California State University, Fresno
Department of Literacy and Early Education

Leadership for Diverse Communities

LEE 173ECE:
Teaching Literacy and English Language 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.*

LEE 173ECE COURSE DESCRIPTION

Prerequisite: Admission to Multiple Subject Credential, Early Childhood Education Program; Concurrent enrollment in EHD 174ECE; completion or concurrent enrollment inCi 171ECE and LEE172ECE. Teaching reading, writing, language arts, and English language development in grades 4-8. Making content area reading (e.g., in history/social studies) accessible. (2 lecture, 2 lab hours)

Course Title: *Teaching Literacy and English*	Instructor Name:
Language in Grades 4-8	Office Number:
Units: 3	Email:
Time:	Telephone:
Location:	Office Hours:

REQUIRED TEXTBOOKS

(These titles available from Kennel Bookstore)
1.   Akhavan, N. (2007). *Accelerated vocabulary instruction: Strategies for closing the achievement gap for all students*. NY: Scholastic. ISBN 13: 978-0-439-93037-69 (VOCABULARY INSTRUCTION)

2.   Dorn, L. J. & Soffos, C. (2005). *Teaching for deep comprehension: A reading workshop approach*. Portland, ME: Stenhouse. ISBN 1-57110-403-8 (TEACHING COMPREHENSION)

3.   Morris, B. & Perlenfein, D. (2003). *Literature circles: The way to go and how to get there*. Westminster, CA: Teacher Created Materials. (LITERATURE CIRCLES)

4.   Rea, D. M. & Mercuri, S. P. (2006). *Research-based strategies for English language learners: How to reach goals and meet standards. K-8*. Portsmouth, NH: Heinemann. (EL LEARNERS)

5.   Tompkins, G. (2008). *Teaching writing: Balancing process and product*. (5th ed.). Upper Saddle River, NJ: Pearson. ISBN 0-13-158416-2 (TEACHING WRITING)

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

<u>YOUTH LITERATURE</u>
(These titles available from Petunia's Place, Opus I Shopping Center, 6027 North Palm Avenue (northwest corner of Bullard and Palm), 438-1561. Two selections are selected in class activity)
1.   Avi. (2008). *Hard gold: The Colorado Gold Rush of 1859*. NY: Hyperion.

2.   Carbone, E. (2006). *Blood on the river: James Town 1607*. NY: Puffin Books.

3.   Lester, J. (2005) *Day of tears*. NY: Hyperion.

4.   Johnson, T. (2001*). Any small goodness*. NY: Scholastic.

5.   Shea, P. D. (2003*). Tangled threads: A Hmong girl's story*. NY: Clarion Books.

6.   Hobbs, W. (2006). *Crossing the wire*. NY: Harper Collins.

CALIFORNIA CONTENT STANDARDS
These documents can be accessed and downloaded at: http://www.cde.ca.gov/be/st/ss/
English-Language Arts Content Standards for California Public Schools,
English Language Development Content Standards for California Public Schools and
History-Social Studies Content Standards for California Public Schools

Journals and websites that may be helpful in competing class assignments:
International Reading Association http://www.reading.org/
Reading Teacher
Educational Leadership
Elementary School Journal
Language Arts
TESOL Quarterly

GRAMMAR REQUIREMENT

Future teachers must 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) in order to provide proper language instruction in K-8 schools. To pass LEE 173ECE, students must pass a Grammar Test administered in class early in the semester. Students who want to prepare can study yellow pages 458-795 in the book listed below:

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

BLACKBOARD REQUIREMENT

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

All students must be able to access Blackboard for course materials and to turn in their assignments. If you are running Microsoft Office 2004 or earlier, go to the blackboard website http://blackboard.csufresno.edu/and download the "Compatibility Pack" for Mac or Windows on to your computer. For assistance, contact Technology Innovation for Learning and Teaching (TILT) at 278-7373, Monday - Friday from 8:00 AM to 5:00 PM. You can e-mail them at: dcfeedback@csufresno.edu. Please include your Fresno State email address. TILT is located in the Henry Madden Library, First Floor, Room 1110. (Ask for directions at reference desk).

