
   (IRA/NCATE 4.1, 4.3, 6.2; TPE 12; Kremen 3, 5, 6)
2. **Literacy Case Study of a Student in Grades 4-8**
   (IRA/NCATE 1.3, 3.1, 3.2, 3.3, 3.4; RICA 1, 2, 3, 4, 5, 6; TPE 3, 8, 11; Kremen 2, 3)
3. **Literacy Intervention**
   (IRA/NCATE 1.3; RICA 1, 2, 3, 6; TPE 1, 2, 4, 6B; Kremen 2, 3)
4. **Integrated Literacy: Reading in the Content Area (History – Social Studies)**
   (IRA/NCATE 1.1, 1.3, 2.1, 2.2, 2.3, 4.2, 5.1, 5.2. 5.3. 5.4; RICA 5, 6; TPE 1, 2, 4, 5, 6B, 7, 9, 10; Kremen 1, 3, 4)
5. **Student Response**
   (IRA/NCATE 2.2, 2.3, 5.3; RICA 5, 6B; TPE 5, 10, 6B, 10, 11; Kremen 1)
6. **Writing Process**
   (IRA/NCATE 2.2, 2.3, 5.2, 5.3; RICA 5, 6; TPE 1, 5, 6B, 9, 10; Kremen 1, 2)

Documentation of Field Competencies for Literacy Instruction

During their field experience (EHD 174), LEE 173 students demonstrate the competencies for teaching reading in Grades 4-8 classrooms by completing the field assignments. Directions for each of the field assignments are discussed in detail in the LEE 173 class. All field assignments are completed over a number of weeks (see the course calendar for due dates). The following checklist includes the sign-off to document that the student successfully meets the competencies. During their field experience (EHD 174), LEE 173 students demonstrate the competencies for teaching reading in Grades 4-8 classrooms by completing the field assignments. Directions for each of the field assignments are discussed in detail in the LEE 173 class. All field assignments are completed over a number of weeks (see the course calendar for due dates). The following checklist includes the sign-off to document that the student successfully meets the competencies.

1.   **Becoming a Reflective, Compassionate Literacy Teacher**
       Literacy Component: Literacy Dispositions
       (IRA/NCATE 4.1, 4.3, 6.2; TPE 12; Kremen 3, 5, 6)
       The student teacher describes how he or she develops positive literacy dispositions so that students find reading interesting, want to learn to read or improve skills; find writing meaningful; like to discuss ideas in books; ask good questions; and help and respect others and their ideas in a comprehensive English-Language Arts Program.

Evidence:
____ Demonstrate the values above in the five written reflections on literacy lessons or activities
       (see Competencies #3-6)
____ Attach a one page classroom observation of the morning English language arts program -
       (include standards covered by the teacher)

LEE 173 Instructor Sign-off _____

2.   **Literacy Case Study of a Student in Grades 4-8**
       Literacy Component: Assessment, Family Literacy
       (IRA/NCATE 1.3, 3.1, 3.2, 3.3, 3.4; RICA 1, 2, 3, 4, 5, 6; TPE 3, 8, 11; Kremen 2, 3)
       The student teacher conducts a case study of an individual student to assess his or her reading interests, reading levels (independent, instructional, frustration), print skills, word analysis, fluency, vocabulary, comprehension and writing skills in order to identify areas of strengths and weaknesses, plan instruction, select motivating, interesting books, and grade-level appropriate books and materials assist the student, teacher and family in improving the student's literacy development.

Evidence:
____Completed Literacy Case Study Report

LEE 173 Instructor Sign-off _____

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3.   Literacy Intervention: Reading and Writing Skills
Literacy Component: Intervention (Word Analysis, Fluency, Comprehension, Writing)
  (IRA/NCATE 1.3; RICA 1, 2, 3, 6; TPE 1, 2, 4, 6B; Kremen 2, 3)
The student teacher implements two literacy intervention activities to address specific literacy needs of the case study student or a small group differentiating instruction for ELs, struggling or reluctant learners or students with IEPs so that all students can achieve reading proficiency (i.e. Universal Access).

Evidence:

____ Reading Intervention Activity: Conference with student to correct reading errors, use
      leveled book, play word analysis game, teach vocabulary or comprehension strategy, etc.

____ Writing Intervention Activity: Identify a writing difficulty and correct writing errors, help
      improve grammar use, work on sentence, paragraph or story structure, etc.

LEE 173 Instructor Sign-off _____

4.   Integrated Literacy: Reading in the Content Area (History- Social Studies)
Literacy Component: Integrated Literacy
  (IRA/NCATE 1.1, 1.3, 2.1, 2.2, 2.3, 4.2, 5.1, 5.2. 5.3. 5.4; RICA 5, 6; TPE 1, 2, 4, 5, 6B, 7, 9, 10; Kremen 1, 3, 4)
The student teacher teaches five standards-based, integrated literacy lessons or activities to a small group of students (3-5 students) in history-social studies content area reading skills and enrichment.

Evidence:
Five standards-based, integrated literacy lessons or activities that include:
____Guided Reading (using before, during and after reading activities)
____Text Structure (expository structures are descriptive, sequence, compare/contrast etc.)
____Comprehension Development
____Vocabulary
____Writing
____Communicative Literacy
      (poetry, music, arts or technology, internet, applications, etc.)

LEE 173 Instructor Sign-off _____

5.   Student Response
Literacy Component: Guided Reading, Comprehension Language and Vocabulary
  (IRA/NCATE 2.2, 2.3, 5.3; RICA 5, 6B; TPE 5, 10, 6B, 10, 11; Kremen 1)
The student teacher selects literature appropriate for the grade level standards to engage students in literature activities including the use of multicultural selections, book talks, read-alouds, realia, visuals and media; asking questions before, during and after reading; grand conversation; active learning; and writing activities that promote development of vocabulary and concepts essential for improving literal, inferential, evaluative comprehension and critical literacy.

Evidence (choose two):

___ Books Talks (two activities)

___ Read-Alouds Using Multicultural Selections (two activities)

___ Use of Realia, Visuals and Media (two activities)

___ Before, During and After Reading Activities

___ Literature Circle with grand conversation, critical literacy discussion and activities.

___ Use of Student response logs (minimum of three entries)

LEE 173 Instructor Sign-off _____

6. **Writing Process**
   Literacy Component: Writing and Spelling

   (IRA/NCATE 2.2, 2.3, 5.2, 5.3; RICA 5, 6; TPE 1, 5, 6B, 9, 10; Kremen 1, 2)
   The student will teach the writing process to the case study student or a small group using at least three of the five phases of the writing process (Prewriting, Drafting, Editing/Revising, for spelling and punctuation, and Publishing in response to a selection from a text set, standards-based, thematic study, or the teacher's recommendation for a topic.

Evidence:

___Writing samples from student(s) representing three phases of writing process (2 samples)

LEE 173 Instructor Sign-off _____

WEEK I.   LITERACY DISPOSITIONS: A COMPASSIONATE CREED FOR LITERACY

**This component includes directions for completing
Field Assignment One: The Compassionate Creed for Teaching Literacy**

No area of instruction is more central than teaching reading. At its most fundamental level, "literacy," (the term teachers use for the processes of reading, writing and speaking), encompasses all of our experiences, culture and systems for communication. When students are taught successfully, literacy and learning become life-long passions. People who choose to be teachers often have this deep passion themselves. By becoming a teacher, one seeks to give the gift of literacy to others.

A passion for literacy is breathtaking, intense and profound. Literacy acts on us emotionally, affects our thinking, views and attitudes toward others. Reading a book has the potential to cause us to change and improve lives and conditions in our world. Literacy increases interaction and dialogue in the immediate contexts of family, friends and community and with others we may only meet in remote, virtual environments.

This course emphasizes that literacy is the primary communication tool for life success and that being literate is essential to participation and being a contributing member of society. During the field experience, you will conduct a case study of a learner, plan and teach lessons using a variety of literacy strategies and reflect on these experiences to gain insight on how students become successful readers and writers. You will learn how to create a secure and safe classroom community that allows students to develop positive attitudes toward literacy, pursue personal reading interests and engage in collaborative projects in history and social studies to study real world problems.

Dispositions
The passion for literacy is a positive **DISPOSITION,** having the desire or motivation to learn and become literate. Positive dispositions characterize all learners across the life span regardless of their age. Other examples of positive dispositions:

Curiosity   Asking Good Questions
Wanting to Be Organized   Using Time Well
Being Reflective and Thoughtful   Collaborating
Respect for Others and the Environment   Helping and Showing Concern

Compassion is a disposition or attitude where passion is moderated by professional knowledge and judgment that is typical for helping professions like teaching, social work and counseling. By practicing the art of compassion (Ladner, 2004), we connect with others and are guided by empathy. It involves kindness, encouragement and caring about our students, their families and concern for promoting literacy in the community and society in general.

Teaching is life. Whereas passion may be vulnerable to personal emotions and disappointment, compassion is a steadying force for professional work that exposes teachers to difficulties, risk and the hardships of others. Compassion prevents dangerous burn-out that changes once passionate, vibrant professionals, making them indifferent and numb, counting the days until vacation or retirement.

Research on the effects of teachers on student achievement confirms that the teacher plays a significant role in student achievement. A national study, Nathaniel Gage from Stanford University found that the teacher characteristics that contributed most to student achievement were warmth, enthusiasm and knowledge of content. Based on her extensive review of the literature, Purky (1995) highlights the dispositional characteristic of being **Inviting** as distinguishing the best teachers' relationships with students. ***Invitational Teaching*** is centered on trust, respect, optimism and intentionality.

Mendler (2000) urges teachers to adopt beliefs that affirm all students including those having learning difficulties:
- All students are capable when provided with the right tools and environment for learning
- All students have ability to learn but become unmotivated due to failure and negative messages from others

Teachers who are compassionate express enthusiasm, inspire hope, emphasize effort, are open-minded and look for and recognize hidden abilities and talents in their students. They are also knowledgeable about teaching literacy and literature. In Everywhere in these inspiring and spirited classrooms, students are reading and writing, having academic conversations and using literacy tools. Their teachers differentiate curriculum based on student needs to offer meaningful alternatives to traditional assignments that are comparable and challenging. They provide reading materials and work adapted for English learners and also for struggling students who benefit from high interest, low vocabulary books and active learning.

Self-Regulation, Responsibility and Competence
Self-regulation is the ability to perform without direction from an outside authority. It also includes awareness of one's own physical, psychological and social needs.
People with good self-regulation have a sense of confidence, competence and optimism. They feel empowered to make decisions and act responsibly.

Teachers promote self-regulation when they allow students to make choices and pursue literacy interests, ask for opinions and have students participate in running the classroom community. Students establish class rules and procedures, assist in the care and cleaning of the classroom, remind peers about their behavior, offer help to others who need it and work together on collaborative literacy projects, discussions, presentations and games.

FIELD ASSIGNMENT 1: Compassionate Creed for Teaching Literacy

1. A **Creed** is a strong declaration of professional belief that guides one's work as a teacher (LaBoskey, 1994, p. 90).
2. Write a paragraph declaring **A Compassionate Creed for Teaching Literacy.**
3. Once you have a tentative version of your creed, you will meet with your classroom group, share and discuss your creed and make any refinements. Write your creed and keep it in your **Field Study Journal.** During first week, in classroom, observe the teacher and compare to your creed. To what extent does the teacher demonstrate the qualities you value. In what areas might you want to make changes (environment, rules, literacy materials, etc.) Discuss in a paragraph, try to be balanced and not overly critical.
4. Mid-semester, you will observe in the classroom. With your growing background, use your **Compassionate Creed** to examine how well your students are functioning, the quality of literacy materials being used and the kinds of literacy experiences going on in the classroom. Write about these observations in your **Field Study Journal**. Make suggestions for filling gaps in the literacy program and activities for your case study student.
5. At the end of the semester, evaluate your **Compassionate Creed** and its durability. Make any changes to your that you deem necessary. Explain how your field experience has resulted in enduring, meaningful beliefs about literacy and learners to guide your teaching from now on.

Examples of Compassionate Creeds

LaBoskey (1994) found that student teachers with a creed have more worthwhile student teaching experiences and are more reflective practitioners (pp, 90-98). You may use ideas from the categories described in the book for your compassionate creed (put into your own words) or write one that is completely your own.

Relationships

In teaching literacy, the teacher must build a relationship of respect and trust with students and families. Including the family in the literacy program helps make literacy and learning relevant to daily living and create a caring community dedicated to literacy development and success for all learners. Literacy helps to develop humanity, improve relationships among teachers, parents and students. It allows everyone to work together and build on experiences and ideas to create a literate culture.

Integrated, Active Learning

Literacy involves active learning and response to a wide array of interesting literature in all genres from the fields of history, social studies, science and the arts. A teacher's role is to help students acquire literacy skills by using their abilities, ideas and resources in order to raise questions, find information, collaborate, problem-solve and make conclusions. Through integrated learning projects in different areas of curriculum, students become literate, find their own voice, share expertise and use their intellectual and creative capacities to represent new learning.

Diversity

Literacy reduces societal oppression and ensures opportunities for equal opportunity. By acquiring literacy, students of diverse backgrounds gain self-worth and dignity. Literacy materials must be culturally responsive and include many examples of fiction and historical stories and heroes from many backgrounds. For those new to this country, preserving home language and heritage, as well as learning English and American traditions, are important.

Individuality, Spontaneity and Creative Power

Students need to learn to think for themselves and how to solve problems. Education must be interesting and relevant in order to promote student involvement and participation in literacy and school. Student choice is critical to the learning process. Students should not only be "users" of literacy they should be "producers" of powerful literacy content through writing and creative projects in art, music and technology.

Concern for Others and the Environment

Students need to think critically about themselves, their choices and about the world and its problems. The classroom should promote literacy, discussion, questions and projects so that every student can learn and succeed. The goal of literacy is to improve one's life through becoming educated and thus contribute to the well-being of others, the community and quality of the environment.

Developing Values

The teacher guides the lives of young people and helps them to develop sound values and positive attitudes through literacy. The teacher is a role model and provides a literacy program for students to develop their self-esteem, respect for others and commitment to worthwhile activities. Literacy is essential for learning, thinking and decision-making. Therefore literacy is a responsibility of citizenship and schools benefit when there is community participation and commitment to literacy.

References

LaBoskey, V. K. (1994). *Development of reflective practice: A study of preservice teachers.* NY: Teachers College Press.

Ladner, L. (2004). *The lost art of compassion: Discovering the practice of happiness in the meeting of Buddhism and psychology*. NY: HarperSanFrancisco.

Mendler, A. (2004). *Motivating students who don't care: Successful techniques for educators*. Bloomington, IN: National Education Service.

Purkey, W. W. (1995). Preparing invitational teachers for next-century schools. In G. A Slick. (ed.), *Making the difference for teachers: The field experience in actual practice*. Thousand Oaks, CA: Corwin Press.

WEEK II. LITERACY COMPONENT: ASSESSMENT

This component describes Field Assignment Two: Case Study, and provides the directions for completing the Case Study (Areas A and B):

**A.	*Student Background and School Performance***
1. Teacher and/or Parent Interview/Information
2. Assessment: Family Collage
3. Assessment: Written (or dictated) Family Story
4. Assessment: Classroom Observation and Playground

**B.	*Literacy Dispositions***
1. Assessment: Interest Inventory
2. Text Set: Reading Interests
3. Reading Log

Teaching Tips: Plan and Organize Prior to Going to the Classroom and Meeting with Students
- Always bring to the classroom several books and literacy activities or games that are on reading level, relate to interests or curriculum and allow for choice.
- Practice the directions and administering assessments prior to working with your case study student.
- Bring all the materials you need or arrange with the teacher a few days in advance.
- Be respectful of other student teachers and the classroom teacher. Let others in the classroom know if you are bringing something special, have an activity that is noisy, are going to be absent or have any other issue that may affect their teaching.

What is Assessment?
Assessment is a process of getting to know your students, their families and the community where they live. By performing continuous assessment, professional teachers are able to find out about their student abilities, interests and activities when at home, determine their learning needs, monitor their progress in learning to read and write, discover their learning styles and preferences and other information helpful to teaching and organizing a responsive classroom environment.

How is Assessment Used?
Assessment provides "data," such as scores on tests, oral or written responses, etc. are gathered before, during and after teaching lessons. After testing, teachers or the school may "disaggregate" or group class data to examine the performance of English learners, struggling readers and students with special needs. This data us useful for **differentiating instruction** so that it matches a student's needs and abilities, evaluation such as grading and communicating with parents so that they can work as partners with the teacher in improving student performance.

