

California State University, Fresno



Leadership for Diverse Communities

**LEE 173: Teaching Reading and Social Studies
in Grades 4-8**

VISION

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development (KSOEHD) fosters the development of the following candidate dispositions: 1) Valuing Diversity, 2) Critical Thinking, 3) Collaboration, 4) Reflection, 5) Professional Ethics, and 6) Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

COURSE DESCRIPTION

This course enables teacher candidates to teach the state-adopted academic content standards for students in English-Language Arts (4-8) and in history-social science (K-8) with research-based methods. Candidates will demonstrate the ability to understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress, and organize, manage, and plan instruction for reading and social studies. They will also demonstrate the use of developmentally appropriate instructional practices, activities, and materials in making content accessible to all students in English-language arts and History/Social Studies classrooms.

Multiple Subject Program Requirements:

This course is a required course in Phase 1 of the Multiple Subject Program. Taken concurrently, Field Study A is designed to provide the necessary classroom access essential for completing the assignments in this course.

Instructor Name:	Course Number: LEE 173
Units: 3	Office Number
Time:	Email
Location:	Telephone
Website	Office Hours

Prerequisites: Admission to the Multiple Subject Credential program. CI 171, LEE 172 (or concurrent enrollment). Concurrent enrollment in EHD 174 is required.

(SUGGESTED) REQUIRED TEXTS AND INSTRUCTIONAL MATERIALS

1. Tompkins, G. (2009). *Literacy for the 21st century: Teaching reading and writing in grades K through 8*. Upper Saddle River, NJ: Pearson Allyn & Bacon.
2. Silvaroli, N. J. & Wheelock, W. H. (2004). *Classroom reading inventory (10th ed.)*. Boston: McGraw Hill.
3. McLaughlin, M. & DeVoogd, G. (2004). *Critical literacy: Enhancing students comprehension of text*. New York Scholastic.
4. *Obrenchain & Morris (2008). 50 Social Studies Strategies. Upper Saddle River, NJ: Pearson Publishers.*
5. Additional Course Materials are available on Blackboard

(SUGGESTED) CHILDREN'S BOOK (students are to select one):

1. Fleishman, P. (1984). *By the Great Horn Spoon*
2. Fleishman, P. (1989). *Bandit's moon*
3. Cushman, P. (1979). *Ballad of Lucy Whipple*
4. Or Speare, E. (1983). *Sign of the beaver.*

(SUGGESTED) SUPPLEMENTAL TEXTS AND INSTRUCTIONAL MATERIALS

Grammar: Students will need to know standard English word usage, punctuation, parts of speech (noun, conjunction, adverb, pronoun etc.), complete subjects and predicates, and four types of sentences (fragment, simple, compound, and complex) so that students can teach proper proper language instruction in K-8 schools. Knowledge of those topics will be tested in the third week. Students can study yellow pages 458-795 in the Sebranek book listed below:

Sebranek, P., Meyer, V., & Kemper, D. (1999). *Write source 2000: A guide to writing, thinking, and learning*. Wilmington, MA: Great Source Educational Group.

Or do a Google Search for (grammar+lessons+instruction) to find some good sites to learn grammar.

LEE 173 Website

This course is supported by a web site: <http://blackboard.csufresno.edu>

Primary Learning Outcomes

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (NCATE) adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), and the RICA domains.