When submitting assignments, please include w for Wednesday, LEE 173ECE, name (use last name, if someone in class has the same name include your first name also) and assignment title (as it appears on syllabus calendar) using no caps, no spaces and no punctuation marks as follows: wlee173lastnamecomprehension

PRIMARY LEARNING OUTCOMES

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

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, 7A, 8Ac, 9; TPE 1, 4).

- Demonstrate the ability to distinguish between misbehavior and over-enthusiasm (CCTC 3, 6; TPE 6b).
- Demonstrate the ability to design developmentally appropriate activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills (CCTC 6; 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 6, 7A, 9, 12; TPE 3; RICA Domain 1.2, 5.013).

4) Demonstrate the ability to make reading and content areas 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, 6, 7A, 8Ac, 9, 12; TPE 4; RICA Domains 1-5):
- Using grade level standards/standards-based curriculum instructional materials appropriately.
- Using selections listed in CA Dept. of Education's *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
- 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, 6; 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 facilitate English language development, including reading, writing, listening, and speaking skills in reading and History/Social Studies classrooms (NCATE 1.3; CCTC 5a, 7A, 13a,f,g; TPE 7; RICA Domains 1-5).

7) Begin to identify and use appropriately computer-based technology (hardware and software) to facilitate the teaching and learning process (NCATE 1.4; CCTC 11).

8) Begin 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.

REFLECTIVE READING (READINGS) (10 points total)
(TPE 1 Reading & Soc. Studies, TPE 6; KSOEHD 2, 4, 5, & 6)
Students will write a one- to two-page summary of highlights from weekly assigned readings due prior to the date indicated in class. The summary must include at least one reflective, discussion question for class meeting. (Possible 1 point for each reading). Because this assignment involves in-class discussion, no points will be awarded if absent on due date or reading is submitted late, after due date. (Disposition: Lifelong Learning).

YOUTH LITERATURE CO-INQUIRY GUIDE (CO-INQUIRY GUIDE) (50 points total)
(TPE 1 Reading & Soc. Studies, TPE 6; KSOEHD 2, 4, 5, & 6)
Collaborative Inquiry (Co-Inquiry) is a strategy for structured group dialogue. This assignment involves reading weekly assigned chapters from selected youth literature (two books from required list) for group discussion according to a planned, agreed-on schedule for completing the book and related activities. Members will come prepared with discussion questions, independent activities or a literature strategy (see below) for a small group dialogue held during class meeting. (Possible 25 points per book). After completing the book, the group will submit a literature co-inquiry guide for the book that will be shared with classmates in other groups. Because this assignment involves in-class participation, five points will be deducted from the group score for those individual members who are not present for all meetings. (Disposition: Lifelong Learning).

TEACHING STRATEGY (STRATEGY) (25 points)
(TPE 1 Reading & Soc. Studies, TPE 6)
LEE 173ECE consists of seminar and activity periods. For the weekly class activity, a teaching strategy or set of strategies will be demonstrated/practiced. Students will sign up on the first night of class for a literacy strategy they would like to demonstrate to the whole class related to their literature study group. The presentation/practice should last no more than 10 minutes. Students are encouraged to bring examples and/or additional resources pertinent to the strategy and post them on blackboard. Examples of related youth literature, 1-5 books, are to be brought to class. A one-page form with description of the strategy with at least one teacher reference and a bibliography of related youth literature are required for presentation. Students are encouraged to include technology applications/documentation such as PowerPoint, exemplary websites, photos/video sharing, virtual discussion, blogs, etc. Please bring your computer or memory stick, materials and resources related to this demonstration. Be sure to check software applications, websites, etc. prior to your presentation so that valuable class time is not used for this purpose.

CASE STUDY NOTEBOOK (CASE STUDY) (50 points)
(NCATE 1.7; TPE 1 Reading, TPE 6B, 7; KSOEHD 1, 2, 4 & 5)

The purpose of this assignment is to give students experience and knowledge in the area of observation, assessment and effective instructional help for a struggling reader or writer, grades 4-8 that you will be teaching in EHD 174ECE. Students will create a case study notebook that includes making observations, conducting interviews, testing, selecting appropriate skills-based activities, collecting work samples, making a formal interpretation of literacy performance and providing recommendations for the classroom teaching and student's family. The case study is completed according to a schedule and the Case Study Notebook must be brought to class each week.

