



Leadership for Diverse Communities

**LEE 177: Teaching Reading and the Arts in
Grades K-3**

Course Description:

Assessment and instructional approaches for the balanced teaching of reading/language arts in the primary grades: using developmentally appropriate practices, studying state standards for literacy development and component strands for visual and performing arts, and selecting techniques for culturally/linguistically diverse learners.

Multiple Subject Program Requirements:

This course is a required course in Phase 2 of the Multiple Subject Program.

Concurrent Enrollment: *This course must be scheduled concurrently with Field Study B/Grades K-3. As a part of Field Study B students will participate in three seminars (3 hours each) in The California Standards for the Teaching Profession (3 hours) and CCTC Standard 8A (d) K-8 Visual and Performing Arts (6 hours.)*

Course Information

Units: 3.0

Time:

Location:

Instructor:

Office:

Email:

Telephone:

Office hours:

Prerequisites: Successful completion of all requirements of Phase 1 of the Multiple Subject Credential Program.

Required Texts and Instructional Materials:

California State Board of Education. (2004). *Reading/Language Arts standards for California Public Schools, pre-Kindergarten through grade 12*. Sacramento: CDE.
(available on-line at cde.gov.) (CDE/RLA).

California State Board of Education. (2004). *Visual and performing arts and content standards for California Public Schools, pre-Kindergarten through grade 12*. Sacramento: CDE.
available on-line at cde.gov.) (CDE/VPA).

Clay, M. M. (2002.) *An observation survey of early literacy achievement*. (2nd ed.). Portsmouth, NH: Heinemann.

Clay, M. M. (1989). *Stone. OR Sand*. Portsmouth, NH: Heinemann. (You only need ONE of these)

Garan, E. (2007). *Smart answers to tough questions: What to say when you're asked about fluency, phonics, grammar, vocabulary, SSR and more*. New York, NY: Scholastic.

Yatvin, J. (2007). *A survival guide: English only teachers in mixed-language classrooms*. New York, NY: Scholastic.

Suggested:

Akhavan, N. (2007.) *Accelerated vocabulary instruction: Strategies for closing the achievement gap for all students*. New York, NY: Scholastic.

Tompkins, G. E. (2007). *Literacy for the 21st Century: Teaching reading and writing in pre-kindergarten through grade 4*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Primary Learning Outcomes:

The learning outcomes are aligned with 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.

After completing this course, teacher candidates will be able to:

1. Provide a comprehensive, systematic program of assessment and instruction to students in K-3 classrooms, including systematic, explicit and meaningfully applied instruction in reading, writing and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state adopted academic content standards for students in English Language Development, Reading/Language Arts and Visual/Performing Arts; and state the framework for Visual and Performing Arts. (CCTC 7A, 8A(d), 12; TPE 1, 3, 4, 6A, & 7; RICA Domains 1-4)
2. Demonstrate the ability to assess, plan, organize, manage, and differentiate instruction to support the development of comprehension skills, including a strong literature component; reinforce content in multiple ways using the visual/performing arts; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners. (CCTC 7A, 12; TPE 1, 3, 4, 6A, & 7; RICA Domain 4)
3. Demonstrate understanding of effective instruction using a range of textual, functional and recreational instructional materials, as well as a variety of narrative and expository texts and art forms (for example, performances and art reproductions) that include materials that reflect cultural diversity in teacher-supported and independent reading contexts. (CCTC 7A, 8A (d), 12; TPE 1, 4, 6A, & 7; RICA Domain 3)
4. Demonstrate understanding of the importance of the visual and performing arts (dance, music, theater, and visual arts) and strategies for their use in support of literacy learning. (CCTC Standard 8A (d); TPE 1, 4, 6A, & 7)
5. Demonstrate the ability to provide effective instruction, based on appropriate assessments, to develop students' background knowledge and vocabulary, and use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences. (CCTC 7A, 12; TPE 1, 3, 4, 6A; RICA Domain 3)
6. Demonstrate understanding of the importance of, and strategies for, promoting the use of oral language in a variety of formal and informal settings related to literacy, including talking about art and illustrations, retelling stories, and responding to literature. (CCTC 7A, 8A (d), 12; TPE 1, 4, 6A, & 7; RICA Domain 4)