Types of Assessment
Standardized tests are given in reading and math are typically administered toward the end of the year to all students in the entire school district. The results of testing are

reported in the news and are viewed by the majority of people as the main indicators of educational quality including whether are not a teacher or school is "good." Using assessment results in this manner is limited and not in keeping with its intent to improve teaching. Moreover individual assessment, where a teacher works one-on-one with a student using an interactive approach, reveal greater insights about a student. Employing "authentic" measures such as a "portfolio" that selectively samples students' actual work as well as teacher observations show how students engage in learning activities and are more productive assessments for helping the teacher improve and differentiate instruction according to student needs.

Assessment and English Learners
Standardized testing results may not be valid for English learners. Using informal measures such as teacher-made tests, and assignments. Include items less dependent on verbal skills or reading English are more beneficial. If possible, test in students' home language, use pictures, drawing, etc. and provide more time.

Documentation
An approach from Reggio Emilia Italy, documentation is useful for assessment involves making a record or "memory" of learning. It may include making videos, observational notes, photographs including student work. The family collage is an example of documentation. Documentation can be displayed in classroom or public areas.

THE LITERACY CASE STUDY

The **CASE STUDY** involves in depth testing, observation and analysis of results to understand and help a student improve their literacy performance. All students in LEE 173 are assigned a student for the Case Study assignment in the school where you are placed for EHD 174.The LEE 173 instructor will go over in detail each the **Case Study** requirements and when parts of it are due, see the **Field Experience Calendar**.

Research shows that students who have a relationship with the teacher work harder and cause fewer classroom problems (Knaub, 1995). "Knowing" students and building a good relationship are critical tasks for being an effective teacher. This is a major challenge for teachers who have more than 20 to 35 students, each is truly an individual worthy of the teacher's interest and expertise in order to succeed independently and learn as part of a group. In doing the **Case Study**, you are going to work one-on-one with a student over an extended period, performing various tests, activities and lessons. As a result, you begin to appreciate the uniqueness and complexity of individuals and how to build rapport as well as meet learning needs. You will discover how important it is to have a good relationship with each student in class.

References
Knaub, R. E. (1995). Managing someone else's classroom during student teaching. In G. A. Slick (ed.), *Making the difference for teachers: The field experience in actual practice*. Thousand Oaks, CA: Corwin Press.

FIELD ASSIGNMENT TWO: THE CASE STUDY
(IRA/NCATE 3.1, 3.2, 3.3, 3.4; RICA 1, 2, 3, 4, 5, 6; TPE 3, 8, 11; Kremen 2, 3)
Forms described for the Case Study described in the Field Guide are provided in the back section. Examples of Case Studies are shared in class.

The purpose of the **Case Study** is to afford practice in assessment and intervention to assist a struggling reader, grades 4-8 assigned to you in EHD 174. For the **Case Study**, you will systematically assess literacy skills and interests of your student using a variety of literacy assessments including inventories and tests and observe your student in the classroom and on the playground. The results are used to locate areas of weakness in skills, plan effective teaching and make recommendations to the teacher and parent.

The Case Study consists of the following **10 Case Study Activities**:
1. Family Collage and Family Story
2. Student Interest Inventory
3. Student Text Set
4. San Diego Quick Assessment (Pre-Test) with Student Responses/Errors
5. Informal Reading Inventory with Student Responses/Errors
6. Classroom & Playground Observation
7. Teaching Intervention Lessons – Reading, Writing
8. Writing and Spelling Assessment
9. Vocabulary Assessment
10. San Diego Quick Assessment (Post-Test) with Student Responses/Errors

CASE STUDY ASSESSMENT AREAS (Total: Eight Areas, see Literacy Component listed by each area for specific directions)
A. **Student Background and School Performance**
    1. Teacher and/or Parent Interview/Information
    2. Assessment: Family Collage
    3. Assessment: Written (or dictated) Family Story
    4. Assessment: Classroom Observation and Playground
B. **Literacy Dispositions (LITERACY COMPONENT 1)**
    1. Assessment: Interest Inventory
    2. Text Set: Reading Interests
    3. Reading Log
C. **Word Analysis and Fluency (LITERACY COMPONENT 3)**
    WORDS IN ISOLATION
    1. Assessment: San Diego Quick Assessment (Pre-Test)
    2. Assessment: San Diego Quick Assessment (Post-Test)
D. **Comprehension (LITERACY COMPONENT 4)**
    Words in Context
    1. Assessment: Informal Reading Inventory (IRI) - Part One
    2. Informal Reading Inventory (IRI) – Part Two

3. Text Set: Reading Grade Level

E.   *Intervention Teaching* (**LITERACY COMPONENT 5**)
　　　　1. Teaching Intervention: Word Analysis or Comprehension

F.   *Writing and Spelling* (**LITERACY COMPONENT 8**)
　　　　1. Assessment: Two Writing Samples are Scored Using Tompkins Rubric for Writing Quality
　　　　1. Assessment: Spelling analyzed according to Spelling Stages
　　　　2. Intervention Teaching: Writing Skill

G.   *Language and Vocabulary* (**LITERACY COMPONENT 9**)
　　　　1. Assessment: Written Description or Oral Language and Vocabulary

H.   *Summary and Recommendations* (**LITERACY COMPONENT 10**)

Case Study Logistics

- Work one-on-one with your **Case Study Student**, at least 30 minutes once a week.
- Practice administering each assessment at least once prior to testing the student.
- Include originals, the actual test protocols that were administered with the responses from the student, writing samples and other evidence used for preparing the case study. Make copies of the Family Collage and art work (not scored).
- Discuss the findings by using specific examples of spelling, word recognition, vocabulary, comprehension and writing to show strengths and weaknesses. Give the actual errors and misspellings for the analysis of student performance.
- Follow the **Field Experience Calendar** closely so you don't get behind on this major assignment. Staying current is also beneficial for your student's progress.
- Use a **CASE STUDY FOLDER** for all work, including reports, tests, observations, work samples, score tables, etc.
- Be sure that your name is on your **Case Study Folder** and on each write-up.
- Bring **Case Study Folder** with the assignments due to LEE 173 class for checking by the LEE instructor as indicated on the **Field Experience Calendar.**
- Please attach the test and work samples.
- Sometimes you need to revise or add more information per feedback you receive.
- All new write-ups should be put in front of the **Case Study Folder** so that the new write-ups can be checked more easily.

CONFIDENTIALITY
Confidentiality, protecting the privacy and identity of children and families and information about them is a professional responsibility. When writing about a child in the **Case Study**, the recommended language is "for the purpose of this study, I'll refer to the observed student as *Jane or John Doe."* PLEASE REMOVE THE NAME OF YOUR STUDENT FROM ALL CASE STUDY MATERIALS INCLUDING TESTS AND WORK SAMPLES prior to my review. The score on the **Case Study** will be lowered if student names are not removed or if confidentiality is otherwise violated.

FIELD ASSIGNMENT TWO: CASE STUDY - BACKGROUND AND DISPOSTIONS (AREAS A, B)

These are the Directions for completing **Case Study Areas A and B**

A. Student Background and School Performance (COMPONENTS 1 and 2)

1.	Teacher and/or Parent Information/Interview
2.	Assessment: Family Collage
3.	Assessment: Written (or dictated) Family Story
4.	Assessment: Classroom Observation and Playground Observation (completed mid-semester)

B. Literacy Dispositions (COMPONENTS 1 and 2)

1. Assessment: Interest Inventory
2. Text Set: Reading Interests
3. Reading Log

DIRECTIONS:
A.   Student Background and School Performance
A1.   Teacher and Parent Information/Interview

Obtain from the Classroom Teacher as much background as possible on your case study student. Be sure to get the **Reading Level** usually from the score on the achievement tests given to students. If your case study student is an EL learner or Special Needs student, provide information here such as the **EL Level** (emergent, basic, etc.) or areas for modifying instruction based on the Individualized Educational Plan (**IEP**) for a student with special needs. If you are able to meet the parent (informally, you may gain additional information on the student and reading needs.

A2.   Assessment: Family Collage

Bring to field placement, your family collage to share with student about your self and answer questions about the program. Some students have misunderstandings about why they are selected and you can provide reassurance about the reasons for the program and your reason for working with them as practice to become a teacher. Bring in magazines, discard books, scissors, glue, etc. for your student to begin to make a collage about themselves and their families. Ask them to bring photos from home to add to the collage at the next meeting. As you will make about yourself for LEE 173 class and share with other students, have your case student create a photo or picture collage about his or her family that includes some family facts, such as whose in the family, pets, activities, places your student likes to go, etc. To build rapport, you may want to share yours with the student also

A3.   Assessment: Family Story (Writing Sample #1)

Have your student write at least a paragraph about the collage. If a reluctant writer or a student with limited writing skills, have the student dictate the story to you. You will use thiswriting sample later in the semester for the **Writing Assessment**.

A4.   Assessment: Classroom Observation and Playground Observation
(completed mid-semester, check Field Study Calendar)

Later in the semester as indicated on the **Field Study Calendar**, you will arrange with the Classroom Teacher to visit in the morning to see **Case Study Student** and complete a **Classroom and on the School Playground Observation** using the **Form** provided in the **Field Study Guide.** You need to spend at least **Two Hours** observing in the morning. Your time in the classroom must include observing the teacher provide **Reading Instruction**. You will observe how well your student functions in the classroom, responds to reading instruction, interactions with other students and extent to which student completes assignments, reads and uses time productively.

As part of this assignment, you will **review of the reading and language arts textbooks** used in the classroom and **write down the name of the Reading Series, some of the skills** the students are learning and other aspects of the language arts

curriculum such as writing included in the Morning. During Recess, you will observe your students to learn more about their friends, activities and social relations. You will compare these observations to your interactions and impressions during one-on-one tutoring. Place the completed Form in the Case Study Folder. Information obtain from the observations is used to expand and complete the **Student Background** section.

B.   Literacy Dispositions

As discussed in **Literacy Component One** where you wrote your **Compassionate Creed for Literacy,** a positive disposition involves the desire or motivation to learn and become literate.

You will also use the **Morning Observation** described above in conjunction with your **Compassionate Creed** (See Co-Inquiry One Directions).

B1.   Administer Student Interest Inventory

Administer **STUDENT INTEREST INVENTORY** provided in the **Forms** Section of the **Field Guide**. The **Interest Inventory** includes questions to ascertain your case study student's motivation to read and write. It also provides additional background information on the home environment such as literacy activities and outside interests. The student teacher or case study student fills out the responses to the questions on the **Interest Inventory** in the space provided.

Based on the information from the classroom teacher and your assessments--**Family College Student Interest Inventory** and **Morning Observation**, you will write the up the first two areas of the **Literacy Case Study**. Place the write-up and supporting documentation such as test responses in **Case Study Folder**.

B2.   Text Set – Student Interests (Text Set #1)
Create a **TEXT SET – STUDENT INTERESTS** based on information obtained through family collage, Interest Inventory, etc. It may include picture books, books you think student might be able to read and those you read aloud. Find at least five books based on interest at a library or other sources and bring to sessions. Include at least one quality, multi-cultural book for the collection. You should add to the text set periodically. By the end of course for the Case Study assignment, the Text Set should contain 5-10 books you shared with student, related to interests and also reading grade level.

Be sure to follow **American Psychological Association (APA)** guidelines the format for writing papers and references used for Education: Last name, First name or initial. (Year published). Where published: publisher.
Example:
> Lowry, L. (1993). *The giver*. NY: Houghton Mifflin.

Place **Text Set – Interests** and the **Reading Log** in the **Case Study Folder** and bring to class on date indicated on **Field Experience Calendar**. *Please note: You will be creating **THREE** different text sets for the Field Experience, **Student Interests**, **Student Reading Level** (both for Case Study) and **Literacy Theme** (for Literacy Project, using with a small group in classroom for field experience).*

B3.   Reading Response Log for Texts

Have the Case Study student use a **READING RESPONSE LOG**. The log can be a small notebook or the student can make one by folding notebook paper inside a piece of colored construction paper, stapling it together and making a cover on the colored paper. In the reading log, the student records the book and chapter read each time and also writes a response. Use the Reading Response Log at each session.

Example: Student Background and School Performance; Literacy Dispositions
As shown in the example, include age, grade, name of teacher and school. You will then provide a narrative overview of the student including background provided by the classroom teacher. This pertinent information helps the reader to understand the **Case Study Student** in the contexts of family and school. When you look at example notice that the writing style is technical and objective in tone, like that of a researcher analyzing data and interpreting the meaning of results.

LITERACY CASE STUDY

Name of Student: (use a common pseudonym such as John, Jane, etc.)
DOB: (date of birth) 8/30/99
Age: 11
Grade Level: 6th

This literacy case study provides an assessment for John. He is a student in the sixth grade and attends school (name) in Fresno Unified School District. He is 11 years old.

I observed John in the classroom and on the playground. I conducted the formal literacy assessment in a quiet area of the classroom and in the school's library. He was easy to work with and enjoyed participating the case study activities. When his attention wandered, I stopped the assessment. We played a game or read a book prior to continuing testing. For the case study, I worked with John five times. Most testing sessions lasted approximately 30 minutes and no more than an hour.

Student Background

According to his teacher, John is attentive and completes most of his literacy assignments. John is below grade level, performing at 4th grade level in reading. He is doing satisfactory work on all the other areas of the curriculum. The teacher provided scores for the CST and District Benchmarks (include the actual scores). The teacher suggested I provide John with additional help in writing.

I had the opportunity to meet John's mother. John provided other information about his family by making a family collage. According to his mother, John comes from a family with three siblings. He is the oldest in his family. The primary language spoken in the home is English although his father is bilingual and fluent in Spanish. John and his two younger siblings walk to school and his youngest sibling is a baby and attends a local child care center. His mother is a dental hygienist and his father is in the construction business. They live in a single family home.

Example: Family Collage and Family Story
In his collage, John showed some of his favorite pastimes, watching TV, playing with his dog Tricksie and feeding his goldfish, Bubbles. His family took a trip going across the US on Amtrak last summer and he got to visit the Grand Canyon, meet his cousins in Alabama, climb to the top of the Empire State Building in New York and see a baseball game.

WEEK III. LITERACY COMPONENT: WORD ANALYSIS AND FLUENCY

This component includes directions for completing Case Study (Area C): Word Analysis and Fluency (LITERACY COMPONENT 3)
> **Words in Isolation**
> 1. Assessment: San Diego Quick Assessment (Pre-Test)
> 2. Assessment: San Diego Quick Assessment (Post-Test)

Teaching Tips: Word Analysis and Fluency
- Basic and advanced word analysis skills must be explicitly and systematically taught for reading to progress and fluency improve.
- Fluency is only achieved when students are provided texts at their independent reading level, this means that 95% or more of the words are known and read.
- The most effective means for building fluency is to have students read familiar texts silently over and over again and experience regular success.
- Without lots of daily practice devoted to silent reading, at least 20-40 minutes of uninterrupted reading time, automaticity is never achieved.
- Use flash cards and games to practice new words.
- Raise difficulty level as students show confidence and are willing to move forward.

Word Analysis

WORD ANALYSIS involves the many specific print skills needed to read the written word. The process of applying these skills is described as **DECODING**. Words that are recognized immediately, requiring minimal analysis are called **SIGHT WORDS**. Students should be able to read text (groups of print words in sentences, paragraphs, etc.) quickly, without hesitation in an automatic, confident and expressive manner. Teachers call this skilled reading behavior, **FLUENCY**. A strong literacy teacher knows the many facets of word analysis and fluency and possesses a variety of strategies for assessing students and providing effective teaching of these skill areas.

The major focus of reading instruction in the primary grades is on teaching word analysis. While not as emphasized as students become successful, fluent readers, advanced skills are explicitly taught in upper grades. Struggling readers need more basic instruction in word analysis.

In teaching reading to **PRIMARY GRADE STUDENTS**, the development of **PHONOLOGICAL AWARENESS**, the awareness that oral language is composed of smaller units, such as spoken words and syllables and **PHONEMIC AWARENESS**, a specific type of phonological awareness involving the ability to distinguish the separate phonemes in a spoken word. require systematic explicit instruction. Examples of these **word analysis skills** include: detecting and identifying word boundaries, syllables, rhyming words, distinguishing initial, medial, and final phonemes; blending,

segmenting, deleting, and substituting phonemes and more advanced skills that require primary grade students to recognize the relationship between phonemic awareness and the development of phonics knowledge and skills (e.g., letter-sound correspondence, blending) and beginning reading including multisyllabic words and high frequency sight words. Primary teachers demonstrate knowledge of how to address the full range of learners in the classroom with respect to their development of concepts about print, letter recognition, and the **ALPHABETIC PRINCIPLE** so that all students are able to acquire literacy (i.e., **UNIVERSAL ACCESS).** Automaticity in word recognition supports fluency, comprehension and spelling development.

Teachers use term, **SIGHT WORDS**, for words students need to recognize automatically, such as **color** or **number** words**,** or words too difficult to sound out, like *the*. A related term is **HIGH FREQUENCY** words, these appear often in text like *and*. Teachers want students to recognize these words immediately and not "sound out."