CONFIDENTIALITY: The privacy and identity of children and their families should be protected in all written materials. Please remove or cover the name of the child from all work samples and tests. 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 *Jane or John Doe.*" The score on the notebook will be lowered if student names are not removed or if confidentiality is otherwise violated.

LITERACY PROJECT (PROJECT) (Mid-Term, 35 points, and Final Exam, 70 points)
(NCATE 1.3; TPE 1 Reading & Soc. Studies, TPE 3, 6, 7; KSOEHD 1, 2, 4, & 5)

The literacy project integrates literacy instruction into a specific social studies, science, arts or music investigation of a topic, question or problem. The purpose of this assignment is for students to practice developing and writing seven standards-based, creative lesson plans in the specific components of literacy that are covered in class that can be integrated into content-area instruction. These lessons can also be used to satisfy EHD 174ECE fieldwork competencies. The project also includes a text set of books and resources for literature co-inquiry and related independent enrichment activities (task cards). The Literacy Project is completed in two parts as the mid-term and final examinations for the class.

The mid-term examination covers course content from Week 1 through Week 7 with an emphasis on comprehension and English language development integrated with social studies content. The mid-term examination is aligned with the **Comprehensive Lesson Plan Project** described in your *FAST Manual*, the required assessment for all Phase I Credential candidates. The final examination covers course content from Week 8 through Week 18 with an emphasis on vocabulary development, writing, literature and independent activities integrated with social studies content.

ELECTRONIC LITERACY RESOURCES (FILE) (10 points)
(TPE 1, 6; KSOEHD 2 & 4)

You will create your own electronic file of literacy resources for your future role as a skilled and versatile teacher. The file consists of a series of files in the following five areas (each is 2 points): Comprehension, Word Recognition-Decoding, Vocabulary Development, Writing and Literacy/Social Studies Projects (lists of recommended children's books, websites, etc). Each section should include adaptations for ELs as well as struggling readers and students with special

needs. For grading purposes, the electronic file should be submitted on a CD and include documents and hyperlinks to online resources.

GRAMMAR TEST
A grammar test will be administered in class. Students who do not pass this test must then pass a 3 hour course offered on your LEE173 Blackboard website.

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) review any handouts/resources that correspond with the assigned reading, 3) take good notes during class, and 4) raise questions about concepts that you don't understand. Lack of participation and/or more than two absences will result in less points for assignments (see assignment descriptions) and thus may lower your grade for the class.

RICA: The RICA examination should be taken after you have finished or are just about to finish both reading courses and initial Phase I and Phase II student teaching. Registration booklets are in Ed, Room 100. Registration is six weeks before the exam. We request you take the exam after you have finished your coursework and initial student teaching because a high percentage of the people who do wait, pass the exam whereas those that who take it early often must retake the test (additional fees and delay in getting a job). 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 _____ for other resources.

GRAMMAR & WRITING: Those who have difficulty with grammar and writing are encouraged to visit the Learning Resource Center (LRC). Check Fresno State website.

COURSE ASSIGNMENT SCHEDULE

Date Due	Assignment	Points
Each Week	Reflective Reading (due Monday by midnight) (1 point ea.)	10
Week 6	Grammar Exam	Pass/Fail
Begin Week 3	Literature Co-Inquiry Guide (25 points per book group)	50
Begin Week 3	Literacy Strategy	25
Week 8	Mid-Term (topic selection, lesson plans)	35
Week 16	Case Study Notebook	50
Week 17	Literacy Project (goals, lesson plans, text set, task cards)	70
Week 18	Electronic Literacy File	10
	Total Points Possible	250

GRADING

GRADING SCALE: (Final Grades are available through STAR.)
250 – 230 = A; 229 - 200 = B; 199 - 175 = C; 174 -150 = D; 149 – 0 = F

*SUBJECT TO CHANGE: This syllabus and schedule are subject to change at instructor's discretion. It is your responsibility to check for announcements made when you were absent.