7. Demonstrate the ability to provide effective instruction in writing strategies, writing applications, and written and oral English language conventions appropriate to the assessed levels of individual children in K-3 classrooms. (CCTC 7A, 12; TPE 1, 3, 4, 6A, & 7; RICA Domain 4)
8. Demonstrate the ability to provide effective instruction in organized, systematic, explicit skills that promotes fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills (to include spelling patterns and sound/symbol (orthography) codes) and how to provide for extensive practice in reading and writing appropriate students' assessed levels of performance. (CCTC 7A, 12; TPE 1, 3, 4, 6A, & 7; RICA Domains 2,3)
9. Demonstrate understanding of the importance of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting including methods for assessing and monitoring progress in an ongoing manner. (CCTC 7A, 12; TPE 1, 3, 4, 6A, & 7; RICA Domain 1)
10. Demonstrate understanding of the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English learners, students with reading difficulties, and students who are proficient readers. (CCTC 7A, 12; TPE 4 & 7; RICA Domains 1&2)
11. Demonstrate understanding of linguistic development, first and second language acquisition and how first language literacy connects to second language development as well as the ability to adapt lessons to the needs of English learners according to their assessed individual language levels and needs. (CCTC 12; TPE 3 & 7; RICA Domain 1&4)
12. Demonstrate the ability to provide explicit instruction and guided practice in responding and analyzing literature and art based on assessed performance of learners. (CCTC 7A, 8A (d), 12; TPE 1, 3, 4, 6A, & 7; RICA Domain 3)
13. Demonstrate the ability to plan lessons and design a classroom environment that reflect understanding of the California Standards for the Teaching Profession, Reading/Language Arts Content Standards, English Language Development Standards, and Visual/Performing Arts Standards. (CCTC 7A, 8A (d), 12; TPE 1, 4, 6A, & 7; RICA Domain 1)
14. Demonstrate the ability to make appropriate choices in software and technological applications to support student learning, communicate effectively, and generate professional reports. (CCTC Standard 11; TPE 1)

TENTATIVE Assignment and Examination Schedule

For major assignments

All assignments and due dates may be changed depending on the needs of the class. Students will be given ample notice of any changes. Class notes and other information will be posted on the course blackboard.

Date	Assignment/Activity	Points Possible
Week 9 Week 16	<p><i>½ competencies and reflections completed</i></p> <p><i>½ competencies and reflections completed</i></p> <p>Assignment description: Students will implement 4 reading competencies and 4 writing competencies under the supervision/guidance of their master teacher or their university supervisor. Each competency will be modeled by their LEE 177 instructor and supplemented with videos of classroom teachers implementing the competency, and written descriptions of each on the course blackboard. The student will plan with their master teacher on when to teach each competency and reflect on their teaching (see competency reflection sheet).</p>	100
Week 9	<p><i>Young Child Assessment: Literacy assessments conducted with a kindergartener or 5 year old (TPE 1, 3, 7)</i></p> <p>Assignment description: The student will conduct five assessments with a young child (kindergarten or 5 year old) who is emerging in literacy to gain insight about the child's developmental levels in processing print and explore ways to provide appropriate scaffolding. Assessment include: Interest inventory, writing, spelling, phonemic awareness, concepts about print, and letter identification (see Young Child Assessment grading sheet)</p>	50
Week 9	<p><i>Mid-term Examination (TPE 1, 3)</i></p> <p>Mid-term description: The student will complete an examination covering the assessment and teaching strategies they have been studying in class experiences, course readings, and fieldwork. The midterm consists of short-answer questions, analyzing writing samples for spelling development, and an essay to synthesize assessments and teaching strategies in a practical application in the context of a classroom scenario.</p>	100
<i>Announced in advance</i>	<p><i>Tests/Group Work: Phonics Test; Running Records and Cueing Systems Test; EL strategies presentation (TPE 1)</i></p>	100