UPPER GRADE reading instruction in more advanced skills in **SYLLABIC AND STRUCTURAL ANALYSIS** lead to automaticity in word recognition and contribute to spelling development and fluency. This instruction includes having students read and spell multisyllabic words formed by adding a prefix and/or suffix to a base word or base morpheme; and multisyllabic words composed of common syllable patterns.

Fluency
As students progress in reading, the key indicators of reading **fluency** are as follows
a.   **accuracy** (i.e., accurate decoding and word recognition)
b.   **rate** (i.e., pace, rapidness of reading)
c.   **prosody** (i.e., reading with expression, including using appropriate stress or emphasis, variation in pitch and intonation, and pausing in a manner that reflects meaningful phrasing and knowledge of syntax and mechanics).

Fluency is the most typical quality of mature reading. Effective instruction requires teacher guidance, student practice and feedback from the teacher. **An average student should be a fluent reader by fourth grade. Once students are fluent, they should READ SILENTLY during instruction in all subject areas to build speed and oral reading should be discontinued.** When students are truly fluent they enjoy reading and have a high level of comprehension. **Students need to have daily independent silent reading for 20-40 minutes during the school day**.

Strategies for Improving Fluency of Struggling Readers
When students lack word analysis and related skills, independent Silent Reading is not sufficient for achieving fluency. For **Struggling Readers**, factors that can disrupt fluency include**: weak word analysis skills**, stopping frequently to decode unrecognized or unfamiliar words, lack of familiarity with content vocabulary, lack of background knowledge, texts that contain a large number of multisyllabic content words and lack of familiarity with more complex syntactic structures.

To increase fluency, **struggling readers** need more practice reading. One effective **STRATEGY, a goal-directed action for teaching or learning skills**, (Tompkins, 2010) is to use **whisper reading**--students read softly to themselves as the teacher monitors. The teacher should also provide more word analysis instruction; have a model reader partner wit student; offer texts at students' **INDEPENDENT READING LEVEL** (easy, interesting books) to improve fluency for whisper or silent reading.

FIELD ASSIGNMENT TWO: CASE STUDY – WORD ANALYSIS (AREA C)
C.   **Word Analysis and Fluency**
           Words in Isolation
           1. Assessment: San Diego Quick Assessment (Pre-Test)
           2. Assessment: San Diego Quick Assessment (Post-Test)

Assessment: **SAN DIEGO QUICK ASSESSMENT GRADED WORD LIST (SDQA)**
This test measures word analysis and fluency skills of students in grades K-11. For this assessment, it is essential that the student teacher read the information in the **Forms** section of the **Field Guide** on the **SDQA**. You should prepare materials in advance and practice administering the test with a friend or a child you know. Here are the steps to administering **SDQA** and writing up the findings:
Administer Test:
           1. Tell student you have some words to read so that you can find books you use to teach. Some words may be easy but others may be hard.
           2. You can use the list or put words from **SDQA** on flash cards, (3"x 5"). Use black paper strip so student only sees one word at a time.
           3. To assess **fluency**, Present word for 1 second for a timed administration, for **Sight Word** vocabulary.
           4. Go back an allow additional time for students to try words missed and correct errors, say "try again." Mark responses on the **PROTOCOL (**test answer page), note errors and time, if student takes too long to respond.
           5. Stop testing when student makes three errors.
Analyze Test Results:
           6. Make a **RESULTS TABLE** of assessment data as shown in the example. Include on the Table, typical errors your student made in reading. For each error, write phonetic spelling of what they read followed by a slash and the correct word student should have read.
           7. Based on these findings, you will determing if your student is **BELOW GRADE LEVEL**, **ON GRADE LEVEL** or **ABOVE GRADE LEVEL** in ability to read words o**n SDQA**. This information is essential to teaching reading and for provide texts and reading materials on the right level*.*
           8. Discuss the **SDQA** results on word analysis and fluency in a brief narrative (see example below). Everything on Table is put in the report.
           9. You will also discuss in the report their fluency and kinds of errors or **MISCUES (see next area, COMPREHENSION)** your student made.

EXAMPLE: <u>Word Analysis and Fluency: San Diego Quick Assessment</u>

To assess, John's reading skills in the areas of Word Analysis and Fluency, two assessments were administered: The San Diego Quick Assessment (SDQA) and An Informal Reading Inventory (IRI). The SDQA is a standardized test used a graded word list. The IRI is a teacher-made text was used to examine John's readings skills in the areas of word analysis and fluency when words are in text.

C1. San Diego Quick Assessment: Pre-Test
The table below show's John's performance on the SDQA:

San Diego Quick Assessment Results

PRE - TEST				POST - TEST	
READING LEVEL	GRADE	ERRORS	TYPES OF ERRORS MADE	GRADE	ERRORS
Independent (1 error)	5	1	acanted/aquainted	6	0
Instructional (2 errors)	6	2	apertus/apparatus relate/relativity	7	2
Frustration (3 errors)	7	3	Could not read more than the first two words on the list.	8	3

<u>Analysis</u>:
According to the SDQA, John is on grade level in word analysis skills. He shows basic mastery of phonics rules (give 2-3 examples of his knowledge) and has few errors.

Sometimes John had to sound out the words very slowly (give one or two examples of these words). The most errors he made occurred for words having long vowel sounds (ea vowel pattern) for example, hard for heard. His errors included: (give the error word) instead of (give the correct word) by writing "mad"/made (three or more examples).

C2.   San Diego Quick Assessment: Post-Test
At end of the semester, re-administer the **SDQA** and determine if any growth has occurred during time you tutored student. You can enter the post-test results on the same **Table** as shown in the example above**.** Refer to the both the pre- and post test SDQA results and any progress made in **Summary and Recommendations,** Area 7 of the Case Study. Keep in mind that some students may "blossom" after receiving a little help. Others may need more intensive, daily intervention by a specialist in order to make progress.

References
     Tompkins, G. (2010). *Literacy for the 21st century: A balanced approach*. Boston: Allyn & Bacon.

WEEK IV. LITERACY COMPONENT: COMPREHENSION

This component includes directions for completing Case Study (Area D):
Comprehension (LITERACY COMPONENT 4)
Words in Context:
1. Assessment: Informal Reading Inventory (IRI) - Part One
2. Informal Reading Inventory (IRI) – Part Two
3. Text Set: Reading Grade Level

Teaching Tips: Reading for Understanding
- Introduce new vocabulary and concepts in books or your lesson before reading.
- Set a purpose for reading. Introduce the topic: This book or paragraph is about . .
- Sit back as a student reads and provide help only as needed.
- Writing is a crucial aid to reading and literacy development

Helpful Teacher Comments
- Tell me what you read in your own words.
- What has happened so far?
- Does that make sense?
- Did you understand that sentence?
- Are you confused, would you like to reread that page?
- The punctuation can help you read it.
- Take some time to think at the end of a sentence.
- When you don't understand, try reading it again.
- Ask me for help if you need it.
- That word is explained in the next part of the story.
- Can you prove that by finding the place in the text where it says . . . .

What is Comprehension?
COMPREHENSION is an active process where a reader seeks to construct meaning through interchange with the text and other readers. To comprehend text, readers must coordinate a flexible range of **comprehension strategies** such as asking questions, making inferences, and building connections to derive the author's meaning and bring personal meaning to the text. Experience and background knowledge are critical to understanding. Different levels of comprehension require that students apply literal, inferential, evaluative strategies as well as engage in meaningful dialogue about the text. Competent literacy teachers have an array of motivating strategies for developing and extending comprehension to enhance appreciation of meaning.

Dorn and Soffos (2005) describe the multifaceted nature of this activity as **deep comprehension**: "reading is a complex process involving a network of cognitive actions that work together to construct meaning. A reader's comprehension is influenced by a range of internal factors, involving perceptions, beliefs, motivation and problem-solving strategies." (p. 6).

A good reader relates meaning of text to oneself, other texts and the world. Good readers rely on a wide range of strategies to achieve this high level of comprehension. A good literacy teacher recognizes that **comprehension development** involves MORE than simply reading a text.

Research on Comprehension
Consistent with findings on cognitive performance such as playing games, research shows that the number of hours spent practicing reading and becoming a proficient, skilled reader are highly related. The total number of books read is also related to students' vocabulary, IQ and achievement. **Thus the more time students spend actually reading and the more books they read the better they will perform in reading and school.** Research shows that good readers read three times the number of books as poor readers, even during school hours. Often struggling readers spend too much time on learning skills rather than actually reading, causing more delay.

Levels of Comprehension
Comprehension occurs on different levels:

Literal Reading Comprehension Is the meaning of the text itself. To develop literal comprehension, have students: state main ideas; describe details, sequences; identify elements of story grammar, etc.

Inferential Reading Comprehension is the process of interpreting meaning of text and applying it. To develop inferential comprehension, have students: make predictions, analyze information; reflect on meaning of text; make comparisons; discuss cause-and-effect relationships; draw conclusions or generalizations from a text; use textual evidence to predict outcomes; infer themes, etc.

Evaluative Reading Comprehension requires analysis of text. To develop evaluative comprehension, have students: Recognize instances of bias, unsupported assumptions, propaganda, and faulty reasoning in texts; distinguish facts from opinions; react to a text's content, characters, use of language; analyzing themes, etc.

Critical Literacy involves making connections with real world problems, cultural, ethical and political issues that affect people's lives and well-being. It is the process of integrating meaning into a larger perspective and expressing this meaning in new ways. To develop critical literacy, have students respond to text through dialogue and action-oriented projects to inform and improve their classroom, school and community.

Competent literacy teachers recognize that comprehension is developed before, during, after and "beyond" (extending meaning) the act of reading text.

Comprehension: BEFORE Reading Text
Skilled literacy teachers provide literacy instruction to address comprehension factors prior to reading. To enhance comprehension in general, they recognize the role of listening comprehension as a foundation for the development of reading comprehension and the importance of using oral language activities (e.g., strategic, purposeful read-alouds) to promote development of new vocabulary and concepts essential for improving comprehension skills. To prepare students for comprehending

specific texts they provide instruction that takes into account individual ability factors, language background, vocabulary and knowledge of English syntax and grammar affect a student's ability to comprehend at the word, sentence, paragraph, and text levels. Literacy teachers use explicit instructional strategies for orienting students to new texts (e.g., teacher modeling, previewing, using textual evidence to predict outcomes, using graphic features, activating and discussing prior knowledge related to the topic, developing background knowledge, setting a purpose for reading, generating questions prior to reading).

Comprehension DURING Reading Text
During reading, literacy teachers provide instruction in skills that support comprehension and strategies that help students monitor their own comprehension as they read (e.g., using graphic features, visualizing, self- questioning, paraphrasing, clarifying, predicting, summarizing, rereading, adjusting reading rate based on text difficulty, note taking). They monitor students and provide individual help as needed.

Comprehension AFTER Reading Text
Explicit instructional strategies for supporting students' comprehension after reading include: discussing; summarizing; retelling; sharing reactions; making text-to-self, text-to-text, and text-to-world connections; creating pictures, semantic maps, Venn diagrams, and other visual/graphic representations of text meanings.

Comprehension BEYOND Reading Text
Good teaching of comprehension involves extending meaning beyond reading the text itself. Thus literacy teachers recognize the role that text-based discussions (e.g., instructional conversations, questioning the author, think-pair-share) play in enhancing comprehension. They use writing activities (e.g., summarizing, outlining, responding) help support and reinforce students' understanding of a text and their development of reading comprehension skills.

Most importantly, effective literacy teachers promote a love of literacy and books. They recognize the role of independent reading in reinforcing reading comprehension skills and strategies and the importance of promoting purposeful independent reading as a pathway to healthy lifelong reading habits.

FIELD ASSIGNMENT TWO: CASE STUDY - COMPREHENSION (AREA D)
Words in Context:
1. Assessment: Informal Reading Inventory (IRI) - Part One
2. Informal Reading Inventory (IRI) – Part Two
3. Text Set: Reading Grade Level

Informal Reading Inventory (IRI)
An **INFORMAL READING INVENTORY (IRI)** is an individually administered diagnostic test of reading ability. It consists of a series of **graded paragraphs**, one for each grade level. Each paragraph is about 100 words. **The IRI is used to estimate a student's**

word analysis and comprehension grade levels—Independent ("Free Reading"), Instructional and Frustration Levels and Listening Capacity (may be useful for younger students or poor readers). It differs from the **SDQA** used already in that the words are in the context of reading text rather than in single, isolated words on a list. The **IRI** is assessing reading in a more "natural," context of reading where students use structural clues and meaning to assist in word analysis and comprehension.

Why use an IRI?
The IRI enables teacher to observe and assess a student in the act of reading. It gives information about both **word analysis** and **comprehension** levels in context.
The IRI helps the teacher to analyze **MISCUES** (reading errors) and other problems to aid in identifying reading strategies a student is using to decode and interpret text.
Based on IRI results, the teacher is able to place students in appropriate texts matched to their skill level and provide intervention and teach strategies that improve specific reading skills.

IRI Reading Levels
INDEPENDENT LEVEL:
Word Analysis
99%+ Accuracy, no more than one error or insignificant errors.
Reads without help from the teacher

Comprehension
90% Accuracy. Student is able to retell story. Able to answer all questions about paragraph, a partially correct answer to a question or incomplete retelling is permitted.

INSTRUCTIONAL LEVEL:
Word Analysis
95% Accuracy. Five errors or less in reading words.

Comprehension
75% Accuracy. Student answers two of three questions correctly. Student requires guidance from teacher in order to retell the story.

FRUSTRATION LEVEL:
Word Analysis
94% Accuracy. Student makes more than five significant errors or student cannot read paragraph because it is too difficult.

Comprehension
50% Accuracy. Student misses two questions and cannot retell story.

LISTENING CAPACITY:

For a **struggling reader**, two or more grade levels below current grade level, the teacher should continue the **IRI** by reading the paragraphs to the student. This allows the teacher to assess a struggling reader's listening vocabulary and capacity.

Listening Comprehension

75% Accuracy. Student is able to retell story and answer at least two of the three questions.

Administering Assessment: IRI GRADED PARAGRAPHS

For this assessment, it is essential that the student teacher read the information in the **Forms** section of the **Field Guide** on the **IRI**. You should prepare materials in advance and practice administering the test with a friend or a child you know.

D1. IRI Directions: Word Analysis (Words in Context)
D2. IRI Directions: Comprehension

Have student begin at the IRI graded paragraph that is **one grade level below** the "Independent" Grade Level as determined by score on **SDQA**.

Giving Test:
1. Say: we'll be reading some stories and answering questions.
2. After the student reads the paragraph, have them retell the paragraph in their own words.
3. Ask student the comprehension questions. You can add a higher-level question, 1 per paragraph.
4. Have student continue to read each graded passage until student makes more than five errors. **Ask yourself and note word analysis skills student uses (see below).**
5. Based on performance, decide whether or not to proceed with assessing Listening Capacity.

Recording Student Responses and Miscues:
1. Put check mark beside or above word read correctly.
2. Write the incorrect word next to prompt.
3. T stands for teacher told student word (tell within 5 seconds).
4. Record *sc + next* to an error when a student "self-corrects" and provides the correct word afterwards.
5. Make a circle around a letter or word part if it is omitted, such as an s or ed ending
6. Write the letter or word part when added to a word.
7. Use a caret if a word not in text is inserted.
8. Record any phonetic approximation a student gives for a word (or example, reads "geeds" for the word, "guides")
9. Record responses to questions, noting any misunderstandings.

Questions to ask yourself in the analysis of the assessments:
1. What kinds of phonics skills did student use?
2. Is student better at decoding or comprehension?
3. Did student use context clues?
4. Did student self-correct errors spontaneously?
5. Was the student able to read words with prefixes and suffixes?
6. Is student confident about reading?

Miscue Analysis

A **MISCUE ANALYSIS** is used to examine in more detail a student's reading errors. Analyzing miscues helps the teacher to understand better a student's reading performance and areas of weakness. This information is used to help student learn how to correct errors in a teaching **INTERVENTION**, focused, expert teaching to address a specific needs and help student learn more effective strategies in word analysis and comprehension. The following list details typical reading errors, whether or not they are significant or insignificant and possible implications for literacy instruction and intervention.

Omission

An **OMISSION** involves leaving out, omitting or skipping a word. Occasional **omissions** of a word are **insignificant** and don't require intervention. If student omits word and the meaning is changed, it is **significant** and indicates a lack of attention to the text itself.

Substitution

A student makes a **SUBSTITUTION** when a word not in the text is said in the place of a word in the text, for example, reading *house* for *home* or *mom* for *mother*. A **substitution** is **insignificant** as long as the meaning does NOT change. However when a **substitution** alters or interferes with meaning or interferes with fluency it is **significant**. If a student **omits** or **substitutes** a word causing an error in the next word read, it only counts as **1 error**.