- 1) Demonstrate the ability to strategically plan, organize, schedule, and deliver a comprehensive, standards-based program of reading and writing instruction incorporating the following (NCATE 1.1, 1.3, 1.4; CCTC 4, 7A, 12; TPE 1; RICA Domains 1):
 - Word analysis (RICA Domain 2)
 - Fluency (RICA Domain 3)
 - Vocabulary, Academic Language, and Background Knowledge (RICA Domain 4)
 - Comprehension (RICA Domain 5)
 - Literary Response and Analysis (CCTC 7A)
 - Writing strategies, application, & convention (CCTC 7A)
 - Instructional delivery in listening and speaking (CCTC 7A)
 - 2) Demonstrate the ability to design a classroom environment that encourages the use of language arts and literature to enhance accessibility to the History/Social Science curriculum (NCATE 1.4; CCTC 4, 9, 7A, 8Ac; TPE 1, 4).
 - Demonstrate the ability to distinguish between misbehavior and over-enthusiasm (CCTC 3, 4; TPE 6b).
 - Demonstrate the ability to design developmentally appropriate activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills (CCTC 4; TPE 6b; RICA Domain 5.013).
 - 3) Understand the purpose of reading assessment and best practices related to standards entry-level assessment by implementing a minimum of two types of informal and formal assessments in analyzing student learning needs, planning instruction, and reporting student progress via summative assessment (NCATE 1.7; CCTC 4, 9, 7A, 12; TPE 3; RICA Domain 1.2, 5.013).
 - 4) Demonstrate the ability to make Reading and History/Social Studies content accessible to all students (including struggling readers, students with special need, English learners, speakers of non-standard English, and advanced learners) through (NCATE 1.3; CCTC 3, 4, 9, 7A, 8Ac, 12; TPE 4; RICA Domains 1-5):
 - Using grade level standards/standards-based curriculum instructional materials appropriately.
 - Using selections listed in Recommended Literature, Pre-Kindergarten through Grade Twelve
 - Varying instructional strategies, providing universal access, and using differentiated instruction to enhance reading and comprehension over a variety of content texts and informational/expository text sources,
 - Prioritizing and sequencing essential skills via appropriate pacing methods
 - Modeling active listening
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- Creating and adjusting lesson designs relative to students' current level of achievement and/or severity of their difficulties (i.e, benchmark, strategic, and intensive groups)
 - Using flexible grouping, individualized instruction, and whole-class instruction as needed.
- 5) Provide examples of activities designed to assist students in the following areas: (NCATE 1.4; CCTC 3, 4; TPE 6b):
- Strategies for managing time and completing assignments
 - Working in groups
 - Developing peer relationships
 - Supporting risk-taking in intellectual exchanges
- 6) Implement instructional strategies that facilitates English language development, including reading, writing, listening, and speaking skills in reading and History/Social Studies classrooms (NCATE 1.3; CCTC 9, 7A, 12; TPE 7; RICA Domains 1-5).
- 7) Begins to identify and use appropriately computer-based technology (hardware and software) to facilitate the teaching and learning process (NCATE 1.4; CCTC 11).
- 8) Begins to analyze, discuss, and evaluate professional literature pertaining to important contemporary issues in California schools and classrooms (CCTC 6; TPE 13).

MAJOR ASSIGNMENTS

All assignments are aligned with NCATE Standards, KSOEHD Dispositions, the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), the Teaching Performance Expectations (TPE), and the RICA Domains.

CASE STUDY (100 pts)

**(NCATE 1.7; TPE 1, 6B, 7; KSOEHD 1, 2, 4 & 5)
(FORMATIVE ASSESSMENT: TPE 1 (reading), 6B)**

Candidates will compile a case study on one child in grades 4-8 who is a struggling reader, using formal and informal assessment techniques.

Social Studies Literature Project/CONTENT-AREA FOCUS UNIT (100 pts)

**(NCATE 1.1, 1.4; TPE 1, 6B, 7; KSOEHD 1-6)
(FORMATIVE ASSESSMENT: TPE 1 (reading & social studies), 4, 6B)**

Candidates are expected to design a one-week History/Social Science content-area unit using a chapter from a currently adopted content-area textbook and a text set of trade books.

READING RESPONSE (30 pts)

(TPE 1, 6; KSOEHD 2 & 4)

Candidates will respond to a selected children's book by posting 3 times on the online discussion board and preparing notes to take on literature circles discussion roles.

QUICKWRITES (50 pts)

(FORMATIVE ASSESSMENT: TPE 1 (reading & social studies), 6; KSOEHD 2, 4, 5, & 6)

Five to seven times over the course of the semester, students will write a 50-150 word essay in class based on the assigned reading or class work. Some quickwrites will be based on assigned readings and others on lectures. Most will be given in the first few minutes of class, while others will be given after lecture/discussion times. Up to 50 points may be awarded for the best 5 quickwrites (possible of 10 points each). No make up of quickwrites. (Disposition: Lifelong Learning).

READING COMPETENCIES #1-8 (85 PTS)

(NCATE 1.4; TPE 1, 6; KSOEHD 1-6)

During the semester students will be completing a list of competencies to be carried out in their field placement classrooms. These competencies are to be done in conjunction with the master teacher's schedule and/or as you learn about them in class (See competency verification sheet in the appendix.) You are required to submit competencies (1-8) to the LEE 173 instructor along with a reflection and a student work sample. The LEE 173 instructor will collect and evaluate these competencies.

Completion of competencies 1-8 represent a minimum of 15 hours in the candidate's EHD 174 field placement.

MIDTERM AND FINAL EXAM (200 pts)

(NCATE 1.3; TPE 1, 3, 6, 7; KSOEHD 1, 2, 4, & 5)

(SUMMATIVE ASSESSMENT: TPE 1 (reading and social studies), 6B)

Students will a midterm, and a comprehensive final exam. The midterm will be administered halfway through the semester and the final exam during the scheduled final exam time for the course. Each could include some short answer (50-150 words) questions, application questions, and/or multiple-choice. The midterm and final exam are worth up to 100 points each.