	<p><u>Average of all</u></p> <p>Test descriptions:</p> <p>Phonics: The students will pass a test with at least an 80% covering the most useful phonics generalizations identified in research. These are the generalizations that are most useful to teach students to help learn to spell and decode text. They are given three chances to pass the test.</p> <p>Running Records and Cueing Systems: The students will take a running records and cueing systems test and pass with at least an 80% BEFORE implementing these assessments with students. The students have course readings and in-class training with videos about taking running records, along with video supplements and website links on blackboard.</p> <p>EL Strategies Group Presentation: The students will work in small groups and present effective ways to meet the needs of EL students in their classrooms. Topics include: Theory and beliefs about teaching EL students; welcoming new students and information for parents; using visual representations to complement print; oral language structures and development; reading and writing strategies, and reaching out to families and community.</p>	
Week 15	<p><i>Case study: Literacy assessments conducted with, and instructional plan designed for, a 1st-3rd grade student in your placement (TPE 3; FORMATIVE ASSESSMENT: 6a)</i></p> <p>Assignment description: The student will work with a 1st-3rd grade child who is identified as below-level in reading (based on teacher recommendation). The student will implement a series of assessments to determine the child's developmental levels in processing print and analyze and synthesize the findings to create a formal report and then develop an instructional plan to address needs outlined in the report. (See Case study grading sheet)</p>	150
Week 17	<i>Final Examination (TPE 1, 3)</i>	100
On-going	<p><i>Class participation and attendance (TPE and NCATE professional dispositions) is assumed. Participation will be evidenced by contributions to class discussions, assignments and engagement in activities, honest written self-reflection, and positive interactions your peers and instructor. Note: Rude, unpleasant behavior will result in 0 points and/or dismissal from class. Students must comply with the professional dispositions listed below—Please contact me if you need to miss class due to an illness or emergency. Two absences will result in a drop of one letter grade for the course. If you miss 3 classes (due to unusual and compelling</i></p>	25

	<i>circumstances) please arrange to meet with me to prevent from failing or being dropped from the course.</i>	
--	--	--

Note: You must successfully complete all sections of the case study. Failure to do so will result in an F on that assignment.

The following requirements are Pass/Fail and must be completed successfully in order to pass the course:

Week 4	<i>Phonemic Awareness and Phonics Test: Candidates have 3 chances to pass. First attempt will average with grades on other tests</i>
Week 15-16	<i>Reflection & Self-evaluation: TEACHING PROJECT COMPONENT 7: Reflection and Self-Evaluation) *This is conducted with supervisor NOT during class meeting.</i>

Complete details and rubrics for all assignments will be distributed in class and posted on course blackboard. All tests will be graded using rubrics.

In addition to the assignments listed above, students will be involved in a minimum of 30 hours of field/lab activity to fulfill the competencies listed in Appendix E.

Candidate Professional Dispositions: “The faculty of the Kremen School of Education and Human Development foster the development of the following candidate professional dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.”

Course Policies:

Grading. Letter grade. See below for method of grade calculation based on number of points earned.

A = 625-563

B = 562-500

C = 499-438

D = 437-375

F = Below 375 OR less than 65% on the final examination and/or incomplete case study

Cell Phones. Out of respect for everyone's learning experience, cell phones must be turned off during class except when an emergency call is expected, or during breaks. Traditional calculators may be used during tests when needed (no cell phone calculators).

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 and complete class activities/assignments

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)

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."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy 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 help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#).

Digital Campus course web sites contain 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.