Insertion

An **INSERTION** happens when a student adds a word that isn't there in the text. An **Insertion is insignificant** when it doesn't change meaning or embellish it, for example, adding word, *very*. If the **insertion** changes meaning it is **significant**.

Repetition

A **REPETITION**, repeating a word or sentence a second time is i**nsignificant**, unless student does it frequently. If so, student may need help staying on the proper line and a piece of paper may be used for this purpose instead of a finger that slows reading down.

Other Behaviors to Note:
1.   Subvocalization **SV**
2.   Finger pointing **FP**
3.   Lip Movement **LP**
4.   Word by Word Reading
5.   Hesitant Reading
6.   Choppy
7.   Poor Expression
8.   Difficulty with Longer Words Having Affixes

As with **SDQA**, the write up the results of the **IRI** assessment includes a chart with the scores and errors on a **Table** and a written narrative describing the results.

Example: *Reading Comprehension: Informal Reading Inventory (IRI)*
An Informal Reading Inventory (IRI), was given to John that included reading graded paragraphs and responding to questions about the reading. John was willing to read and answer questions with no problems and seemed to try to do his best on the test. The table below reports the results for the IRI:

Results of Informal Reading Inventory (IRI) –Graded Paragraphs

LEVEL	GRADE	ERRORS	TYPES OF ERRORS MADE
Independent Reading	3	1	selling/ceiling (correct word)
Comprehension	4	0	
Instructional Reading	4	4	prey/prairie enermus/enormous
Comprehension	5	1	partial answer, knew two of three things in locker
Frustration Reading	5	5	ins/inscription no response: Musial, Cardinals, league,
Comprehension	6	2	difficulty retelling story
Listening Comprehension	7	0	

Analysis:
Through the IRI assessment, I was able to find out that John is one year below grade level in his reading. John's word recognition was at the independent level of 4th grade and his instructional level of 5th grade. At 6th grade level, he was at his frustration level.

He was able to read and understand what he was reading. John's reading comprehension was at the independent level of 4th grade and his instructional level of

5th grade. At the 6th grade level, he was at the frustration level. So, for reading levels below the 5th grade, he is able to read and comprehend independently without the help of the teacher. At the 6th grade level, John was not able to read without becoming frustrated. He showed this frustration when he encountered words he could not read: *Musial*, *Cardinal*, *league* and could not retell the story

To further examine his comprehension, I tested his listening comprehension by reading the difficult paragraphs to him. When the paragraphs above fifth grade were read aloud to him, he was able to understand and respond to questions correctly. Therefore his listening comprehension is actually above grade level, at seventh grade level, when the passage is read aloud to him.

I asked John what he does when he isn't able to read a passage. He said he read over the passage one or two times and if there's a word that he does not understand. If he is still able to not comprehend, then he just moves on to the next paragraph.

Looking over the questions missed on the IRI, I was able to determine that John missed several factual questions. These are literal questions where the answer is directly in the story and should be easily comprehended. Therefore John is either not comprehending or making careless errors. When the story was read aloud, he performed better. He immediately knew the answer.

D3.   Text Set – Student Reading Level (Text Set #2)

Create a **TEXT SET – STUDENT READING LEVEL** based on results obtained through the **SDQA** and **IRI**. The Reading Level Text Set should be divided into two lists: **Independent Level** (for student to read independently) and **Instructional Level** (for you and your student to read together so that you can provide instruction in reading. You should add to the text set periodically. Find at least six books based on reading level at a library or other sources and bring to sessions. Include at least one quality, multi-cultural book for the collection. By the end of course for the Case Study assignment, the **Text Set – Reading Level** should contain 6-10 books in total that you used with student, at their reading grade level. Have student use the **READING LOG** to list books read and write a response to books from this text set also. Place **Text Set – Reading Level** in **Case Study Folder** and bring to class on date indicated on **Field Experience Calendar**.

References
Dorn, L. J. & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse.

WEEK V. LITERACY COMPONENT: INTERVENTION

This component includes Field Assignment Three: Teaching Intervention Lessons and directions for completing Teaching Intervention (Case Study Area E)

1. Teaching Intervention Lesson: Word Analysis or Comprehension

Tips for Intervention with Reluctant and Struggling Readers
- Reduce the quantity of an assignment.
- Recognize partially correct work. When students redo, they should only be asked to correct their errors. Build on small successes.
- Use a daily contract and include both teacher and student goals and activities
- Work on organizational skills at school and at home.
- The teacher should read aloud to struggling readers to improve their vocabulary and fund of knowledge.
- Students must learn to monitor their own reading and self-correct. To assist, the teacher uses a variety of scaffolds such as: having the student go back and reread, prompts, cues, questions, riddles, games and reminders.
- When a book is too difficult, withdraw it immediately and substitute something else.
- For struggling readers still having trouble with decoding, use a reading strip to focus attention on a line of text; and covering parts of words with a finger.

Late Intervention
When students arrive in upper grades without receiving effective early intervention, they have formed "habits of mind" that make reteaching hard: they use incorrect strategies and become easily frustrated. They are now reluctant learners who use avoidance tactics that interfere with learning and completing work. A dedicated teacher committed to student progress and learning is constantly searching for ideas and strategies to help reluctant and struggling readers.

Assessment and Differentiated Instruction
Assessing a student's literacy skills as you are learning to do in the **Case Study** is essential in order for the teacher to **differentiate** instruction, that is, select the most appropriate books and effective strategies for the individual learner so that all students can progress in reading even those experiencing significant difficulties. To progress, **students must have books at their independent reading level**, even when level is below their grade level placement, in order to improve their reading.

Skilled literacy teachers understand that students vary widely in their reading ability and know how to address the full range of learners in the classroom including **English learners**, **struggling readers** and **students with IEPs** so that all students can achieve reading proficiency (i.e., **Universal Access)**. These **strategies for differentiating instruction** include: focus on key content, skills, and strategies; build word analysis

skills, fluency, provide vocabulary, academic language, and background knowledge; reteach comprehension strategies and skills; present vocabulary and concepts using visual, auditory, kinesthetic, and tactile techniques; provide additional meaningful oral and written practice using new words and concepts; use concrete examples to explain a concept or task; provide additional practice as needed; use oral presentation, such as reading a text aloud to students and then discuss it with them; use visuals, scaffolding, modeling and experiential learning to build concepts and vocabulary, **especially helpful for teaching English learners** and speakers of nonstandard English discussed in the next section. Over time, the teacher's participation is reduced. Students' responsibility is increased with their success. Accelerated learning, the goal of intervention, involves shared commitment, trust, effort and motivation.

Teachers are also sensitive to the needs of **advanced readers**. Teachers use strategies to meet their needs such as increasing the pace and/or complexity of instruction, using more advanced and/or multiple texts, building on and extending current skills and strategies, extending the depth and breadth of assignments.

English Language Learners **(EL Learners)**
Instruction for English Learners is classified into two broad categories: instruction in English language skills such as grammar and English (called **Academic Language**); and modifying instruction in a particular subject area to provide equal access and success for English Learners to ensure their participation and learning in the regular classroom. It may involve providing more background knowledge, previewing, alternative texts, different requirements or forms for presenting, etc.

Stages of Second Language Acquisition
The California Framework for English Language Development lists the stages in the acquisition of English for students who are native speakers of other languages:

Stage I: Pre-Production (less than 500 words)
To develop receptive (listening) vocabulary use visuals, gestures, realia, alternative responses, Total Physical Response (TPR). Testing in home language recommended.

Stage 2: Early Production (1000 words)
Lessons should use Yes/no, short answers, labeling, simplified text, photographs, charts. Focus on key concepts, ideas and vocabulary.

Stage 3: Speech Emergence (3000 words)
During this stage, the EL student is acquiring **Basic INTERPERSONAL COMMUNICATION SKILLS** (BICS) to communicate basic needs to the teacher and interact with peers. Brief written responses, discussion of questions, matching vocabulary/definitions, flash cards help to improve English skills.

Stage 4: Intermediate Fluency (6000 words, typically achieved after two years of instruction in English)

The EL student's **COGNITIVE ACADEMIC LANGUAGE PROFICIENCY SKILLS** (CALPS) are increasing. This better command of English allows the EL student to perform a variety of school tasks. The student should be using grade level materials such as Math, Science, Reading with adaptations as appropriate. Written work should be evaluated for content and more errors allowed.

Stage 5: Advanced Fluency (4-10 years of English instruction)
At this stage student has achieved Academic Language Proficiency and should require minimal support.

Adapting Literacy and Content Area Instruction for EL Students
Like teaching intervention**, Adapting Instruction** or modifying lessons is another approach for differentiating curriculum. Adaptation involves using a standards-based lesson for a group or class at a whole that also includes changes to meet the needs of EL learners. Adaptations for literacy lessons can be made in several areas including: Content, Connections, Comprehensibility, Scaffolding, Markers, Interaction, Cooperative Learning, Review. Adaptations for these areas are listed below:

Content
Analyze lesson objectives to determine oral and written language demands.
Determine key or major concepts
Use a graphic organizer
Walk through" reading or assignment, identify new vocabulary, areas to watch for, etc., develop a study guide or discovery sheet
Allow students to work in groups
Use read aloud, alternative or shorter assignments as necessary

Connections
Use lesson activities that incorporate realia, media, speakers, experiences, etc. to promote "bridging," through concrete connections to students' lives, backgrounds, cultures and career aspirations
Use graphic organizers, webbing and charts
Select content that is relevant and interesting such as scary stories, comics, content about popular culture, cars and trucks and animals

Comprehensibility
Contextualize content by providing more resources: manipulative objects, tools, visuals and use of collaborative group work
Use gestures, modeling, speech adjustment and monitoring checks
Provide embedded learning experiences such as mini-field trips are using video
Include communicative literacy strategies (arts, music, media, movement) to supplement verbal and writing requirements for assignments

Scaffolding
Establish daily routines for completing work and finding answers to questions
Provide references such as word walls for new vocabulary and technical language in subject areas such as mathematics, science and social studies
Devote time to vocabulary development BEFORE reading as well as after.

Use Markers
Say, "Write this down," "note," "be sure to"
Give directions as a series of steps, "first," "second," etc.
After showing students by modeling or think aloud, have them tell or repeat what they need to do

Interaction
Provide students with opportunities to talk
Use cooperative and paired learning
Use roles for groups such as reader, recorder, organizer, facilitator
Encourage "academic conversation" through use of questions, active listening, guiding and positive use of praise
Have students use "re-presentation" of what they have just learned
For students at emergent level, have them respond in native language and have a bilingual child translate

Cooperative Learning
Use paired and small group collaborative instruction more frequently. Permit quiet, oral interaction during reading period.
Three Step Interview: Have students interview each other and then tell the group
Round the Table: Each student takes a turn to say or write down (on a paper that circulates) a fact they learned.
Think-pair-share: Students discuss a question and then share answers with group
Jig-saw: Home team is divided so that each individual has an expert or topic assignment. Experts across teams meet and then return to home team to share or contribute their findings to a home team project.

Importance of Review
Schedule time for practice and review of key concepts
Use assessment strategies that allow students to demonstrate what they know without solely relying on English language skills
Allow use of primary language to reinforce concepts
Use authentic measures such as portfolios to measure student progress and growth

Cultural Relevance
Utilize culturally relevant materials to enhance interest and sense of mastery.
Include communicative literacy experiences that allow access, make performance less dependent on English skills and develop ability to express ideas in other symbolic modes.

Teaching Intervention

A **TEACHING INTERVENTION (**also called a **Mini-Lesson**) is a lesson plan designed to improve a specific skill weakness of a student or a small group of students having a similar difficulty. The instructional need is identified through assessment and observation students' literacy performance or work products, just as you have done with the Case Study student. A **Teaching Intervention** also helps the teacher differentiate instruction to be more in keeping with the needs of all students including EL students, reluctant and struggling readers and students with IEPs. The **Teaching Intervention responds to specific problems** students are experiencing in performing the required skills for making progress in achieving these grade-level standards. It provides strategies or ways for students to self-correct their errors and includes guided practice by the teacher. During the **Teaching Intervention**, there is a balance of teacher and student input. The mini-lesson includes a practical, "quick tip"—an idea, explanation or strategy for improving work or avoiding an error. The teacher might look for effective lessons, games or ideas for teaching the skill area from books for teachers intended to remediate literacy problems

Teaching Intervention Lesson Plan
Below is an explanation of the **TEACHING INTERVENTION LESSON PLAN** for the **Case Study**. Use the form found in the back of the **Field Guide.** Be sure to include **your name** and **date** on each teaching intervention plan.

The **Teaching Intervention** lesson plan or **mini-lesson** (Calkins, 2001) helps individual students or a group improve in a skill that is causing difficulty and teach new strategies. A typical mini-lesson lasts about 5-15 minutes. The five steps are: 1. Connection; 2. Teaching; 3. Practice and Active Involvement; 4. Follow-Up.

Intervention Focus:
State the primary **Intervention focus** of the lesson: Word Analysis - Multisyllabic Words; Comprehension - Using Context Clues.
Materials:
List the materials, names of books (with page numbers), discovery sheets, visuals, websites, movies, media, etc. If taking materials from the web, provide the URL.

Connection
Explain to student why you are teaching a lesson on this topic, strategy or skill relating it to your assessment of their work. **Intervention Teaching** may utilize a **Think Aloud** strategy, where teacher explains what to do when they encounter a problem (go back to directions, reread, check illustrations, consult chart, etc.) as the teacher goes over the problem and where errors may occur.

Teaching

The best way to intervene is by using actual examples from students own work. As the teacher goes over example and provides instruction, confusing concepts are clarified. The teacher uses questions to stimulate students' in thinking about the errors. Students are also encouraged to ask questions. "

Student Practice and Active Involvement

The teacher may read a problem out loud or write a problem on the whiteboard for students to analyze. Students practice the new strategy or skill as the teacher offers guidance and monitors their work. Students might be invited to come up and correct an error using the overhead or whiteboard. The students verbalize the strategy they are using.

Follow-Up

The follow-up links the strategy to a new assignment where students will again have a chance to practice the skill. The teacher reminds the students about using the strategy or skill in the follow-up activity for the mini-lesson. Students then complete the assignment. They are again asked to describe how they used the skill in order to complete assignment. They may be asked to read or demonstrate how they answered questions or share what they wrote.

Example:

After showing students and some student paragraphs and critiquing together, analyze a simple-well written paragraph from a textbook. Find the main idea and the details that support the idea. Model in a group mini-lesson how to revise their paragraphs or write a new one on a related topic. For an EL student, have them work with a group tp compose the paragraph together. Then have students individually or in pairs write their own paragraph.

FIELD ASSIGNMENT THREE: TEACHING INTERVENTION LESSON PLANS **(Also used for Case Study Area E)**

(IRA/NCATE 1.3; RICA 1, 2, 6; TPE 1, 2, 9; Kremen 2, 3)

(This assignment also fulfills Case Study Assignment - Area 5)

For **Field Assignment Three**, based on the assessments using the **SDQA**, **IRI** as well as observations and interactions with the Case Study Student, provide intensive help on specific skill weaknesses, by planning and teaching **TWO INTERVENTION LESSONS,** one is explained in this Component and the second lesson is explained later in the Writing Component. Hopefully you will plan and teach additional intervention lessons to help your Case Study student improve their reading skills beyond this assignment.

E1. ***WORD ANALYSIS OR COMPREHENSION DEVELOPMENT***
Teaching Intervention Lesson: Word Analysis or Comprehension (Teaching Intervention Lesson 1)

1. Use the **TEACHING INTERVENTION LESSON PLAN** form in the back of the **Field Guide.** The **Teaching Intervention** addresses the needs of your Case Study Student as identified from the assessments you have made thus far.
2. Use a book for diagnosis and teaching reading skills such as *Locating and Correcting Reading Difficulties* are similar book for finding effective strategies to use for planning a Teaching Intervention.
3. Plan and implement a specific teaching intervention lesson on word analysis skills or comprehension development, a skill your Case Study Student needs to practice in order to improve in reading.
4. If possible, use a selection from the **Text Set-Reading Level**.
5. Using the read selection, teach a reading strategy responsive to an area of need identified by the test.
6. Use a game or worksheet for practicing the skill
7. After teaching each lesson, write a **LESSON REFLECTION** using the form provided in the back of the **Field Guide**.

References

Shanker, L. & Cockrum, W. (2009). *Locating and correcting reading difficulties*. Boston: Allyn & Bacon.