COURSE SCHEDULE

WK	TOPIC	ASSIGNMENTS
1	COURSE AND SYLLABUS REVIEW EFFECTIVE LITERACY TEACHERS Characteristics of effective teachers are examined. Importance of building relationships is discussed along with several strategies for getting acquainted with a new class. • Know theories, models and components of language and literacy for diverse classrooms • Organize a literacy rich environment for Students in Grades 4-8 • Research-based, relationship-building • Create a literate classroom culture • Promote COMMUNICATIVE LITERACY in multiple symbolic modes Discuss reflective reading assignment Drawing, Memory, Questions (DMQ) **Book Collection: Building on a Theme**	Using the DMQ strategy, share a prior literacy experience by making a drawing and writing a brief description of a favorite literacy experience and asking a question about teaching reading or other related educational issue on a 5"x 8" card.
2	COMPONENTS OF LITERACY: COMPREHENSION Reading as a complex process involving a network of cognitive actions is discussed. • Comprehension as meaning-making • Different Types of Comprehension • Literacy Program - Components • Teaching English Learners (EL) • Realia, Visuals and Interesting Objects Book Talks for Literature Co-inquiry Selection Submit book preferences and you will be notified by e-mail of your group assignment. Discuss Literacy Strategy and Sign-up	Reading Assignment: 2comprehension EL LEARNERS, Introduction, Chap. 1 TEACHING COMPREHENSION, Introduction, Chap. 1 VOCABULARY INSTRUCTION Chap. 1

	Literacy Strategy: Family Collage and Story. Create a photo collage and story about a your family that includes some family facts, such as whose in your family, pets, activities, places you like to go, etc. (this assignment including photos should be no more than 2-3 pages. We will share them in class next week. **Book Collection: Family Collage**	
3	COMPONENTS OF LITERACY: ASSESSMENT Assessment is the process of coming to know students in order to understand their performance, needs and differences. • Purpose of Assessment • Forms of Assessment—Standardized and Teacher Generated, Pre- and Post-Tests, Individual and Group • Interest Inventories and Questionnaires For Students and Their Families • Measures: Reading Components • Monitoring Progress and Record-Keeping—Checklists, Anecdotal Records, Conference Meeting Notes • Files and Portfolios Discuss Case Study Notebook and Literacy File Discuss Graded Paragraph Assignment for next week's library orientation **Books: High Interest, Low Vocabulary**	Reading Assignment: 3assessment TEACHING COMPREHENSION, Chap. 2, 3, 4 Purchase the two youth literature books assigned by the instructor Due: Family Collage GRAMMAR PRETEST Literacy Strategy: Reading Response Log: may include notes, questions, drawings, photos, video or online blog, Word Wall
4	**TEACHER RESOURCE CENTER, HENRY MADDEN LIBRARY ORIENTATION** Class meets in the Library for instruction on locating resources and reviewing reading textbooks and materials. COMPONENTS OF LITERACY: LITERATURE CO-INQUIRY • Literacy resources, materials and websites for improving literacy and motivating students. • Basal texts and how are they used • Shared Reading • Alternative Texts (News, Comics, etc.) In Library: We will have planning meeting for our co-inquiry groups. We well select a graded	Reading Assignment: 4words TEACHING COMPREHENSION, Chap. 5, 7 VOCABULARY INSTRUCTION, Chap. 2 Due (In-Class Activities) Literature Co-Inquiry Group I Planning Meeting (Write/Submit Schedule) Grade Level Basal Paragraph