SUPPLEMENTAL COURSE REQUIREMENTS

PREPARATION AND PARTICIPATION: Students will attend and participate in all classes and be prepared to discuss the assigned reading. It is recommend that students: 1) read and understand the material before class, 2) peruse the area designated in the book of handouts that corresponds with the assigned reading, 3) take good notes during class, and then 4) reread or ask questions about concepts that you need clarity on. Lack of attendance and participation after two instances will result in a lowered grade scores (subtract up to five points per absence, excused or unexcused, or lack of participation).

RICA: RICA should be taken after you have finished or are just about to finish both reading courses and all student teaching placements. Registration booklets are in room 100. Registration is six weeks before the exam. We request you take the exam after you have finished your coursework and student teaching

because a high percentage of the people who do wait, pass the exam. RICA prep courses take place the first Saturday in February, April, and June for \$80 through Extended Education 278-0333. Also see <http://www.rica.nesinc.com/> and/or call Glenn DeVogd at 278-0279 for other resources.

WRITING: Those who have difficulty writing are encouraged to visit the Learning Resource Center (LRC). They are generally open M-W 8-5 and sometimes until 9.

GRAMMAR: In order to receive credit for this course, teachers must know standard language, punctuation, parts of speech, and parts of a sentence to teach effectively. In the fifth week of class, a test of the conventions of the English language will be given. Students who do not pass this test must then pass a 3 hour course offered on your LEE173 Blackboard website.

ASSIGNMENT AND EXAMINATION SCHEDULE

Date Due	Assignment	Points
Any Week	Quick writes	50
Week 3	Reading Response	30
Week 6	Grammar Exam	Pass/Fail
Week 8	Midterm Exam	100
Week 14	Reading Competencies (Completed)	85
Week 15	Social Studies Literature Project/Content-Area Focus Unit	100
Week 16	Completed Case Study: (parts due throughout the semester)	100
Final Exam	Final Exam	100

COURSE POLICIES:

PREPARATION FOR CLASS: Reading assignments are expected to be completed prior to attending class. Knowledge of the content of the reading assignments may be tested in various modes including quick-writes, quizzes, short-answer essays, and performance assessments with or without notice.

GRADING SCALE. Grading will be based on points. Points will be awarded for various assignments and exams. The final grade will be determined based on the following scale: (Final Grades are available through STAR.)
665 – 598 = A; 597 - 532 = B; 531 - 465 = C; 464 - 399 = D; 398 – 0 = F

CELL PHONES. Out of respect for everyone’s learning experience, cell phones are to be turned off during class except when an emergency call is expected, or during breaks.

CONFIDENTIALITY. The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child in a case study, for example, the recommended language is “for the purpose of this study, I’ll refer to the observed student as *Child A*.”

***SUBJECT TO CHANGE.** This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

UNIVERSITY POLICIES

STUDENTS WITH DISABILITIES: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

CHEATING AND PLAGIARISM: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the [Class Schedule](#) (Policy/Legal Statements) or the [University Catalog](#) (University policies)

MAKE UP POLICY FOR PLANNED AND UNPLANNED ABSENCES: In the case of an unplanned student absence, papers, tests, and/or homework assignments due during the time the student is absent may be made up only if the student contacts the instructor as soon as practicable after the absence occurs and works out a plan. In the case of authorized absences due to university-sponsored activities, students should expect to submit their work to the instructor on or before the due date, or as arranged with the instructor. This includes papers, tests, and/or homework assignments. See grading policy in syllabus for additional information.

When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as dropping the class for a serious and compelling reason or withdrawal from the university may be appropriate.

COMPUTERS: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

DISRUPTIVE CLASSROOM BEHAVIOR: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ...

Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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COURSE OUTLINE, CALANDAR AND ASSIGNMENTS

Session # and Date	TOPICS	READINGS	ASSIGNMENTS
1	Effective teachers of reading and social studies	Tompkins Ch 1	
2	Organizing Reading Instruction	Tompkins Chapter 10 Read ½ of assigned child’s text	Post one online response to child’s text
3	Organizing Social Studies Instruction	Tompkins Chapter 11 Read and bring Child’s Text	Post the second online response Study for English Conventions Exam