WEEK VI. COMPONENT OF LITERACY: INTEGRATED LITERACY

This component includes Field Assignment 4:
Literacy Project Lesson Plans

The **LITERACY PROJECT** is a thematic study designed by the teacher candidate for grades 4 through 8 that **integrates literacy** and literacy instruction into other areas of curriculum with an emphasis on **social studies** content. The literacy project should involve a particular social studies topic, question or problem appropriate for the grade level that promotes language and literacy development and student engagement. As a result of the project, students improve their literacy skills through motivating lessons that teach literature, co-inquiry, new vocabulary, grammar usage, comprehension, writing and research. These lessons include a variety of literacy materials, are standards-based and have adaptations for EL students and struggling readers.

Advanced Literacy Skills for Mature Readers
Research projects allow upper grade students a chance to investigate in more depth a topic, problem or interest usually in social studies or science that requires more advanced literacy skills such as research using multiple information sources, notetaking, a paper or presentation, etc.

Research shows that **silent reading strategies** are essential for mature readers to succeed in upper grades and beyond. In addition to helping students practice high-level, fluent, silent reading, a thematic project requires students to learn how to use the library, carry out information searches using online databases and collate, organize, analyze and integrate information from a variety of sources.

Identifying a Project for LEE 173
With the other student teachers in the classroom, meet with the teacher to discuss a **TOPIC** or **UNIT** in the social studies curriculum that is sufficiently broad and can be taught over a number of weeks during the semester (4-5 weeks).

A topic is often a period of American history or country. Once the topic is agreed upon, discuss with the other student teachers how to divide the study into separate but related projects, one per student teacher. Possible projects might focus on important people, events, ethnic groups and lifestyle, culture, music and arts, geography, cities and towns, products and resources, etc.

After meeting to decide on the projects you want to teach, go back to the classroom teacher and obtain approval for each of the projects. While the textbook may be used, lessons must include more than reading the textbook and answering questions.

Discuss with your teacher a time that you can teach, at least once a week.
During the time arranged with the classroom teacher for teaching the Thematic Social Studies Project, divide students into three groups so that each student teacher has their own group to teach for the **Integrated Literacy Lessons**.

If possible, make a presentation to the entire class about the three projects. Let the students sign-up for their first, second and third choices. Then work with the classroom teacher to form the three groups. Due to time limitations that student teachers often confront, it is recommended that the groups do not rotate. Instead work with one group on a project and make time for sharing with other groups what each group is learning. There may be times where you want all the groups to combine for an activity, like seeing a video or a writing activity.

You need to plan, write and teach five separate literacy lessons. At least three of the five lessons must be taught to a small group of students in the classroom. The two additional lessons may be taught to a small group or individually to your Case Study Student to meet the LEE 173 field requirements.

Teaching Intervention vs. Lesson Plans
The main difference between a standards-based **Literacy Lesson Plan** and the **Teaching Intervention** is that the Lesson Plan teaches the state-adopted curriculum for the grade-level to the class or a small group.

The **TWO** required **Teaching Intervention Lesson Plans** are:
  • Word Analysis or Comprehension
  • Writing Skills

The **FIVE** required standards-based, **Integrated Literacy Lesson Plans** for the Literacy Project are:
  • Guided Reading (group recommended)
  • Comprehension Development (group recommended)
  • Language and Vocabulary
  • Writing Process
  • Communicative Literacy (Poetry, Music, the Arts) (group recommended)

Literacy Lesson Plan

The next section provides an explanation of the parts of the **LITERACY LESSON PLAN** that is required for the **Literacy Project.** The **Literacy Lesson Plan Form** for writing your lesson is found in the back of the **Field Guide**. Be sure to include **your name** and **date** on each literacy plan. All lessons must be written using the "Literacy Lesson Plan" format. All lessons adapted from a secondary source must provide the reference.

Literacy Focus:
State the primary **literacy focus** of the lesson—Guided Reading, Language, Comprehension, Vocabulary, Writing, etc. Provide a title for the lesson, maybe one that's "catchy," that describes what the lesson is about.

English Language Arts Standards:
State one grade level standard for the literacy focus of each lesson. Provide the exact number and the actual standard as stated in the framework.

English Language Development Standards:
Describe a standard from the *California Standards for English Language Development* for adapting curriculum for EL learners related to each literacy focus. Provide the exact number and the actual standard as stated in the framework. Cite a standard for each of two proficiency levels you are addressing in your lesson. Provide the actual standard as stated in the framework. The "Executive Summary" in the framework may be helpful for identifying the language areas and proficiency levels you want to address.

Materials:
List the materials, names of books (with page numbers), discovery sheets, visuals, websites, movies, media, etc. If taking materials from the web, provide the URL.

Content Objective:
This is the main learning outcome of the lesson and is stated in behavioral terms. The objective directly relates to the literacy focus and the standard you selected. It is usually different from an "activity" (answering questions, filling out a chart, etc.). Examples of lesson objectives might be, "students will read and discuss," "students will use new vocabulary," "students will understand the relationship," etc.

Connection:
A brief three- to five-minute connection activates prior knowledge and experience and stimulates student interest. It often includes realia or a visual and a key question to enhance students' engagement. The teacher also states the lesson's purpose and refers to any connection with previous lessons.

Teaching Strategies:
In this part of the lesson, outline your teaching plan in a series of steps (1., 2., 3., 4., etc.). Do not write in paragraph form. Describe the teaching procedure from beginning to end. Name the literacy strategies employed such as read-aloud, modeling, using examples, charts, reading, solving problems, etc.

Questions:
Include some of the questions that you are going to ask students during the lesson, three to five questions are sufficient. Include literal questions that help students identify information, review the content, retell in their own words, etc. Have one or more questions that are open-ended, allow multiple responses and critical thinking.

Student Practice:
This part of lesson is the outgrowth of the teaching, It assists the student with learning the objective by allowing them to practice of the skill demonstrated by the teacher, first as a carefully guided example and then on their own. Describe the "guided activity" such as having some students come up to the board and show the class how to do the problem. Once the student knows what do, they move to the "independent activity" where students on their own practice the skill or extend their learning through additional reading, research, etc. May include a discovery sheet for practice.

Language Development Strategies:
These are the specific adaptations you use to accommodate and include EL students (two levels, beginning, intermediate or advanced) whose performance requires more assistance, scaffolding or alternative content. For EL students, this may involve activities such as paired learning, interaction, comprehensible input, visuals, alternative assignments, etc. If using an EL term such as "comprehensible input," describe the additional teaching, literacy materials, changes to the assignment or requirements.

Assessment*:*
This is the process used by the teacher to evaluate how well students did in the lesson. The assessment checks and is closely aligned with the stated objective for the lesson. It answers the question, "Did my students achieve the objective?" It may involve observing students as they work, participation, grading work or analyzing errors, plan for re-teaching for those who need more help, etc.

Lesson Reflection:
This is the professional process of ongoing critical reflection on how well a lesson succeeded with students and how to improve future teaching.
In order to be meaningful, the teacher writes responses to a standard set of education queries: What did students learn? What teaching strategy was particularly effective? What didn't go as well as I wanted? What would I do differently next time?

Thematic Text Set
The text set is a collection of literature for the literacy project that can be utilized for literature co-inquiry groups, read-alouds and other activities. The collection consists of between 10 and 20 books (maximum) organized by general reading levels. Include at least two quality, multi-cultural read alouds for the collection. The categories for the books are the grade level for the project, a year below grade level and any level, high interest, easy reading. Each book listing states the author, copyright, title, where published and publisher (APA style). A brief one- to two-sentence annotation about the book is also to be included. The complete "Text Set for Immigrants, Refugees and Slaves" is included as an example and is available in the Literacy Project documents.

Task Cards

Task Cards are independent, enrichment activities to extend comprehension of the project theme through additional explorations. For the literacy project, 10 task card activities are required.

FIELD ASSIGNMENT FOUR: LITERACY PROJECT LESSON PLANS

(IRA/NCATE 1.3, 2.1, 2.3, 4.2, 5.1, 5.2. 5.3. 5.4; RICA 3, 5, 6; TPE 1, 2, 4, 5, 6B, 7, 9, 10; Kremen 1, 3, 4)

In addition to **two Teaching Intervention Lessons**, you will plan and teach a total of **FIVE INTEGRATED LITERACY LESSONS** to a small group of students and/or your Case Study Student (if possible, include Case Study Student in one or more of the small group lessons). Three of the five lessons need to be taught to a group of at least three or more students. These lessons are also used to fulfill LEE 173 requirements. The difference is that you **actually teach** the **Field Assignment Lessons.**

Integrated Literacy Lesson Example:
(Ideas for this lesson taken from class texts, *English Language Learners*, pp. 20-21, *Deep Comprehension*, p, 124, *Vocabulary*, p. 20 and student project.

NAME: Student A   DATE: October 12, 2010

TITLE OF LESSON: Ancient Chinese Life

LITERACY FOCUS: Comprehension

English Language Arts Standard: 2.0 Reading Comprehension -
2.2 Analyze text that uses the compare-and-contrast organizational pattern.

English Language Development Standard: Comprehension of Grade-Level Text
Read text and use detailed sentences to explain orally the main ideas and details of informational text, literary text, and text in content areas. (6th grade, Intermediate ELD level)

MATERIALS: Shuter, J. (2006). *The Ancient Chinese*, pp. 14-24.
http://history.cultural-china.com/en/183History5435.html

CONTENT OBJECTIVE: Working in small collaborative groups, students will compare and contrast various aspects of culture and lifestyles in the country and towns of ancient China including family life, clothes and food by making a chart (see below)

	Town (Name)	Country (Area)
Clothes		
Food		
Family Life		
Occupations		

CONNECTION:
Show the painting of an ancient Chinese scene from website above. Ask students, "What do you see in this painting? Do you think it is the town or country? What are people wearing? Doing? Do you notice anything familiar that is found in the area we live?" Tell students, "Today we are going to find out more about life styles of people in the towns and countryside of ancient China.

TEACHING STRATEGIES:
1. Teacher will introduce new vocabulary: Huang He (pronounced "hwong hee, " the Yellow River), Shang and Zhou ("Jo") dynasties, emperor, Confucius
2. Teacher reads aloud from a text selection and models how to locate information using the headings in the text. The students then read rest of section silently.
3. After reading each section, the teacher pauses for a discussion and clarifies information in text as needed.
4. The teacher shows the chart and students raise their hands to indicate a preference for a group, for example, Town – Family Life, Country – Food, etc. All students are placed into heterogeneous, interest groups.

QUESTIONS:
    Can you find China on the map? Where is a town?
    What are the responsibilities of the emperor?
    What is it like to live in the town?
    What are some of the activities of boys and girls?
    Would you like to live in ancient China? Who would you want to be?

STUDENT PRACTICE:
1. Students use the headings in the text and write notes including main idea for each section and vocabulary.
2. Students meet in their interest groups and discuss the reading and work on their section of the chart.
3. Students come to the front and enter information onto the class chart.
4. After the chart is complete, each group reports to the whole class on their findings.

LANGUAGE DEVELOPMENT STRATEGIES:
1. Intermediate: Use collaborative groups and allow increased verbal interaction during activity to support vocabulary development and comprehension of categories. Check groups periodically to be sure they understand procedure.
2. Early Intermediate: Pair learners in the group so that an early intermediate ELD student can orally discuss reading with bilingual peer who can help them write information or do it for them.

ASSESSMENT PLAN:
1. The teacher observes group process and individual participation and contributions using a large post-it note for each group. Note areas needing to be discussed with whole class.
2. Teacher checks information on chart for completeness and accuracy reported by each group.
3. Add new facts to chart as discovered and use as a reference for a later writing assignment.

WEEK VII. GUIDED READING

This component includes directions for completing Field Assignment 4: Literacy Project - Lesson Plan on Guided Reading (Lesson 1)

Teaching Tips

Use the teaching tips below for interacting authentically with students about the text during **Guided Reading** activities:

- Comment about the ideas in the text and assist with any decoding or vocabulary problems

- Talk about strategies you might use to clarify or enjoy the text (e.g., rereading, looking at illustrations/ graphics, predicting what an unknown word might be, visualizing action, wondering about what comes next);

- Ask both specific and open-ended questions that connect to ideas in text and relate to students' experiences

- Model a strategy students can use to help with decoding or comprehension challenges found in the text.

Guided Reading

GUIDED READING is a procedural framework for reading a story with a small group of children at a similar **reading instructional level** (90-95% words), The text is selected to match the level of students' reading ability. Students are brought together as a group in an area of the classroom designated for this purpose to practice reading guided by the teacher. They are explicitly taught strategies to improve vocabulary, word analysis and comprehension. These lessons may use different types of texts and include strategies to help students recognize their specific structural features that affect comprehension.

Grouping

Research shows that all learners--high, middle and low ability--perform best in **HETEROGENEOUS** (different ability levels), diverse schools and classrooms. For most of the day, activities for writing, reading, arts, science, social studies, etc. should be open-ended so that all students can perform regardless of level are preferred. However for specific skills instruction, temporary, **HOMOGENEOUS** (same ability) **GROUPING** (a small learning group of 4-10 students) within the classroom is valuable for more focused teaching addressing specific skill needs of students.

Narrative Texts (Fiction)

Good teaching requires the use of quality narrative texts in the literacy program. Teachers include in Guided Reading and other times during the day explicit oral language activities (e.g., literature circles, questioning the author, think-pair-share) that develop and reinforce students' comprehension of narrative/literary texts and their skills in narrative analysis and literary criticism. They include explicit writing activities (e.g., literary response journals, summaries, character analyses) that develop and reinforce students' comprehension of narrative/literary texts and their skills in narrative analysis and literary criticism.

In Guided Reading, students learn the elements of story grammar (e.g., character, plot, setting, theme) and other key elements of narrative/literary texts (e.g., mood, tone, point of view, voice) and receive systematic, explicit instruction in these elements. Teachers provide explicit instruction in narrative analysis and literary criticism, including explicit instructional strategies for helping students analyze and respond to narrative/literary texts. For example, having students:

1. Identify the structural elements of a plot and evaluating their logic and credibility
2. Compare and contrast the motivations and reactions of characters
3. Evaluate the relevance of the setting
4. Identify recurring themes
5. Identify elements of a writer's style, including the function and effect of an author's use of figurative language (e.g., simile, metaphor, hyperbole, personification) and other literary devices (e.g., imagery, symbolism, irony, foreshadowing)

Expository/Informational Texts
Skilled literacy teachers use a variety of explicit instructional strategies for helping students recognize key characteristics of various expository/informational materials (e.g., textbook, news article, consumer manual, research report, website). They develop and reinforce comprehension of expository/informational texts and related vocabulary, academic language, and background knowledge (e.g., introducing and explaining key vocabulary prior to reading, conducting oral preview-review of text content, engaging students in oral paraphrasing and summarizing of texts). They help students understand **TEXT STRUCTURES** used in informational texts and recognize and attend to transition words and other features (e.g., topic sentence, concluding sentence) associated with different text structures. Common Text Structures include:

1. Chronological sequence of events
2. Discussion of Causes and Effects
3. Comparing and Contrasting Events, People, Places, etc.
4. Examining Problems and Possible Solutions

These text structures require students to use a variety of text features that help support comprehension of expository/informational text. To become skilled at reading informational texts, literacy teachers have students:

1. Find and use organizational/explanatory features (e.g., table of contents, index, glossary); recognize
2. Use typographic features (e.g., italics, boldfacing, underlining, color coding)
3. Use graphic features (e.g., charts, maps, diagrams, illustrations).

They promote students' development of **STUDY SKILLS** (e.g., outlining, note taking) and ability to locate, retrieve, and retain information from reference materials and expository/informational texts and **RESEARCH SKILLS** (e.g., identify research topics, asking and evaluate questions, develop an academic argument, use multiple sources

when conducting research, using technology to manage information, paraphrase information). They plan writing activities that develop and reinforce comprehension of expository/informational texts (e.g., summarizing, paraphrasing, developing graphic organizers) and preparing written and oral presentations.

Multiple Text Genres
Skilled literacy teachers have a balanced literacy program that uses a variety of text genres and reading and writing activities that promote deep comprehension. They demonstrate knowledge of explicit instructional strategies for helping students recognize the organizational structure and key characteristics of major literary genres, including poetry (e.g., ballad, lyric, couplet, epic, sonnet), drama, and prose (e.g., short story, novel, myth, legend, biography, autobiography, historical fiction, fantasy).