TENTATIVE SCHEDULE

Date	WEEK	Topics	Assignments Due
	1	Introductions and course overview Focus topics: Literacy and Language development research and theory; Integrating language arts and visual/performing arts	
	2	Focus topics: The reading process and balanced reading instruction; Assessment and Instruction Standards-based teaching: Reading/Language Arts Standards & Visual/Performing Arts Standards Children’s literature in the language arts curriculum Reading Aloud: Multicultural Read Alouds with pre-reading, during reading, after reading components. Steps in the reading process. Grand Conversations	Garan, Intro, p. 13-24 *Three folders: 1. Competencies 2. YC assessments 3 Case study
	3	Phonemic Awareness and phonics. Research findings of the National Reading Panel on phonics and phonemic awareness. <ul style="list-style-type: none"> • Assessing specific PA skills • Teaching PA Decodable text (uses and misuses) Getting started with assessing a student Instructional Framework: Phonemic awareness lessons/ Elkonin boxes; sound blending, sound matching, sound isolation	Garan, p. 25-36 Clay, chapter 1 & 2
	4	Language Experience and Shared Writing Levels of Reading: Readalouds to Independent reading	Garan p. 67-100; 129-142

		Levels of writing: Assessing writing samples and stages of spelling development The relationship between reading, writing, and spelling development	Clay, Ch. 4 *PHONICS TEST *Bring Sand or Stones *Identify young child for assessments
5		Concepts About Print (CAP) assessment Anecdotal records Practice assessing CAP <ul style="list-style-type: none"> • Book handling skills • Directional concepts • Conventions of print • Visual scanning • Hierarchical concepts Observation Survey (Clay book)	Garan, p. 111-128 *Bring Sand or Stones
6		Focus topic: Running Records of text reading <ul style="list-style-type: none"> • Recording children's oral reading behaviors • Scoring running records Cueing Systems (or Sources of Information in Print) <ul style="list-style-type: none"> • Analyzing running records Grouping for Instructional Reading Teaching to needs identified in running records	Clay Ch. 5 & 7 Running records test
7		Focus Topic: Vocabulary development & Assessment Writing vocabulary assessment Instructional Reading Groups & Vocabulary Study Tying it all together: Levels of Reading and Writing instruction; purposes and strategies.	*Identify 1 st -3 rd grader for case study Young child assessments due
8		Focus Topic: Assessing and teaching comprehension Illustrations and comprehension Retelling as comprehension assessment Using the visual/performing arts for literacy learning <ul style="list-style-type: none"> • The four arts: dance, drama, music, and visual arts • Component strands: visual perception, aesthetic valuing, creative expression, historical/cultural contexts, connections and applications Review for midterm exam	Garan p. 101-110; 52-66
9		Midterm Examination	*1/2 competencies due
10		Focus Topic: Text structures: Narrative, expository, poetic form: Factors in comprehension Content area reading: Social Studies and Science Instructional Reading Groups & the role of visual & performing arts Narrative summary Instructional plan for case study	Garan p. 143-157

		Scaffolding children in literacy progress: Appropriate teaching strategies to meet the needs of your students Assign chapters for Yatvin/group presentation	
	11	Effective teaching for EL Students: Connecting Oral Language, Written Language, and Visual Representations to enhance literacy learning for English language learners.	Yatvin Book: Assigned chapters
	12	Effective teaching for EL Students	EL Strategies presentations
	13	Focus topic: Organizing and managing instruction Integrating literacy and arts centers into instruction Integrating technology with language arts Integrated/thematic teaching: integrating content areas and the language arts and visual and performing arts to enhance comprehension. Group work and ideas for teaching the arts	Technology articles
	14	Using technology to scaffold literacy development: Writing process, visual literacy, responding to literature	
	15	Comprehension and Fluency: toward independent readers and writers Instructional Reading Groups: Guided Reading purpose and procedures Sight words <ul style="list-style-type: none"> • Assessing sight words • Teaching for control of sight and High Frequency Words 	*1/2 competencies due
	16	Modifying strategies to address EL learners, At-Risk and special needs students RICA domains Professionalism/participation self-evaluation Comprehensive review of course Review for final exam	*Case study due
	17	FINAL EXAM	

Prompt and Rubric for Reflection and Self Evaluation

Reflection and Self-Evaluation Prompt

Teaching Process Standard

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Task

Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt

- **Reflect on your instruction and student learning.**
 - **Effective instruction.** What instructional strategies and activities do you think contributed most to student learning? Why? Support your comments with the evidence discussed in the Analysis of Student Learning.
 - **Changes.** If you had an opportunity to teach this project again, what are at least 2 things you would do differently? Why? Consider your learning goals, instruction, assessment, and other factors under your control. Support your comments with the evidence discussed in the Analysis of Student Learning.