	paragraph for an Informal Reading Inventory (IRI)**.**	
5	COMPONENTS OF LITERACY: INFORMAL READING INVENTORY <u>Informal reading inventories allow teachers to determine reading levels of students and select appropriate materials for teaching reading.</u> 　　　Leveling Students using: • San Diego Quick Assessment (SDQA) • Individual Reading Inventory (IRI) • Differences Between Word Recognition and Comprehension • Lesson Plan Format for Instruction 　　GRAMMAR TEST NEXT WEEK **Book Collection: Authors**	<u>Reading Assignment</u>: 5guided EL LEARNERS, Chap. 2, 3 and Appendices on Lesson Plans <u>Literacy Strategy</u>: Book Reports-Standard & Creative, Teaching the Newspaper <u>BK 1: Literature Co-inquiry Meeting 1</u> Initiation Activity: Bring in an object of photo pertaining to a family move from one location to another that relates to theme of literature co-inquiry.
6	COMPONENTS OF LITERACY: VOCABULARY DEVELOPMENT FLUENCY, SPELLING, GRAMMAR <u>Research on vocabulary and spelling development. How teaching grammar improves literacy, using IRI results to build fluency.</u> • Spelling Stages and Programs • Word Identification • Vocabulary • Fluency • Academic English GO OVER LITERACY PROJECT **Book Collection: Print-Making**	<u>Reading Assignment</u>: 6writing TEACHING WRITING, Chap. 1, 5 TEACHING COMPREHENSION, Chap. 8 and Appendices <u>Due</u>: BK 1: Literature Co-inquiry Meeting 2 <u>Literacy Strategy</u>: Interactive Journals, Jokes and Riddles, Reciprocal Questioning and Assisted Reading DUE: GRAMMAR TEST Case Study Notebook – Activities 1 & 2
7	COMPONENTS OF LITERACY: GUIDED READING AND ELD and SDAIE <u>Guided reading, instruction for EL students and using poetry to develop oral expression.</u> • Steps for a Guided Reading Lesson • ELD and SDAIE Strategies • Poetry and Oral Expression • Writing a poem in class for Book I GO OVER MID-TERM **Book Collection: Poetry**	<u>Reading Assignment</u>: 7responding EL LEARNERS, Chap. 4, 5, 6 TEACHING WRITING, Chap. 2, 3 BK 1: Literature Co-inquiry Meeting 3 <u>Literacy Strategy</u>: Reader's Theatre**,** Ads and Commercials, Pantomime DUE: Case Study Notebook – Activities 3 & 4
8	<mark>READING AND WRITING PROCESSES AND INSTRUCTIONAL APPROACHES Using ability grouping—pros and cons MID-TERM COMPLETED IN CLASS</mark>	<mark><u>Reading Assignment</u>: 8approaches TEACHING WRITING, Chap. 4, 11 <u>Due</u>: MID-TERM BK 1: Literature Co-inquiry Meeting 4</mark>

	Bring final poem to class. Print-making will be used to create an illustration for the poem.	Literature Group II Planning Meeting DUE: Case Study Notebook – Activities 5 & 6
9	COMPONENTS OF LITERACY: WRITING Using the writing process in the classroom: topic selection, rough draft, peer editing, revision, publishing and author's chair. • Steps in Writing Process • Adapting Writing for EL Instruction • Graphic Organizers • The mini-lesson • Writing Process: We will write in story in response to Book I. • This session: Topic Selection Literature Co-Inquiry Group II Check-In **Book Collection: Writing**	Reading Assignment: 9workshop COMPREHENSION, Chap. 6 TEACHING WRITING, Chap. 6 Literature Strategy: Comics, Cartoon Sketching, Puppets DUE: BK 1: Sharing Showcase BK 1: Literature Co-inquiry Guide Case Study Notebook – Activities 7 & 8
10	COMPONENTS OF LITERACY: INTEGRATING LITERACY How to teach literacy across the curriculum using thematic units. • Social Studies and Expository Texts • Project Goals • Text Sets and Task Cards • Communicative Literacy • Media and Visual Literacy • Book-making: A vanishing art form • Writing Process: We will write a story about Book I. This session: Story Draft Sign up for 11/17 Book-Making Potluck: Bring a material for making book covers for class stories (colored paper cut to size, glue gun and glue, beads, ribbon, sequins, paint and brushes, cardboard, raffia, hole punchers, etc.) **Book Collection: Making Books**	Reading Assignment: 10content VOCABULARY INSTRUCTION, Chap. 6, 7, 8 TEACHING WRITING, Chap. 7 Due: BK 2: Literature Co-inquiry Meeting 1 Initiation Activity: Bring in an object of photo pertaining to a family tradition, celebration or cultural practice that relates to theme of literature co-inquiry Literacy Strategy: Oral History, Author Study, Writing Class Newspaper DUE: Case Study Notebook –Activity 9
11	COMPONENTS OF LITERACY: STRUGGLING READERS The characteristics of struggling readers and how to provide intensive intervention. • Interactive learning that allows negotiated meaning for ALL children • Pacing/quantity modifications	Reading: 11instruction VOCABULARY INSTRUCTION, Chap. 4, 5 TEACHING WRITING, Chap. 8 Due: BK 2: Literature Co-inquiry Meeting 2 Literacy Strategy: Script Writing, Props and Sets for Videos, Good Photographs