Steps to Guided Reading
Step 1. INTRODUCE BOOK (PREPARATION)
Step 2. READ TEXT
Step 3. DISCUSS TEXT
Step 4. REREAD AND REVISIT TEXT
Step 5. EXTEND TEXT THROUGH INDEPENDENT ACTIVITIES
Below is an explanation of the steps to teaching a **Guided Reading Lesson**:

STEP 1. INTRODUCE BOOK
Look at book cover, introduce title and author and discuss type of text
Take a "picture walk" through the illustrations and give a "book talk" about the story.
Activate background knowledge about subject matter
Make connections to create interest
Introduce critical, key vocabulary
Set purpose for reading by asking a question or have students make predictions

STEP 2. HAVE STUDENTS READ THE BOOK
First reading is usually silent. Younger students or struggling learners can mumble read or read softly to themselves.
Teacher should monitor comprehension, speed and provide support to students
For difficulties with words, the teacher offers prompts such as "that word rhymes with," "let's read the vowel sound inside the word," ask student, "does that make sense?" and ask that he or she try reading it again, and so forth
Students might orally read a favorite paragraph

STEP 3. DISCUSSION: STUDENTS RESPOND TO TEXT
Having a student retell a story in his or her own words is the best indicator of reading comprehension
Ask questions that encourage students to discuss literal and inferential meanings
Relate story to other texts, self and world
Critically analyze behavior and motivations of characters and whether or not it's a good book or story

STEP 4. HAVE STUDENTS REVISIT THE TEXT
Revisit story to confirm comprehension of ideas, support point of view
Review the new vocabulary words that were introduced
Go over a comprehension or word recognition strategy that they will be practicing in the follow-up activity

STEP 5. EXTEND READING THROUGH INDEPENDENT ACTIVITIES
Provides more time to practice the skills taught in the guided reading lesson
Makes book available for rereading it
During time of the guided reading, the rest of the class is involved in productive literacy activities such as reading independently, writing stories, discovery sheet and learning centers. Not every reading should have activities

Prepare Questions in Advance of Guided Reading Lesson
Throughout the Guided Reading session, varied types of questions prepared in advance by the teacher, help students focus on what's important, improve comprehension and promote critical thinking. Questions at the beginning of reading, activate prior knowledge and set the purpose; during reading, guide students and encourage prediction and active processing of text; and after reading, help students summarize what they read and apply it to other learning.

Benefits of Good Questions
Good questions take time to compose, careful wording and checking for misunderstanding. Therefore questions at higher levels require advance preparation. When teaching a story or topic, successful teachers engage in research and read additional sources beyond student textbook. Teachers look for texts and supplementary materials including visuals that stimulate thinking through "minds-on" activities that improve student engagement. Teachers who are expert in subject have deeper, understanding and are able to ask good questions in order to:
  • Promote an intellectual climate in classroom
  • Activate background knowledge prior to teaching
  • Improve discussions, exams and homework

What Makes a Good Question?
The best questions require more than a one-word, "fill-in-the-blank" response.
Even literal questions, such as "Can you tell what just happened?" Require thinking and elaboration. Students who are English Learners (Els) need to be asked questions. They require additional scaffolding such as visuals and alternatives for responding. The different types of questions below help them practice comprehension skills.

Getting the gist of meaning
        Example: What is the story about?
Question the author (QtA)
        Example: What is the author trying to say here?

Predict, Verify, Decide
        Example: What's going to happen next?
Visualize, Verify, Decide
        Example: What does this person/place look like?
To summarize
        Example: What has happened so far?
Question the reader
        Example: What am I/ are you thinking about the story so far?
Solving Problems and Repairs
        Examples: Do you want to reread that page? Does that make sense? Can you prove that by finding the place in the text where it says . . . .?

Comprehension Strategies
Many student-centered active learning strategies are discussed in the course texts. Some that can be used during **Guided Reading** include:
QUESTIONS-ANSWER-RELATIONSHIPS (QAR)
RECIPROCAL QUESTIONING – Teacher models how to ask a good question then students ask the group their own question about the reading.
RIGHT THERE QUESTIONS - in text (literal)
PUT IT TOGETHER - its in the text but "between the lines" (inferential)
ON MY OWN – Student activities related but not necessarily in text as an enrichment
AUTHOR AND ME – Use information in text and student's ideas and background

Types of Questions
BLOOM'S TAXONOMY is a system for classifying **TEACHING OBJECTIVES** used for lesson plans. The Taxonomy helps teachers to teach different kinds of thinking skills at increasing levels of challenge:
Level 1: Knowledge
Level 2: Understanding
Level 3: Application
Level 4: Analysis
Level 5: Synthesis
Level 6:Evaluation
As shown below, using these more levels reduces the number of superficial, rote, memory questions that tend to take over instruction. Please use these ideas in developing questions for teaching **Guided Reading**:

LEVEL 1: MEMORY QUESTIONS
Recall facts and information, who, what where and why.
What is this story about?
Who are the characters?
How would you describe X?
What happened next?
Show me where you found X?
What is the definition of X?

LEVEL 2: INTERPRETATION QUESTIONS
Demonstrate understanding by relating, explaining, interpreting, comparing, etc.
Can you summarize the story in your own words?
Can you explain what caused this to happen?
How would you compare these two characters' actions?
What is the main idea?

LEVEL 3: APPLICATION QUESTIONS
This level concerns being able to solve simple problems by applying facts, rules and principles or noting patterns.
Can you use (word X) in a sentence?
Can you find examples of X?
What could the character have done instead? What would you do?
Can you use a story map to list the characters, events and scenes in the story?
What question would you like to ask this character?

LEVEL 4: ANALYSIS QUESTIONS
This level requires examining information and breaking it into parts, iidentifying motives and causes or making inferences and finding supportive evidence.
What is the theme of the story?
How is X related to Y?
When did this happen?
What information shows X?
What is the meaning of X and how did it affect the outcome of the story?
Why did the character do X instead of Y?

LEVEL 5: SYNTHESIS QUESTIONS
This level involves creative solutions, combining elements in new ways.
Can you write a different ending for story?
Can you write a story with X as a character?
Can you make an illustration? A diorama?
Act out the story?
Compose a song about?
Using "Think, Pair, Share," what could be another title for the story?

LEVEL 6: EVALUATION QUESTIONS
At this level, students defend opinions and make judgments about the validity of ideas and evaluate quality of work based on a set of standards (not just feelings).
Did you agree with the actions of X?
Would you recommend this story to others, why or why not?
Which book is a better history of the event?
What reasons justify the actions of the group?
Are these reasons sufficient?

FIELD ASSIGNMENT FOUR: LITERACY PROJECT: GUIDED READING LESSON
Plan and Teach a Guided Reading Lesson (Literacy Project, Lesson 1)
1. Find a quality text selection of 5-10 pages on the theme or topic for your **Literacy Project**. It must be upper grade reading level. It should contain reading content typical for the grade level. The text must be informational, non-fiction content text or historical fiction. It should be current, not older than 20 years. If the text selection is taken from a book, identify the 5-10 pages you are using. If the only material you can find on the topic is at an adult reading level, you can "rewrite" it to the students' grade level.
2. Use the **GUIDED READING LESSON PLAN** form in the back of the **Field Guide.**
3. If possible, teach Guided Reading Lesson to a small group of students. If possible, include your Case Study Student in the group.
4. You must use the five steps for teaching reading described in this section. Be sure to include also: list of vocabulary words, at least 3 questions (one critical thinking) that pertain to the text you have selected. For Step 5, describe what students will do for the follow-up, independent activity.
5. After teaching each lesson, write a **LESSON REFLECTION** (2 Reflections, one per lesson) using the form provided in the back of the **Field Guide**.

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Holcomb, E.L. (1996). Asking the right   questions: Tools and techniques for teamwork. Thousand Oaks, CA: Corwin Press.

WEEK VIII. LITERACY COMPONENT: COMPONENT OF LITERACY: WRITING AND SPELLING

This component includes directions for Field Assignment Five: Writing Process and directions for completing Literacy Project Lesson: Writing (Lesson 3) and directions for Case Study: Writing and Spelling (Area H)

1. Assessment: Two Writing Samples are Scored Using Tompkins Rubric for Writing Quality
2. Assessment: Spelling analyzed according to Spelling Stages

Teaching Tips on Spelling

Combine commercial spelling program with daily writing

Teach students how to spell "high frequency" words

Teach words in the context of classroom projects in science, social studies, the arts

Teach proofreading

Use dictionaries for checking spelling

Add an individualized spelling list of words a student has spelled incorrectly to the weekly spelling test

Spelling is a matter of repetition and practice. **The more students write, the better they learn to spell, organize their thoughts and put them into complete sentences, paragraphs and stories**. Spelling errors are not just mistakes. They appear to conform to developmental stages in understanding the fundamental relationships between the print word and spoken language. Therefore a good literacy teacher uses assessment to determine a student's developmental spelling level in order to focus teaching on the next stage, not just correcting a single error.

Spelling instruction is helpful because spoken language provides phonetic clues to the correct spelling of approximately 40% of English words, another 40% of spellings conform to spelling rules/word families that can be learned. However 20% of spellings must simply be memorized.

Spelling Programs

In a comprehensive literacy program, students learn spelling strategies and daily reading and writing activities are used to improve spelling. Both reading and writing skills improve when students understand the strong relationship between reading words and spelling and are able to use orthographic knowledge and word analysis.

Teachers should teach students to spell larger, more complex chunks of letters (phonograms), such as *–ight;* apply common orthographic generalizations (rules) (e.g., change the ending of a word from *-y* to *-ies* when forming the plural); recognize and use common homophones (e.g., *to*, *two*, and *too*; *hair* and *hare*).

Skilled literacy teachers provide students with frequent opportunities to develop and

extend their syllabic and structural analysis skills, and orthographic knowledge during their reading and writing. For example: frequently reading texts that contain words using affixes, syllable patterns, and orthographic patterns and rules already taught; frequently engaging in writing activities that include more complex orthographic patterns and spelling of multisyllabic words.

Teachers understand that they must address the full range of learners in the classroom with respect to their development of syllabic and structural analysis and orthographic knowledge to support decoding and spelling of multisyllabic words and spelling of words that follow more complex orthographic patterns or rules (i.e., Universal Access). Therefore instruction must be matched to the student's level of spelling development as well as covering grade level spelling requirements.

English Language Learners
Young EL learners follow the same stages of spelling and writing development as native speakers. However the content of EL literacy is strengthened through **COMPREHENSIBLE INPUT,** providing direct experience, visuals, examples and background knowledge to assist their comprehension prior to reading or writing in English. **SCAFFOLDING** makes learning activities more organized, structured and explicit to help EL learners. Examples of scaffolding include: using the same daily schedule and routines, reading books with a predictable story structure and providing sentence frames or a pattern to follow for writing.

Spelling Stages
Emergent (3-5 years)
Forms graphic symbols that look letter-like, makes scribbles and lines having direction. May include some letters or letter-sound matches.

Letter Name-Alphabetic (5-7 years)
Applies the alphabetic principle or phonics to connect speech and print, sight words, short and long vowels, consonants. Writing contains some blends and digraphs.

Within-Word Patterns (7-9 years)
Uses more complex patterns and apply spelling rules (CVCe, CVVC), "r controlled" vowels, contractions, homophones. Writing exhibits errors of transposition and overextension of letter-sound correspondences.

Syllables and Affixes Spelling (9-11 years)
Uses inflectional endings, plurals and tenses, comparatives and superlatives. Writing consists of longer and more descriptive words

Derivational Relations Spelling (11-14 years)
Writing shows sophisticated knowledge of words and their meanings. Correct changes are made to spelling when affixes are used (argue, argument). Writing improves

through knowledge of word etymologies and rich vocabulary use.

Adapting Spelling Strategies from Primary Grades

Several K-3 approaches have proven effective and can also be modified/adapted for older students, especially those who are Struggling Readers and Writers. These include: Key Words, Language Experience and Interactive Writing (Sharing the Pen).

Key Words
In her work with Maori students, Sylvia Ashton-Warner devised the **KEY WORD** strategy as an alternative approach to using standard reading materials. Learning key words involves the dictation of a daily word that an individual student is interested in learning to read and write. The word is placed on a word ring. Only words recognized the next day are retained. Powerful and emotionally charged words were favorites of the students and were acquired most easily.

Language Experience Approach
Claryce and Roach Van Allen, two California educators, developed the **LANGUAGE EXPERIENCE APPROACH** as a way to integrate reading and writing. Language Experience Approach utilizes student's own experiences and vocabulary to develop authentic texts, and practice literacy skills.

Steps to Language Experience
1. The student dictates to the teacher a story based on a book, experience, drawing or a creative construction.
2. The teacher writes the story using the student's exact words.
3. The student assists in the writing of the story by spelling or providing initial consonants.
4. The teacher and student read the story together.
5. The student traces or copies the story.

A group or collaborative language experience can also be created by a group of students. Journals can also be used for writing daily language experience stories.

Interactive Writing
INTERACTIVE JOURNAL WRITING or **dialogue journals** involve the use of a daily journal. The student draws and writes in the journal. The teacher responds with written comments, usually once a week to motivate writing and improve its content.

Another form of interactive writing is called **SHARING THE PEN.** In using this writing strategy, the class or a group of students decide on a topic to write a sentence. With the guidance of the teacher, individual students come to the board and write each word in the sentence. Corrections to spelling are made by the group.

The Writing Process: Becoming an Author

Donald Graves and Lucy Calkins (University of Vermont) among others have developed the writing process to teach writing to elementary grade students. It is based on the writing strategies employed by mature writers. Daily writing builds fluency and is a common practice of accomplished writers. Teachers motivate writing through realia, media, projects and literature.

The **WRITING PROCESS** can be used with students able to write stories independently (beginning in Grades 1-2). The students write stories over a number of sessions during one to two weeks, and turn in work periodically to the teacher. During the **Writing Process**, students brainstorm ideas, draft stories, peer edit in response groups, have mini-lessons from the teacher on specific skills, revise and publish their stories. An **AUTHOR'S CHAIR** provides an opportunity for students to read published stories to their classmates. A **WRITING PORTFOLIO** contains work in progress and completed stories and can also be used to assess writing and spelling development.

Writing can utilize various forms of composition to motivate students or connect to thematic projects. In addition to stories, students can write: Legends, Letters and E-Mails, Songs, Newspapers, Blogs, Plays, Video Scripts, Diaries, Research Reports, Autobiographies, Folktales and Advertisements, to name a few forms.

Five Steps to the Writing Process

The five steps for writing are as follows: 1. Write Ideas (Pre-Writing) ; 2. Write a First Draft; Step 3. Proof-Read; Step 4 Co-Inquiry (Respond and Revise); step 5 Publish.

A **Writing Hotline** (box or plastic tub) is used by the teacher to collect student work. Below are the steps for instructing students in how to use this process:

STEP 1: WRITE IDEAS ("PREWRITING")

Collect ideas for possible topics in a notebook
Jot down some story ideas in a web (graphic organizer) to explore possible topics
Write down title and first sentence
Put work in a writing folder and submit to teacher's "Writing Hotline."

STEP 2: WRITE A FIRST DRAFT

Write a rough draft to get ideas on paper without concern for print conventions
Use lots of detail and descriptive words
Share the story with a partner and obtain suggestions
Put the finished draft in the teacher's Writing Hotline (a container or shelf where students can place their writing submissions for checking and feedback)

STEP 3: PROOFREADING
Go through the story and underline words that might be misspelled
Look up words in the dictionary and add the words to the personal spelling list
Check for punctuation using a checklist or guide—indent paragraphs, use capitals, end with correct punctuation marks
After self-checking, ask a classmate to assist in proof-reading, editing and making sure that the story makes sense
Place the new draft in the Writing Hotline

STEP 4: CO-INQUIRY (RESPOND & REVISE)
Teacher provides mini-lessons to model specific skills
Use Co-Inquiry Process (Read the stories in a small response group, Others comment and suggest ways to develop writing piece further)
The teacher may participate in co-inquiry or conference with students individually
Make final revisions and submit to the Writing Hotline

STEP 5: PUBLISHING
Illustrate story and publish it in a variety of forms
Participate in Author's Chair - sharing, reading and discussing story to class or visitors
Others write comments about the story that is read on a prepared comment sheet
Create an anthology of published work include a cover, table of contents, stories, illustrations, comments, spelling lists, etc

FIELD ASSIGNMENT FIVE: WRITING PROCESS
(IRA/NCATE 2.3, 5.2; RICA 5, 6; TPE 1, 5, 6B, 9, 10; Kremen 1)
Prepare a description of the plan you used to teach the writing process to a small group of students, it does not need to be a lesson plan format. Describe the text, materials, organization and steps you implemented for teaching writing. Include samples of the writing or if possible, "published" books.

FIELD ASSIGNMENT FOUR: LITERACY PROJECT LESSON PLAN – WRITING (Lesson 3)
1. Use the **Literacy Lesson Plan** to teach a writing lesson.
2. If possible, teach the writing lesson to a small group, 3-4 students, include your Case Study Student. Otherwise, teach writing lesson to a small group or just to your Case Study Student.
3. Use a selection from the **Text Set-Thematic** and or a writing topic that relates to the **LITERACY PROJECT**.
4. Have student read a selection from text set or use other media.
5. Have a discussion to brainstorm writing ideas.
6. Have students select an idea and write a draft of the story on Day 1.
7. Write a reflection on your writing lesson.
8. Follow-up this lesson with more of the writing process as described in your teaching plan, have student(s) share story and revise it on Day 2, etc.