- **Reflect on possibilities for professional development.**
 - **Professional learning goals.** Describe at least two professional learning goals that emerged from your insights and experiences with the Teaching Project.
 - **Next steps.** Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Documentation: reflection on instruction (2-3 pages); reflection on professional development (1 page)

Reflection and Self-evaluation Rubric: *REFERENCE (scoring for teaching project)

Teaching Process Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	

Sample Teaching Activities for Linking R/LA Standards with V/PA Standards

Shared/Guided Reading

1. Pantomime the story as the teacher reads it to address dance/theatre concepts of movement and sequence. Discuss beginning, middle, and end to describe the pantomime.
2. Use body and voice to alter the meaning of a story.
3. Compare and contrast the illustrations of the same story in different books.

Vocabulary Development

1. Have students act out the meanings of words they are studying.
2. Encourage students to illustrate the meanings of words through art work.
3. Have students develop a “said” web

Comprehension

1. Identify the 5 W's of the story as the teacher reads it.
2. Dramatize with words and actions the story the students are reading.
3. Create a collage of the story using paper painted by the students, as in the style of Eric Carle.
4. Create a set (setting) in front of which students re-enact a literature story.
5. Identify universal characters students find in literature: good person, bad person, monster, etc.
6. Determine fantasy versus real stories. Ask the students how they can tell the difference.

Writing

Demonstrate the meaning of a story through movement including body language.

Scoring Rubric for Literacy Competencies*

Credential Candidate _____ EHD 174 EHD 178 EHD 170

1—DOES NOT MEET REQUIREMENTS (UNACCEPTABLE)	2—MEETS REQUIREMENTS (ACCEPTABLE)	3—EXCEEDS REQUIREMENTS (EXEMPLARY)
<p>1. Context: Several elements of the instructional context are missing or incompletely/inadequately described.</p> <p>2. Activity: Description of the activity is minimal so that reconstructing the event is not possible. Student results are minimally described or are incomplete in terms of the specific focus of the competency. If required, the written lesson plan is incomplete and/or in an unacceptable format. No student work is attached.</p> <p>3. Reflection: Reflection on the activity conducted expresses overly generalized or vague statements which exhibit negligible self-analysis in light of student results.</p>	<p>1. Context: All elements of the instructional context are identified including setting (whole class, group, individual), number and grade level of student participants, and other relevant conditions (e.g., physical setting, time of day, curricular context, etc.)</p> <p>2. Activity: Description of the activity clearly explicates the order of instructional events that occurred and provides an account of results achieved with students. If required, the written lesson plan is complete, is in the required (or an acceptable) format, and accurately reflects pedagogical characteristics of the activity (as explained/demonstrated). As appropriate to the specific competency, at least two examples of student work are submitted as exemplars for results achieved.</p> <p>3. Reflection: Reflection on the activity/lesson expresses specific statements of self-analysis that reflect careful and due consideration of student success in light of instructional effectiveness.</p>	<p>1. Context: All elements of the instructional context are clearly identified including the setting, number and grade level of student participants, other relevant conditions (e. g., physical setting, time of day, curricular context, etc.). Details of the instructional context are situated in the larger framework of students’ overall learning in the classroom.</p> <p>2. Activity: Description of the activity clearly explicates the order of instructional events that occurred; results with students are explicated and data (if appropriate) are formally presented in table or graph format. As appropriate to the specific competency, two-three examples of student work are submitted as exemplars for results achieved.</p> <p>3. Reflection: Reflection on the activity/lesson expresses specific statements that exhibit in-depth self-analysis, and reflection upon that analysis, that have lead to new insights into professional practice.</p>

Field-based Activities for EHD 174, 178, & 170. LEE 173 and 177 instructors collect and confirm successful completion of competencies for EHD 174 and 178 respectively. The EHD 170 supervisor collects and confirms successful completion of competencies for EHD 170.