	• Enrichment for High Ability • Paired Learning • Peer Tutoring **Book Collection: Photographs and Films**	DUE: Revised Story: Book I Case Study Notebook – Activity 10
12	CRITICAL LITERACY & NEW LITERACIES Critical thinking involves going beyond the text and new literacies that use technology and the arts enhance this process. • Understanding, mediating, creating texts • Community Resources and Problems • Complex Instruction and Collaborative Learning GO OVER LITERACY PROJECT – FINAL, TEXT SET, TASK CARDS **Book Collection: Native Americans**	Reading: 12critical TEACHING WRITING, Chap. 9, 10 BK 2: Literature Co-inquiry Meeting 3 Literacy Strategy: Creating Albums, and Displays, Postcards, Pen Pals, Letter Writing
13	FAMILY LITERACY AND FAMILY PARTICIPATION Research shows that family participation increases literacy achievement. • Enhancing family literacy • Family events to improve literacy and communication • Literacy Resources and Book Clubs • Conferencing with parents about reading achievement Writing Process: We will publish the story on Book I and have a book-making "potluck"	Reading: 13participation TEACHING WRITING, Chap. 9, 10 Bring in your materials for book making BK 2: Literature Co-inquiry Meeting 4 Literacy Strategy: Music Production, Jazz Chants, Songs
14	READING WORKSHOP A complete reading program includes writing and communicative literacy activities in the daily program. • Writing and Composing • Poetry • Expressive Arts—Music, Drama and other Art Forms • Creating Independent Activity Centers Discuss Reading Competency 6 -8 **Book Collection: Historical Fiction and California**	BK 2: Sharing Showcase BK 2: Literature Co-inquiry Guide Due Literacy Strategy: Family Literacy Events, Literacy Programs in the Community, School Blogs
15	TEACHING SILENT READING APPLYING LITERACY TO LIFE: Teaching silent reading skills including scanning, skimming and locating information.	Due: CASE STUDY NOTEBOOK Faculty Consultation Days

	• Investigations in larger community • Civic literacy • Making Time for Co-inquiry and Social Studies Projects	
16	**Final Exam**	Due: <u>LITERACY PROJECT LITERACY FILE</u>

Topic Descriptions
Dispositions About Literacy Teacher candidates examine their own dispositions, beliefs and biases about literacy. They conduct a case study of a learner, participate in a group literature study, and reflect on their experiences as a reader and writer. Teacher candidates learn how to create a secure and safe classroom community that allows students to develop positive attitudes toward literacy, engage in collaborative projects that connect literacy to real world problems and pursue personal reading interests. The 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.
Literacy Components Literacy components that correspond to content standards are addressed throughout the course. The literacy components include: language, word recognition, comprehension, assessment, vocabulary, spelling, grammar, fluency, guided reading, literature study, silent reading, critical literacy, integrated literacy and communicative literacy. Relevant and recent research for each component is examined as the basis for informed practice. Students are exposed to an array of texts and genres, related teaching strategies and discover connections among the components. Key concepts, skills, strategies and literacy materials are introduced in readings and class lectures and practiced through class activities and assignments. Teacher candidates plan and teach standards-based lessons, demonstrate creative teaching strategies and identify appropriate methods, texts, materials and resources. Students learn that each of the literacy components is essential in designing a well-rounded, comprehensive literacy program.
Teaching Strategies Acquiring specific literacy teaching strategies are central to competent literacy instruction and creating a literate classroom community and environment. Varied teaching strategies are modeled by the instructor and practiced by the class for each literacy component. These instructional strategies include motivating ways to engage learners in reading and writing using content area texts, integrating, social studies and use of high quality youth literature collections. Featured literacy strategies include: guided reading, comprehension activities, vocabulary development, contextualized learning, word analysis, writing process, mini-lessons, peer teaching, literacy projects in social studies and science and integrating music and the arts.

Content Literacy

This course focuses on literacy in the content areas, specifically social studies. Students engage in a collaborative inquiry (co-inquiry process) while studying literature around a standards-based theme selected for the class. Literature collections and other teaching resources are shared so that students can create their own literacy project that integrates content literacy with social studies. Emphasis is given to different types of writing for the content areas including diaries, biographies, essays and research papers. Students research and engage in small group work around selected youth literature for the class and then develop their own content area projects that include reading, inquiry, writing and expressive arts for a theme related to their field placement. These lessons are taught to students in their upper grade placement in EHD 174ECE.