FIELD ASSIGNMENT THREE: TEACHING INTERVENTION – WRITING (Teaching Intervention Lesson 2)
1. Use the **TEACHING INTERVENTION LESSON PLAN** form in the back of the **Field Guide.** The **Teaching Intervention** addresses the writing needs of your Case Study Student or of the small group of students that participated in the writing lesson.
2. Plan and implement a specific teaching intervention lesson on writing skills your Case Study Student or the group needs to practice in order to improve in writing.
3. After teaching each lesson, write a **LESSON REFLECTION** using the form provided in the back of the **Field Guide**.

FIELD ASSIGNMENT TWO: CASE STUDY - ASSESSING WRITING
G1. Writing and Spelling (LITERACY COMPONENT 7)
For these two assessments, use two writing samples obtained in working with the Case Study Student. For example, you might use the story about the Family Collage and the writing process story draft described above. If not possible, you may use ONE writing sample from a classroom assignment done by the classroom teacher. For this assignment.

G1. *Assessment: Writing Quality*

According to Tompkins (2011), writing quality consists of six distinctive traits:

1. **Ideas and Originality**: Ideas are developed and creatively presented. Details create a picture in the mind of the reader.
2. **Organization:** The story has a logical presentation and structure that relates to the writing genre: fiction, informational, poetry, etc.
3. **Voice:** The writer uses a consistent style to connect with reader. Humor, reflection, persuasion may be employed to make writing more interesting or entertaining.
4. **Word Choice and Language**: Words are chosen carefully for their ability to communicate meaning. The power of language is utilized for a purpose. The writer uses a large vocabulary to expand ideas and keep reader interested.
5. **Sentence Structure and Fluency**: Sentences have "rhythm and flow" and vary in length. Use of different types of sentences such as compounds and clauses.
6. **Mechanics:** The writer uses proper conventions in their spelling, punctuation capitalization and grammar.

Score the two stories written by your case study student using the writing rubric in the Tompkins WRITING textbook or one provided by your LEE 173 instructor. Based on this analysis, place your student's writing into the appropriate categories for each of the writing elements, discuss the quality of writing and the writing needs of your Case Study Student.

Writing Rubric and Assessment Results

WRITING AREAS	WRITING QUALITY			
LEVEL OF WRITING ACHIEVEMENT	MINIMAL	LIMITED	GOOD	EXCEPTIONAL
Ideas and Originality				
Organization				
Voice				
Word Choice and Language				
Sentence Structure and Fluency				
Mechanics: Spelling Punctuation Capitalization Grammar				

NOTE: See Tompkins book for additional explanation on scoring for each category and its quality. Be sure to give an example from the student's story or describe performance for the category to justify your score.

G2. Assessment: Spelling Stages

For this assessment, use the same two writing samples. List all the spelling errors and classify each according to the spelling stages described above or in the Tompkins WRITING textbook. Based on this analysis, place your student into the appropriate developmental stage and discuss the spelling needs of your Case Study Student.

Use the table formats provided in the **Case Study Form** at the back of the **Field Guide** for recording the data from these assessments.

Put the two writing samples and the two assessment reports into the **Case Study Folder** and bring to class on the date indicated on the **Field Study Calendar**.

Spelling Rubric and Assessment Results

SPELLING LEVELS	DESCRIPTION OF ERRORS	
	NUMBER OF ERRORS	EXAMPLES OF ERRORS
EMERGENT: Uses scribbles, letters and numbers (Preschool-K)		
LETTER NAME-ALPHABETIC: Represents phonemes in words with letters and show knowledge of alphabetic principle. Uses beginning and ending consonants of words, some vowels, blends and diagraphs.(K- gr. 1)		
WITHIN-WORD PATTERNS: Uses long and short vowels, more complex consonant patterns, some reversals and overextensions of rules. (gr. 2-4)		
SYLLABLES AND AFFIXES: Uses inflectional endings and correct homophones (gr. 4-6)		
DERIVATIONAL RELATIONS: Shows knowledge of root words, alternations and attention to word meaning to spell more difficult words. (gr. 6-9)		
TOTAL ERRORS		
DESCRIBE STUDENT'S GENERAL WRITING LEVEL		

NOTE: Not all levels need to be used for scoring the sample. For categories not used, put NA for not applicable. Be sure to give an example from the student's story for each of the levels you used for scoring. Describe the student's writing performance for the general level you select to describe the overall writing quality of the student's two writing samples.

WEEK IX. LANGUAGE AND VOCABULARY

**This component includes directions for Literacy Project Lesson Plan -
Language and Vocabulary (Lesson 2) and directions for completing
Case Study: Language and Vocabulary (Area F)**
1. Assessment: Written Description or Oral Language and Vocabulary

Tips for Teaching Vocabulary (Stahl,1999)
Teach words that children encounter in reading relate to prior experiences and words they already know.
Provide both the definition and contextual information about each word that is introduced.
Actively involve students in learning words and defining their meaning.
Provide multiple exposures to words over a period of time.
Include a variety of vocabulary activities.
Make daily practice interesting and build communicative literacy.
Limit the number of new vocabulary that are introduced and focus on main concepts prior to reading to maximize comprehension and not distract from meaning.

Vocabulary Development
Because text has a larger, more sophisticated vocabulary and more complex language structures than speech, reading plays a critical role in developing vocabulary, academic language, and background knowledge. Research shows that the most powerful means for improving language and vocabulary is reading books. Nagy (1988) estimates that just 30 minutes of daily reading during school hours adds 1,000 new words to a student's vocabulary or 33% more words to the 3,000 words learned annually in middle childhood (ages 7-12). Vocabulary is a key predictor of comprehension. Capable readers learn more vocabulary than poor readers because they read more and the books are more challenging, with more sophisticated vocabulary words. In the upper grades, differences between good and poor readers widen causing an achievement gap, an example of the **MATTHEW EFFECT**, where the rich get richer and poor get poorer (Tompkins, 2010).

Word Meaning
Using a **THEME** or **PROJECT** (See Literacy Component: Integrated Teaching), some of the daily curriculum is taught around a science, social studies or art topic such as Energy, Native Americans or the Orchestra. These topics are derived from state-adopted, grade-level standards for the content area and provide an integrated learning experience that promotes the acquisition of new vocabulary and concepts. Themes and projects often incorporate **EXPERIENTIAL LEARNING** or direct experience to build background knowledge, such as field trips, realia, guest speakers, etc. Background knowledge of content is a key indicator of how well a student is able to new information related to content presented in a book or text.

Skilled literacy teachers also recognize the importance of reading aloud and use of multi-media such as educational video so that all students gain equitable access to academic vocabulary. Because vocabulary learning is an incremental process, teachers need to offer numerous examples in varied contexts, to increase depth of student understanding. Independent reading also plays a critical role in developing students' vocabulary, academic language, and background knowledge. Therefore skilled literacy teachers provide daily opportunities for purposeful independent reading of a broad range of literary and informational texts at increasingly challenging levels.

Skilled teaching involves identifying academic vocabulary that has a high level of usefulness and frequency and is pertinent to content taught in the curriculum. To teach vocabulary, the skilled literacy teacher introduces new words to class as a whole. The teacher explains the word rather than simply defining it. Stories, poems and jokes promote students' word consciousness, including their genuine interest in and enthusiasm for learning and practicing new words. Vocabulary both general and specialized from areas of the curriculum such as social studies and science are especially motivating to learn

Book Talk and Read Aloud

Skilled literacy teachers read texts shared in class before they introduce them to students. They use a **BOOK TALK** to preview vocabulary, look at charts or illustrations and develop concepts to prepare students, motivate them and encourage predictions through questions. The Book Talk is helpful to all students, and especially **EL Students**. All students also benefit from **READ ALOUD** procedure where the teacher reads daily for 10-20 minutes from a chapter book such as historical non-fiction. This procedure allows the teacher to introduce more challenging texts and model good reading. For **Struggling Readers**, research shows that they acquire new vocabulary just as easily as skilled readers when the teacher reads aloud to them.

Word Wall

WORD WALL is a large display divided into sections for each letter of the alphabet. It is used for writing new vocabulary for future reference. Both the teacher and students put words on the **Word Wall**. As students locate new vocabulary in texts, they add them the **Word Wall.** The teacher encourages students to use the new word orally and in their writing. Sometimes dictionary definitions are vague or confusing. Instead good literacy teachers have students use the dictionary to learn more about the word, its origins and create sentences. Rather writing one sentence for each new vocabulary word, research shows that using two or more vocabulary words in a single sentence encourages "deeper" analysis and application of meaning by students.

Semantic Mapping

SEMANTIC MAPPING or **webbing** is a teaching strategy that takes a concept from the text as a focus. Students examine its meaning through brainstorming as the teacher graphically "maps" their ideas using lines and circles to indicate key ideas and rterms, definitions and their relationships. **Semantic feature analysis** using a chart format, and **Venn diagram,** using overlapping circles, are similar to semantic maps. These motivating strategies build background knowledge and teach new vocabulary.

Discovery Work

A traditional teaching method, **DISCOVERY WORK** reinforces and extends direct instruction through independent practice. Many commercial programs have individual workbooks provided for students. It is very important for teachers to know how to select and make their own discovery work, especially for literacy intervention to address specific needs of an individual or small group of students.

To design worthwhile discovery work include:
Space for name of the student
Date
A title that is informative
Directions that are simply stated, include purpose that should be easy for parent or other adult to understand.
For **Discovery Work**, you might use vocabulary in text, poem, music, etc. related to **Literacy Project**. Some possible areas:
Synonyms and Antonyms
Root Words and Affixes
Nouns, Verbs or Subject and Predicate
Adjectives, Adverbs and other Parts of Speech
Describing character or scene using adjectives, etc.
Drawings of events and labeling them

Grammar, Text Structure and Vocabulary

For effective teaching of grammar, text structure and vocabulary, teachers need to have knowledge that supports comprehension of more advanced texts. They must be able to develop vocabulary by combining word-meaning instruction with concept development, using both definitional and contextual approaches to promote: integration ["deep processing"] of word meanings; development of word-learning strategies (e.g., teaching transferable, generalizable strategies; morphological knowledge; use of contextual strategies; development of word consciousness. They recognize the necessity of wide reading and multiple, meaningful exposures to new vocabulary, academic language, and background knowledge. They provide opportunities for students to use new vocabulary, academic language, and background knowledge in a variety of studies, projects and in multiple subject areas.

Some effective teaching strategies include:
1. Provide student-friendly definitions
2. Provide meaningful and contextualized examples, especially for new concepts
3. Conduct guided class or group discussions of academic content, concepts, new words and their meanings, including identifying synonyms and antonyms
4. Discuss words' origins, roots, and/or affixes
5. Create semantic and morphological maps
6. Develop word walls and individual word banks and logs to record new words.
7. Generate metaphors and analogies with words orally and in writing
8. Incorporate new vocabulary in class discussions and written assignments
9. Use more precise, technical or advanced vocabulary in teaching
10. Use contextual strategies (e.g., semantic and syntactic context clues, including apposition, to verify the meaning of a word and/or resolve ambiguity)
11. Use morphological strategies (e.g., know roots and affixes, structural analysis)
12. Demonstrate how to use reference materials (e.g., a dictionary, thesaurus, or other text-based or technology-based reference tool)
13. Develop students' word consciousness and foster a love of words (e.g., engage students in word games, discuss the etymology and morphology of words and support students' investigations in etymology and morphology, draw attention to the use of figurative language in both speech and print, encourage students to share new and interesting words encountered in speech and print).
14. Develop students' knowledge of language, language structures (e.g., knowledge of syntax and grammar, knowledge of elements that promote cohesion and coherence in oral and written discourse) and conventions (e.g., analyze how punctuation affects a text's meaning) to support their comprehension of texts at the word, sentence, paragraph, and text levels.

FIELD ASSIGNMENT TWO: CASE STUDY: ASSESSING LANGUAGE AND VOCABULARY (AREA E)

It is most important that a teacher determine what vocabulary a student understands with the texts they are commonly encountered in school or at home. To assess language and vocabulary of the Case Study Student:
1. Ask the student to bring you a copy of their reading or English textbook, their science textbook, and their social studies textbook.
2. Ask the student to read a 200 word section in each of the texts that they have not yet read. If the student is not a capable reader, you may read aloud.
3. As the student is reading, identify **2-5 words** in each of text that:
   a. are important to understand to get the message the text is trying to convey
   b. are difficult and
   c. occur frequently in the chapter.
4. Then ask the student to:
   a. describe what the word means
   b. give a synonym or
   c. use the word in a long sentence.

5. Record student responses to #4.
    a. Later evaluate the student's responses and classify as:
    b. "correct"
    c. "some knowledge of the difficult vocabulary" or
    d. "no knowledge of difficulty vocabulary"
6. Using the Vocabulary Rubric, write the number for each category.
7. Review the missed words from text and rubric scores to determine whether or not the Case Study Student is on, below or above grade level in their vocabulary. Students on grade-level should know about 12 of the 15 words (80%). However you will need to take into account other factors such as whether or not your student is an EL learner.
8. Write your findings, describing the student's areas of strengths and weakness. Discuss how much of the grade level texts the student would be able to understand given their vocabulary.

Example: Vocabulary

Table of Vocabulary Results

Textbook	Knows Word	Didn't Know Word	Examples of Known Words	Examples of Not Known
Reading				
Social Studies				
Science				

Field Assignment Four: Literacy Project Lesson Plan: Language or Vocabulary (Lesson 2)
1. Use the **LITERACY LESSON PLAN** in the Field Study Forms Section at the back of this Guide.
2. If possible, use a selection from the **Text Set-Reading Level**.
3. Use Read Aloud to read and discuss a multicultural selection related to the topic.
4. During reading, discuss language, vocabulary and content themes.
5. Teach a lesson on a skill or strategy to improve language, grammar or vocabulary related to the **Literacy Project**.
6. Design a **DISCOVERY SHEET** for practicing the skill.
7. Attach the worksheet and write a **LESSON REFLECTION** using form provided in the back of the Field Guide.

<u>Discovery Sheet Example</u>:

Name: Date:

Descriptive Language: *The Giver*

The Giver is a novel that takes place in the future. A large amount of descriptive language is used to convey the mood and intensity of the story. To prepare for his future role, Jonas, the main character, "receives" memories from "The Giver," the history of all that has happened in their community. In this activity, you will identify and use descriptive language from the Giver, including adjectives and adverbs.

1. In the following paragraph from Chapter 16, Jonas, the main character, receives a favorite memory from the Giver:

    "He was in a room filled with people, and it was warm, with firelight glowing on a hearth. He could see through a window that outside it was night, and snowing. There were colored lights: red and green and yellow, twinkling from a tree which was oddly inside the room. On a table, lighted candles stood in a polished golden holder and cast a soft flickering glow. He could smell things cooking, and he heard soft laughter. A golden haired dog lay sleeping on the floor." (pp. 122*)*

2. Circle as many descriptive words as you can find in the example, at least 5.
    List the adjectives:

    List the adverbs:

3. Make a drawing that represents this scene or another scene that you like from the novel:

4. Below write a sentence about your drawing of the scene that uses more descriptive language.

    (adapted from a student assignment)

WEEK X. COMPONENT: FAMILY LITERACY
**This Component includes directions for completing the Case Study:
Summary of Findings and Recommendations (Area H)**

The Importance of Family Participation in Literacy
Parents play a central role in developing positive reading attitudes. Research shows that students having the highest reading achievement had family members who read to them daily, beginning in infancy. They come from homes with a large number of books and other literacy materials. Reading achievement is directly related to intelligence scores, high school completion and measures of life satisfaction—employment, marriage, income, etc.

According to the National Commission on Reading, "Most children will learn <u>how</u> to read. Whether they <u>will</u> read depends in part upon encouragement from parents." As students move to upper grades, the role of parents changes. They themselves must be more engaged in literacy activities. Parents must provide routines and structure to support students and make sure they are healthy, well-rested and able to study at home. Parents need to work with the school to obtain resources such as tutoring if students are behind.

Recent Studies of Language Development
The mismatch between language at home and language at school is a major root cause of school failure for poor children. To remediate this problem, schools need to emphasize academic language through oral expression and vocabulary development and modeling literate behavior. A culturally rich school environment includes books, the arts, music, history, community heritage and other communicative resources.

Parents play a central role in language and literacy. Parents who interact, encourage exploration, play and engage in conversation are more likely to have children who are curious, independent and verbal. Reading to young children daily is the most valuable activity for improving school performance.

Today's parents place more pressure on children to possess specific knowledge and skills at an early age. Parents know that parenting skills are important and seek advice from family and friends, buy books and magazines on parenting, use electronic communication, etc. However they often receive conflicting information on how to choose an appropriate early education program, activities, books, materials and other resources that would be most beneficial to foster literacy.