Competencies for Literacy Development: Phase II

Field Experience: LEE 177

The following teaching experiences will be implemented by the credential candidate and supervised by the EHD 178 instructor. Either the Supervisor or Cooperating Teacher will confirm that lessons were taught by initialing the line to the left found next to each competency. Credential candidates submit all records and reflections to their LEE 177 instructor for sign-off of successful completion.

1. All competencies are to be completed in small groups (3 students). The Elkonin boxes for phonics and phonemic awareness and the Language Experience competency can be done individually or in a group of no more than 3 students.
2. You will use “real” picture books with engaging stories for reading competencies.
3. After teaching the competency, you will reflect on what specific skills or strategies you taught. Then you will reflect on what went well and how you could have improved your instruction.
4. Plans for instruction should be submitted to your cooperating teacher before teaching.
5. *Include samples of students’ work with your reflections.*

Description of Competencies

*Supervisor/cooperating
Teacher initial on left space provided

_____ 1. Read aloud using a well-illustrated multi-cultural book. Use all steps you have learned in the reading process when reading the book to your students. Address all the skills you modeled when reading to the students.

LEE 177 Instructor Signature _____ **Date** _____

_____ 2. Teach **either** a phonemic awareness using Elkonin boxes lesson **or** a phonics lesson as modeled in class. You can do this with an individual student or in a small group (no more than three).

LEE 177 Instructor Signature _____ **Date** _____

_____ 3. Present a shared reading lesson using a big book. Include all steps in the reading process and target specific skills from the book. Include all the skills you taught in your reflection.

LEE 177 Instructor Signature _____ **Date** _____

_____ 4. Plan and teach a vocabulary lesson using realia, word maps, or word walls using techniques presented in class and in course texts. Include the vocabulary taught and samples of students' work with your reflection (this can be part of a pre-reading or exploring phase of reading).

LEE 177 Instructor Signature _____ **Date** _____

_____ 5. Plan and teach a Language Experience lesson with an EL student. Include the text you created with the child.

LEE 177 Instructor Signature _____ **Date** _____

_____ 6. Plan and teach a shared writing lesson (this can be in response to a readaloud). Write a reflection and identify the specific skills used to teach the lesson. Include the composition created with your reflection.

LEE 177 Instructor Signature _____ **Date** _____

_____ 7. Plan and teach an interactive writing lesson to focus on spelling or phonics. Write a reflection on how this process differs from shared writing and the skills you taught. Turn in the writing generated with your reflection.

LEE 177 Instructor Signature _____ **Date** _____

_____ 8. Plan and teach a vocabulary lesson using a graphic organizer (this can be conducted in the exploring phase of reading informational text). Turn in the completed graphic organizers with your reflection.

LEE 177 Instructor Signature _____ **Date** _____

Please note: A checklist of necessary steps and/or components will be introduced in LEE 177 for successful completion of each competency

Competency Reflection Guidelines

Name: _____

Competency # _____ Competency description: _____

Grade Level _____ Number of Students _____ (small group or individual instruction only)

Title and Author of the book if applicable: _____

Type your reflection based on the following prompts, remember to be specific and clear in your writing (see rubric):

1. *Context of the experience including an overview of your objectives, how you implemented the learning experience and specific skills or strategies addressed. (Approximately 1/2 page).*
2. *Describe the strengths of your lesson, including students' reactions and responses to your teaching and the learning experience. (1-2 pages)*
3. *How would you improve your instruction? (1/2 to 1 page)*

Name _____ Class Day/Time _____

CASE STUDY RUBRIC

Your case study performance assessments will include ten parts. Use dividers to clearly identify each part in your folder. You will include all completed assessment instruments in each section.