Assessment, Text Selection and Literacy Skills

Principles and methods of formative and summative literacy assessment are explored throughout the course. Informal and formal methods are introduced in class and practiced in a semester-long, case study as part of the field assignment. Candidates learn how to systematically assess literacy level and interests, administer, score and interpret a variety of literacy assessments including inventories and tests; conduct observations of their student in the classroom and on the playground; and collect and analyze writing samples using a rubric in order to the case study student's language, reading and writing performance. These results are used to locate and address reading difficulties, plan lessons and make recommendations to improve performance.

English Language Development

Research-based English language development strategies are reviewed, modeled and discussed. Students provide explicit instruction in English language and how to adapt instruction in the content areas. A variety of instructional strategies and assessment alternatives for English learners are presented in the readings and course lectures, e.g., cultural artifacts, contextualized learning, graphic organizers, visuals and active learning).. Students must include specific adaptations in all of 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 and Reluctant Readers)

Instructional strategies that increase opportunities for access and equity in the literacy program are stressed. 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 their case study, teacher candidates use assessment data and apply their knowledge to improve motivation and performance in reading, language and writing by selecting texts based on interest and level, teaching lessons to address difficulties and providing recommendations to parents.

Using Technology

Technology is incorporated into the components of literacy (reading and writing), teaching strategies and literacy assessment covered in this course. Students use technology for literacy instruction, for collaboration on group assignments and to assemble a professional electronic literacy file. Students learn how to locate internet resources appropriate for lessons and school use. They gain experience with educational applications in making a presentation of a teaching strategy and by creating literature guides that include multi-media internet resources and lesson ideas.

Role as a Professional Educator
The use of professional resources (e.g. standards, professional journals and organizations) is infused throughout the course through lectures, activities, and assignments. The importance of parent and community partnerships to improve literacy are discussed throughout the course.

CLASS AND UNIVERSITY POLICIES

ATTENDANCE: Attend all class sessions unless ill. Due to literature co-inquiry discussions and lab activity requirements, more than 2 absences may result in a lower grade.

HONOR CODE: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should: a) Understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration); b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.; c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

CELL PHONES: Out of respect for everyone's learning experience, cell phones are to be turned off during class. Cell phones must be stowed at all times, and not visible on the desk, clothing, lap, etc. Cell phones may not be used to record, transmit, photograph or video without prior arrangement and permission of the instructor. Violation of this policy will result in requiring student to remove the cell phone from my classroom for the remainder of the semester.

STUDENTS WITH DISABILITIES: Upon identifying themselves to instructor and university, students with disabilities will receive reasonable accommodation for learning and evaluation. For 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)

STUDENT CONDUCT: In accordance with university policies and California state law, students are expected to be responsible, civil and respect others and their property. Examples of unacceptable behaviors include: destruction, damage or misuse of university property; dishonesty, falsifying information or misrepresentation; lewd or obscene behavior; disruption of a university-related activity; conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct; and unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose

(For more information and additional prohibitions see: *California Code of Regulations, TITLE 5 Education*, *Division 5*. Board of Trustees of the California State Universities, Subchapter 4. Student Affairs, Article 2. Student Conduct § 41301).

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 . . . conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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 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. The instructor may require a doctor's note to verify illness for absence during examinations or for late assignments. When a student is absent for an extended 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. 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."

During class, use of the computer is for approved, in-classroom activities only such as note-taking or class presentations. Use of the computer for non-class related activities including, but not limited to, social networking, e-mail, other personal access/communication or unauthorized audio or visual recording or transmission of classroom activities, lectures, students or their work are strictly prohibited. Violation of this policy will result in requiring student to remove the computer from my classroom for the remainder of the semester.

COPYRIGHT POLICY: Copyright laws and fair use policies protect the rights of those who have produced the material. Work in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).To familiarize yourself with copyright and fair use policies, visit the University's copyright web page. Digital Campus course web site contains material protected by copyrights held by the instructor, other

individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material.   Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

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