Advice to Parents: How to Prevent School Problems

These simple prevention efforts will ensure that most children are ready for reading instruction:

An organized and positive family life supports literacy and school success.

Having routines, schedule and a place to do homework are important.

Stimulate language and conversation through regular interaction by having meals together and at other times

Devote time to children use talking to develop understanding of the world, teach values such as caring, responsibility, respect and good work habits.

Limit TV and computer use

Read books daily to young children

Provide writing, reading and creative materials to support dramatic play and communication

Demonstrate the many uses of literacy

Maintain a joyful, playful atmosphere around literacy

Give children more encouragement than discouragement

Give more explanations

Use early education and health services when offered

Field Assignment Two: Case Study Summary and Recommendations (Area H)

The **Summary of Findings and Instructional Recommendations** concludes the **Literacy Case Study**. This area is based on the compilation of assessment data and their analyses. It should be written at the completion of the assessment process.

Directions for Preparing the Summary and Recommendations:

1. For the final Interpretation Summary, provide an interpretation of performance for each are of literacy skills.
2. The Instructional Goals and Recommendations integrate the findings. Make a clear connection between the data and instructional recommendations. List instructional priorities with specific short- and long-term objectives to improved this student's literacy performance and school achievement.

Example: Literacy Case Study Summary and Recommendations to conclude study

SUMMARY AND INSTRUCTIONAL RECOMMENDATIONS

Literacy Dispositions:

John has a positive attitude towards academic reading, but reads very little on his own. It is important to encourage John to read more for enjoyment and it is important to get him interested in engaging literature on his independent reading level. I feel that introducing John needs more exposure to different types of literature that are better matched to his interests.

Recommendations for Improving Literacy Dispositions:

- **Read a Variety of Books in Different Genres**. Because John likes sports, he might enjoy reading (names of common, well-known children's books at his grade level)

- **Use a Reading Log**. I noticed that John likes to retell stories. I feel that John would benefit from using a reading log and writing brief summaries that include drawings from stories. This would provide John with the chance to communicate what he has learned and the parts of stories he enjoys. This may help the teacher to locate books that would interest him. Her responses to his log may motivate him to read more.

Word Analysis Skills:
John has a satisfactory command of print skills. He is on grade level in his fluency and word recognition skills. Although John's word recognition is on grade level, his performance could be improved through the use of additional mini-lessons on word patterns. Also increasing John's independent reading activities would provide him the chance to improve his print skills.

Recommendations for Improving John's Print Skills:
- Provide mini-Lessons on word patterns such as (list a few of the specific rules he needs to learn)
- Increase independent reading time in the classroom.
- Give homework that includes documenting reading at home, listing books read and with a parent signature.

Comprehension Skills:

John comprehended below grade level according to the results of the IRI. He had difficulty recalling details unless the story was read to him. I feel that John would benefit from more attention to strategies that improve story comprehension before and during reading. Both literal and inferential comprehension need strengthening.

Recommendations for Improving Comprehension Skills:
- Make a Story Map (Explain how each of these strategies help to improve comprehension)
- Ask for Story Predictions
- Use the Question-Answer-Response (QAR) strategy
-
Explain each of the strategies recommended in language a parent could understand and implement with the student.

Vocabulary Development:
John has a large vocabulary for topics such as sports related terms and American history for the fifth grade social studies unit from last year. Increasing the time John

engages in reading books, should help to continue to build John's vocabulary in his reading and writing. I believe that more time reading will not only continue to increase John's vocabulary, it will also help to strengthen his comprehension skills that are below grade level.

Recommendations for Improving Vocabulary:
- Increase independent reading time
- Include more oral language activities such as presenting book reports to class, etc.

Writing Skills:
John's writing sample shows a good command of technical conventions such as indenting paragraphs, capitalizing proper nouns and using punctuation marks. However John tends to write in simple sentences and his stories are no more than a single paragraph. He stories lack creative ideas, descriptive words, dramatic action and are uninteresting.

Recommendations for Improving Writing Skills:

After seeing a movie or favorite TV show, write and illustrate a story about the movie or program and give it to a family or friend or post it online. Look for books and other reading materials a games, sports and hobbies to promote interest and improve skills.

Suggestions for Parents
Establish a evening 30 minutes to one-hour "family literacy" time where everyone in the family reads. It could include activities such as: reading a story aloud, reading the newspaper or magazines, reading a book from the library, online or bookstore.

Conclusion:
John is a capable student who is reading below grade level but is performing at or above grade levels in other literacy areas such as vocabulary and writing.
The literacy assessments revealed the following areas where John is performing on grade level (list) and where he is below grade level in (list).

During the time when I was conducting the case study, John was also working with me in the Reading field work. As a result of these additional experiences, John has become fonder of reading. Within the past eight weeks, he has read 12 chapter books. He especially enjoyed (names of books and activities).

I believe that the reason John is not performing on grade level in reading is because he needs to be reading more varied books and be required to read for a longer period of time. Because John's motivation to read and write are lacking, more interesting activities such as reading logs and book reports should be assigned. If his comprehension continues to improve, John should be able to perform at or above grade level. This improvement would be very beneficial as he moves on to middle school where reading requirements increase significantly.

WEEK XI. LITERACY COMPONENT: COMMUNICATIVE LITERACY
This component includes directions for completing:
Literacy Project Lesson: Poetry, Music or the Arts (Lesson 4) and
Literacy Project Lesson: Newspaper, Technology and Multi-Media Lesson 5)

Communicative literacy is the essential ability for expressing meaning using standard symbolic systems like language that are common to a group or culture. Examples of communicative literacy include: reading, writing, art, music, singing, cultural and religious performances or rituals, acting, dancing and producing media. Technology offers many new and innovative ways to practice communicative literacy including multi-media where words are images combined.

Communicative literacy is acquired through education and experience. Critical for social interchange and cultural development, communicative literacy benefits children and adults alike, fostering relationships and learning in home, school, work and other settings. Endeavoring to enhance one's communicative literacy should be a goal pursued across the life span.

While not always prized in today's achievement-oriented society, communicative literacy, such as speaking a second language, composing a ballad, playing the cello, painting a landscape, knowing a folkdance, making a film or writing poetry, these communicative activities significantly expand one's own personal identity, life experience and interchange with others. Talented individuals and their creative capacities give greater meaning to the larger community and enrich the lives of everyone.

FIELD ASSIGNMENT FOUR: LITERACY PROJECT- *Visual, Poetic and Musical Literacy Lesson Plan (Lesson 4)*
In response to a literature selection from the **Thematic Text Set**, write and teach a lesson to a small group of students involving Communicative Literacy. For example, students might write a poem or story and create a cover or illustration for it. The might make-up a song or instrumental, etc. related to the literacy theme. Use this assignment for Lesson Plan 5 for your **Literacy Project**. Write a lesson reflection for this assignment using the form provided.

FIELD ASSIGNMENT FOUR: LITERACY PROJECT – NEWSPAPER, TECHNOLOGY AND MULTI-MEDIA *(Lesson 5)*
Teach a lesson on the newspaper and its parts. Use the classroom or school lab with your student to find information on the theme. Locate the Fresno Bee or another newspaper and find each of the parts. Look for current events on related to the theme. Use this assignment for Lesson Plan 5 for your **Literacy Project**. Write a lesson reflection for this assignment using the form provided.

FIELD STUDY FORMS:

CASE STUDY

Student Interest Inventory

About Me: Name: _____ Class: _____ Date: _____

1. Number of brothers _____ Number of sisters _____ Others in the home _____

2. My family is _____

3. At home I enjoy _____

4. Three words that describe me best are: _____,_____,_____

5. My favorite hobbies are: _____

6. My favorite sports are: _____

7. My favorite celebrities or athletes are: _____

8. My favorite persons in history are: _____

9. Three words my friends would use to describe me _____,

 _____, _____

10. I watch approximately _____ hours of television a day.

11. My favorite television programs are: _____,

 _____ _____

12. The three best movies of all time are: _____,

 _____, _____

About Reading:

13. I like to read (check one): a lot _____, sometimes _____, not at all _____

14. I knew how to read before I started school: yes ___ no ___ who? _____

15. Someone read to me before I started school: yes ___ no ___ who? _____

16. When I have to read, I _____

17. I like to read about _____

18. To me, books _____

19. I'd read more if _____

20. My favorite comic characters are _____

21. The newspaper I see most often is _____

22. My favorite magazines are _____

23. The best book I ever read was _____

About School: 24. School is _____

25. My favorite subject in school is _____ because _____

_____

26. My least favorite subject in school is _____ because _____

_____

27. Homework is _____

28. I complete my homework, always ____, sometimes ____, seldom ____, never ____.

29. Studying and getting work done is _____

30. I do my best for the teacher when _____

31. Three words my teacher would use to describe me are: _____

_____, _____

About Technology: 32. I use a computer at _____

33. I like to play games on the computer like _____

34. I use a computer for_____

35. I use a cell phone to _____

About My Wishes:

36. Someday I would like to have_____

37. I wish people wouldn't _____

38. When I finish high school I want to: _____

39. I wish I could _____

40. If I could make one change in the world, it would be _____

_____

LITERACY CASE STUDY: MORNING OBSERVATION

Name of Student:
Grade:
Teacher:

Describe the Classroom (Include other students, teacher, reading program used, activities, behavior management, etc.)

Describe the Classroom Reading Program (strategies used by the classroom teacher to teach reading (Guided Reading, Language and Vocabulary Development, etc.). List the textbooks and other resources and some of the units in the series for teaching reading and language arts skills)

Describe how student functions in classroom (activities, behavior, peer relations, completing tasks, relationship with the teacher, etc.) Compare observations of student performance in regular school program with that during tutoring.

Describe how student functions on playground (activities, behavior, peer relations, completing tasks, etc.)

FIELD STUDY FORMS:

LESSON PLANS
LESSON REFLECTION
CASE STUDY

LITERACY LESSON: EHD 174ECE - READING

NAME: DATE:

1. TITLE:

2. STANDARD:

3. BOOKS AND MATERIALS:

4. LITERACY OBJECTIVE:

5. CONNECTION:

6. VOCABULARY:

7. TEACHING STRATEGIES:

    Input:

    Modeling:

8. QUESTIONS:

9. STUDENT PRACTICE:

    Guided Activity:

    Independent Activity:

10. ADAPTATION STRATEGIES:

11. ASSESSMENT PLAN:

12. OTHER ACTIVITIES:

LEE 173: LESSON PLAN FOR TEACHING INTERVENTION

NAME: DATE:

INTERVENTION FOCUS:

MATERIALS:

CONNECTION:

TEACHING:

Questions:

PRACTICE AND ACTIVE INVOLVEMENT:

Questions:

MORE PRACTICE:

LEE 173: GUIDED READING LESSON PLAN

NAME: DATE:

TITLE OF LESSON:

English Language Arts Standard:

LITERACY OBJECTIVE:

TEXT SELECTION:

NEW VOCABULARY:

1. INTRODUCE BOOK:

Questions:

2. STUDENTS READ THE BOOK:

Questions:

3. STUDENTS RESPOND TO TEXT:

Questions:

4. STUDENTS REVISIT THE TEXT:

Questions:

5. EXTENDING READING - INDEPENDENT ACTIVITIES:

LEE 173 LESSON REFLECTION

NAME: LESSON: DATE TAUGHT:

OBJECTIVE OF THE LESSON:

WHAT DID THE STUDENTS LEARN (Reading Skills, Vocabulary, Spelling, etc.)?

WHAT TEACHING STRATEGY OR STUDENT PRACTICE WAS PARTICULARLY EFFECTIVE IN FACILITATING STUDENT LEARNING?

WHAT DIDN'T GO AS WELL AS YOU WANTED AND WHAT WOULD YOU DO DIFFERENTLY NEXT TIME?

LITERACY CASE STUDY REPORT

Your Name
Date

Introduction

Name of Student: (use a common pseudonym such as John, Jane, etc.)
DOB: (date of birth)
Age:
Grade Level:

A.   Student Background and School Performance
1.   Teacher Information and optional Parent Interview
2.   Assessment: Family Collage
3.   Assessment: Written (or dictated) Family Story
4.   Assessment: Classroom Observation and Playground

Analysis of Student Background and Performance:

B.   Literacy Dispositions
1.   Assessment: Interest Inventory

Analysis of Student Literacy Dispositions:

C.   Word Analysis and Fluency
1.   Assessment: San Diego Quick Assessment (Pre-Test)
2.   Assessment: San Diego Quick Assessment (Post-Test)

San Diego Quick Assessment Results

	PRE - TEST			POST - TEST	
READING LEVEL	GRADE	ERRORS	TYPES OF ERRORS MADE	GRADE	ERRORS
Independent (1 error)					
Instructional (2 errors)					
Frustration (3 errors)					

Analysis of Student's Word Analysis Skills and Fluency:

D.   Comprehension: Words in Context
1. Assessment: Informal Reading Inventory (IRI) - Part One

2. Informal Reading Inventory (IRI) – Part Two

Informal Reading Inventory (IRI) Results –Graded Paragraphs

LEVEL	GRADE	NUMBER ERRORS	TYPES OF ERRORS MADE
Independent Reading (no more than 1 error)			
Comprehension (no errors)			
Instructional Reading (5 errors or less)			
Comprehension (one error)			
Frustration Reading (more than 5 errors)			
Comprehension (2 or more errors)			
Listening **Comprehension** (less than 2 errors)			

Analysis of IRI Performance:

E. *Intervention Teaching: Word Analysis or Comprehension*
      (Discuss the word analysis or comprehension intervention you selected and why*)*

F.   *Language and Vocabulary* (LITERACY COMPONENT 8)
      1. Assessment: Written Description or Language and Vocabulary

List of Textbooks To Assess Language and Vocabulary:

Analysis of Language and Vocabulary Performance:

Textbook Vocabulary Results

Textbook	Knows Word	Didn't Know Word	Examples of Known Words	Examples of Not Known
Reading				
Social Studies				
Science				

G.   *Writing and Spelling* (LITERACY COMPONENT 9)
1. Assessment: Tompkins Rubric for Writing Quality
2. Assessment: Spelling analyzed according to Spelling Stages
3. Intervention Teaching: Writing Skill

Analysis of Writing and Spelling:

Writing Rubric and Assessment Results

WRITING AREAS	WRITING QUALITY			
LEVEL OF WRITING ACHIEVEMENT	MINIMAL	LIMITED	GOOD	EXCEPTIONAL
Ideas and Originality				
Organization				
Voice				
Word Choice and Language				
Sentence Structure and Fluency				
Mechanics: Spelling Punctuation Capitalization Grammar				

Spelling Rubric and Assessment Results

SPELLING LEVELS	DESCRIPTION OF ERRORS	
	NUMBER OF ERRORS	EXAMPLES OF ERRORS
EMERGENT: Uses scribbles, letters and numbers (Preschool-K)		
LETTER NAME-ALPHABETIC: Represents phonemes in words with letters and show knowledge of alphabetic principle. Uses beginning and ending consonants of words, some vowels, blends and diagraphs.(K- gr. 1)		
WITHIN-WORD PATTERNS: Uses long and short vowels, more complex consonant patterns, some reversals and overextensions of rules. (gr. 2-4)		
SYLLABLES AND AFFIXES: Uses inflectional endings and correct homophones (gr. 4-6)		
DERIVATIONAL RELATIONS: Shows knowledge of root words, alternations and attention to word meaning to spell more difficult words. (gr. 6-9)		
TOTAL ERRORS		
DESCRIBE STUDENT'S GENERAL WRITING LEVEL		

Intervention Teaching: Writing
(Discuss the writing skills intervention you selected and why*)*

H.   Summary and Recommendations

Summary of Literacy Dispositions:

Recommendations for Improving Literacy Dispositions:

Summary of Word Analysis and Fluency Skills:

Recommendations for Improving Word Analysis and Fluency Skills:

Summary of Comprehension Skills:

<u>Recommendations for Improving Comprehension Skills</u>:

Summary of Language and Vocabulary Skills:

<u>Recommendations for Improving Language and Vocabulary</u>:

Summary of Writing Skills:

<u>Recommendations for Improving Writing Skills</u>:

Additional Suggestions for Parents:

Conclusion:

APPENDICES

Include the following original materials unless otherwise indicated) and place in the back of the **Case Study Report** the following **Case Study Activities**::
1. Family Collage and Family Story (make copy and return originals to student)
2. Student Interest Inventory
3. Student Text Set
4. San Diego Quick Assessment (Pre-Test) with Student Responses/Errors
5. Informal Reading Inventory with Student Responses/Errors
6. Classroom & Playground Observation
7. Teaching Intervention Lessons – Reading, Writing
8. Writing and Spelling Assessment
9. Vocabulary Assessment
10. San Diego Quick Assessment (Post-Test) with Student Responses/Errors