*Description/Introduction

Include background information, age, grade level, from student interviews and information from an interest inventory as resources for writing your description (one page or more). **10 points** _____

4. Writing sample

1. Child generates the text, prompt to write about anything s/he wants, use prompts if needed (respond to a story or experience)

2. Correctly score using:

a) Clay rubric (p. 99 in Clay) **and**

b) developmental stages of spelling handout (from class) **10 points** _____

• Writing Vocabulary Task (p. 101-111 in Clay)

Correctly administered and scored **10 points** _____

• Hearing and Recording Sounds in Words (Sentence Dictation)

Correctly administer and scored (p. 111-120 in Clay) **10 points** _____

• Word Test: Use the Ohio Word Test (p. 166-167 in Clay)

Correctly administered and scored **5 points** _____

• Running Records (Chapter 5 in Clay)

1. You will include at least 3 samples (one of each: **easy, instructional and hard levels**)

2. Transcription of text used are included for each RR

3. RR's are correctly coded on scoring sheet from Clay (p. 80)

4. Cueing systems the child USED are correctly coded on scoring sheet

5. Reading level is correctly calculated and identified

6. Rate of self-correction is correctly calculated **50 points** _____

• Story retelling (class handout)

Correctly administered and scored.

Include Book level and if book read was read to the child or did child read? **10 points** _____

*Chart

You will complete a chart of scores to use for analysis.

1. Includes all assessments strengths and teaching points

2. Include the three running record levels and book levels

3. Include the 3 levels from Clay rubric for the writing sample **5 points** _____

***Narrative Summary**

You will write a report using standard English and professional language addressing the following:

Part One: General Observations

Part Two: Narrative Description of all the assessments.

Part Three: Address the following:

1. What the child does well when processing print and what strategies the child used when reaching the point of difficulty.
2. Discuss relationships/contrasts across all assessments
3. Your observations of how the child completed the tasks and the data you collected to draw conclusions
4. How does the child's comprehension (story retelling) compared to how the child processes print? **20 points** _____

***Instructional Plan**

Based on your assessments, you will design an instructional plan that includes 3 objectives each for Reading and Writing AND

3 activities appropriate to EACH objective (18 activities total) **20 points** _____

Other criteria:

Materials/test instruments are included. Each assessment for each child, is separated **and labeled** appropriately with index separators _____

Assignments were submitted on time _____

Writing is professional, technically correct _____

Total Points Earned: _____/150

Name _____ Class day/time _____

YOUNG CHILD ASSESSMENT RUBRIC

Place this sheet in a flexible folder. Please use labeled dividers, one for each assessment. Place the assessments in your folder in the order that they are listed here. You will include all of the completed assessment instruments.

Young child assessments: Your young child assessment will include the following five parts:

- **Description/Introduction:**

Brief description of your “younger child” (age, grade, any background information), and an interest inventory/assessment. About one page in length. **10 points** _____

- **5. Writing sample:**

1. Prompt the child into writing. You can use the information from the interest inventory if needed to generate ideas for writing.

2. Score and assess writing using 2 methods:

Clay rubric (p. 99 in Clay) **AND** developmental stages

of spelling handout (from class) **10 points** of spelling handout (from class) **10 points**

- **Phonemic Awareness:**

Correctly administer and score one of the following assessments with your child:

Yopp Singer, OR TAAS OR K Phonemic Awareness Test

10 points _____

- **Concepts About Print (Directions are on p. 41 in Clay)**

Use Sand OR Stones for assessment

Correctly administered and scored **10 points** _____

- **6. Letter Identification (p. 83-87 in Clay)**

Correctly administered and scored **10 points** _____

TOTAL POINTS EARNED

_____/50

Bibliography

Reading:

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Akhavan, N. (2007). *Accelerated vocabulary instruction: Strategies for closing the achievement gap for all students*. New York, NY: Scholastic.
- Barrentine, S. J. (1999). *Reading assessment: Principles and practices for elementary teachers*. Newark, DE: International Reading Association.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Prentice-Hall.
- California State Board of Education. (2004). *Reading/language arts framework for California public schools: Kindergarten through grades twelve*. Sacramento, CA: California Department of Education.
- Clay, M. M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Clay, M. M. (2000). *Concepts about print: What have children learned about the way we print language?* Portsmouth, NH: Heinemann.
- Clay, M. M. (2000). *Running records for classroom teachers*. Portsmouth, NH: Heinemann.
- Cunningham, P. M. (2000). *Phonics they use: Words for reading and writing*. 3rd ed. New York, NY: Addison Wesley Longman, Inc.
- Fountas, I., & Pinnell, G. S. (1996). *Guided reading*. Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (1998). *Word matters*. Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (1999). *Matching books to readers: Using leveled books in guided reading K-3*. Portsmouth, NH: Heinemann.
- Gambrell, L. B., Morrow, L. M., Neuman, S. B., & Pressley, M. (1999). *Best practices in literacy instruction*. NY: Guildford Press.
- Garan, E. (2007). *Smart answers to tough questions: What to say when you're asked about fluency, Phonics, grammar, vocabulary, SSR and more*. New York, NY: Scholastic.
- Heilman, A. W. (1998). *Phonics in proper perspective*. 8th ed. Upper Saddle River, NJ: Merrill Publishing Company.
- Hiebert, R., & Taylor, B. (Eds). (1994). *Getting reading right from the start: Effective early literacy interventions*. Boston: Allyn & Bacon.

- Hull, M. A., & Fox, B. J. (1998). *Phonics for the teacher of reading*. 7th ed. Upper Saddle River, NJ: Merrill.
- Irwin, J. W. (1986). *Teaching reading comprehension processes*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Johnson, D. D., & Pearson, P. D.. (1983). *Teaching reading vocabulary*. New York: Holt, Rinehart and Winston.
- McCarrier, A., Pinnell, G. S., & Fountas, I. (2000). *Interactive writing: How language & literacy come together, K-2*. Portsmouth, NH: Heinemann.
- Metsala, J. L., & Ehri, L. C. (1998). *Word recognition in beginning literacy*. Mahwah, NJ: Erlbaum & Associates.
- Nagy, W. E. (1988). *Teaching vocabulary to improve reading comprehension*. Newark, DE: International Reading Association.
- Opitz, M. F., & Rasinski, T. (1998). *Good-bye round robin: 25 effective oral reading strategies*. Portsmouth, NH: Heinemann.
- Paris, S. G., Lipson, M. Y., & Wixson, K. K. (2004). Becoming a strategic reader. In Ruddell, R. B., Ruddell, M. R., & Singer, H., eds., *Theoretical models and processes of reading*. 5th ed. Newark, DE: International Reading Association.
- Peterson, B. (1991). Selecting books for beginning readers/Children's literature suitable for young readers: A bibliography. In DeFord, D. E., Lyons, C. A., & Pinnell, G. S., eds., *Bridges to literacy: Learning from Reading Recovery*. Portsmouth, NH: Heinemann.
- The report of the National Reading Panel: Teaching children to read: Report of the subgroups. (2000). Washington, DC: National Institute of Child Health and Human Development.
- Samuels, S.J., Farstrup, A.E. (1992). *What research has to say about reading instruction*. Newark, DE: International Reading Association.
- Snow, C. E., Burns, M. S., & Griffin, P., eds. (1998). *Preventing reading difficulties in young children*. Washington, D. C.: National Academy Press.
- Tompkins, G. (2007). *Literacy for the 21st Century: Teaching reading and writing in pre-Kindergarten through grade four*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Yatvin, J. (2007). *A survival guide: English-only teachers in mixed-language classrooms*. New York, NY: Heinemann.

Visual/Performing Arts:

- Dobbs, S. M. (1997). *Learning in and through art: A guide to discipline-based art education*. Los Angeles, CA: J. Paul Getty Museum.
- Hurwitz, A., & Day, M. (2001). *Children and their art: Methods for the elementary school*. Wadsworth Publishing.
- Isbell, R. T., & Kiewicz, A. (2002). *Creativity and the arts for young children*. Clifton Park, NJ: Delmar Learning.
- Libby, W. M. L. (2001). *Using stories to make art: Creative arts using children's literature*. Clifton Park, NJ: Delmar Learning.
- State of California. (2004). *Visual and Performing Arts and content standards for California Public Schools, pre-kindergarten through grade 12. Framework* Sacramento, CA: California Department of Education.