4	Assessment	Tompkins Chapter 3 Read 1/2 of Silveroli Conventions Exam	Study for English Conventions Exam
5	Assessment (continued)	Read 1/2 Silverolo	Bring Silveroli
6	Teaching the Reading Process and Differentiated Instruction	Tompkins Chapter 1	Draft of student profile for case study
7	Teaching Comprehension	Tompkins Chapter 7-8	Draft of motivation section for case study
8	Midterm		
9	Critical Literacy	McLaughlin/Devgood Chapter 1-3	Draft of vocabulary and writing section of the case study
10	Academic Vocabulary	Tompkins Chapters 5-6	Draft of one or two reading competencies
11	Writing Process	Tompkins Chapter 6	Draft of interpretation and commendation section for case study (to be peer edited) Draft of lesson plan for unit
12	Reading and Writing in the Content Area	Tompkins Chapter 12	Draft of print skills section for case study
13	Teaching with Textbooks		Completed case study De
14	Media and Visual Literacy		Completed Reading Competencies Due
15	Diversity	McLaughlin/DeVoogd Chapters 3-6	Content Area Unit Due
16	Final Exam		See Examination Schedule

TOPICS AND DESCRIPTIONS

Effective Teachers of Reading and Social Studies

Teacher candidates will examine the characteristics of good readers & writers, will focus on the teaching of Social Studies through the idea of social constructivism, and will learn the basic principles for organizing reading Instruction

Organizing Reading Instruction

Teacher candidates will examine three instructional methods for teaching reading: Reading Workshop, Literature Focus Units, and Literature Anthologies' (basals). Students will also be exposed to the benefits of maintain sustained silent reading times.

Organizing Social Instructions

Teacher candidates will examine three instructional methods for teaching social studies: Literature Circles, Themes, and Multiple Intelligences. Teacher candidates are expected to to explain the advantages and disadvantages of these methods.

Assessment

Teacher candidates will learn about formative and summative assessment. Formative assessment is based on authentic literacy activities in which students are engaged in. Observations, conferences, and student works samples are examples of authentic assessment. In contrast, summative assessments are generally assessment administered at the end of the unit or school year. Tests are the most common form of this type of evaluation. In addition, teacher candidates will be exposed to the basic components of literacy development used to measure literacy learning.

Teaching the Reading Process

Teacher candidates will understand that the reading process involves a series of stages during which readers comprehend the text. Teacher candidates will also learn difference between a strategy and a skill, and will gain knowledge regarding the guidelines of strategy instruction

Differentiated Instruction (Differentiating reading/writing instruction for at-risk students, struggling readers, English learners and special needs students)

Teacher candidates will be exposed to the idea that students vary in interests, motivation, background knowledge, prior experiences, culture, language proficiency and literacy achievement. As a result, they will understand that it is important to take these individual differences in to account as they plan for instruction. Teacher candidates are expected to learn how differentiate for content, process, and product.

Comprehension

This topic will focus on what is comprehension and the factors that impact it. In addition, teacher candidates will learn the differences between the four levels of thinking; and become familiar with the following comprehension strategies: Activating background knowledge, connecting, determining importance, drawing inferences, evaluation, monitoring, predicting questioning, repairing, setting a purpose, summarizing and visualizing.

Critical Literacy

This topic will focus on what critical literacy is. Teachers will learn the principles of critical literacy and will develop an instructional framework that will be used as part of their content area unit. In addition, teacher candidates will learn to see beyond the bias of a text,

Academic Vocabulary

This topic will focus on the idea of expanding academic vocabulary/ Teacher candidates will understand that academic vocabulary are the words frequently used in language arts, social studies, science, and math. Teacher candidates will learn about the three tiers of words, the levels of word knowledge, and will be exposed to word-study concepts.

Writing Process

Teacher candidates will learn components of effective instructional delivery in writing, including the systematic progression of instruction and application of foundational writing strategies. Writing strategies will include activities for gathering and organizing ideas, drafting a composition, penmanship, revising and editing a draft, and finally publishing. Teacher candidates will also learn about research, technology, and evaluation strategies for teaching writing. As part of the revising stage of the writing process, teacher candidates will learn how to develop students' writing conventions for appropriate grade level standards, including sentence structure, grammar, punctuation, capitalization, and spelling.

Reading and Writing in the Content Area

Teacher candidates will understand that content-area textbooks are important resources that students use to learn about social studies. Teacher candidates will learn writing applications according to genres and their characteristics. In particular, teacher candidates will apply the five stages of the writing process to support students' comprehension of content area knowledge through writing expository texts related to social studies.

Teaching with Textbooks

Teacher candidates will learn about texts sets, interactive read-alouds, mentor texts, and commercial reading programs.

Media Literacy

This topic is concerned with helping students develop an informed and critical understanding of the nature of mass media, the techniques used by them, and the impact of these techniques. More specifically, it is education that aims to increase the students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products

Diversity

Teacher candidates have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.

Bibliography

SOCIAL STUDIES

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READING

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