



**Vision:**

Equity & Excellence in Education

**Mission:**

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

**Instructor:** Deborah Hamm

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**Office Hours:** daily via email- before and after classes on Wed.

**Class Days/Times:** Wednesday

**Course Description**

Prerequisite: Admission to the Multiple Subjects Credential Program or Education Specialist Credential Program. Content, methods, and assessment for teaching reading to all students, including English language learners, speakers of non-mainstream English, and students with special needs, in culturally diverse, literature-based classrooms: phonemic awareness, phonics, vocabulary development, comprehension, diagnosis, and the role of independent reading for proficient and delayed readers, the use of technology in literacy development. ELL/LEP. Traditional grading only

**Course Goals/Student Learning Objectives**

**4. Student Learning Outcomes**

The following Student Learning Outcomes (SLOs) are aligned with the Multiple Subject Credential Program SLOs which are based on the Teaching Performance Expectations (TPEs, revised and adopted June 2016); Common Core State Standards (revised March, 2013); and RICA Content Specifications (Domains I-V, revised 2007). Upon successful completion of the MSCP Program, students will demonstrate the following:

**SLO 1-Lesson Design and Assessment**

- Written lesson plan that is clear, complete, and standards-based (TPE 3.1)
- Lesson plan that includes an appropriate three-part objective (content, level of cognition, proving behavior) (TPEs 3.3, 4.1, 5.8)
- Lesson plan that includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)
- Lesson plan that includes a step-by-step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis (TPE 4.4)
- Include plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)
- Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup at tiers 1 & 2 (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
- Lesson plan includes opportunities for students to actively think critically and work collaboratively (TPE 1.5, 4.6)
- Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)

- Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)

## **SLO 2-Lesson Implementation and Assessment**

- Lesson is taught in alignment with specified standards (TPE 4.3)
- Objective/Learning Target is clearly communicated to all students (TPE 3.1, 3.2, 4.4)
- Materials are prepared and utilized effectively (TPE 4.3)
- Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
- A variety of questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)
- The results of active participation strategies are used to make adjustments to the instruction (TPE 1.8, 5.1, 5.2)
- Students are engaged in self-assessment (TPE 4.5, 5.3)
- Uses appropriate wait time during questioning (1.5, 1.6)
- Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

## **SLO 3-Classroom Management and Environment**

- Teaches, reteaches, or reinforces rules, procedures, and routines (TPE 2.1, 2.2, 2.6)
- Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)
- Effectively implements proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)
- Implements appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)

## **SLO 4-Professionalism**

- Arrives on-time and prepared to engage in instruction (TPE 6.8)
- Conducts regular reflection on performance (TPE 6.1)
- Establishes professional learning goals (TPE 6.3)
- Learns to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
- Models ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
- Learns how to engage with parents (TPE 1.2, 2.6, 5.5, 6.4) activity: how to show parents how to do a read-aloud

## **Outline of Subject Matter**

- I. Foundations for Teaching Reading (SLO 1)
  - A. historic issues in reading instruction
  - B. current issues in reading instruction
  - C. theoretical perspectives of teaching reading
  - D. teaching all children to read, including English language learners, speakers of non-mainstream English, and students with special needs
  - E. lesson design
- II . Structure of the English Language (SLOs 1 & 2; RICA Domain 2)
  - A. overview of language structure
    1. sound-symbol relationships

2. phonology
3. morphology
4. semantics
5. syntax

B. relationship between language structure and early reading development.

C. differences in reading and language development among varied linguistic groups (e.g. Spanish and English).

D. implications of language knowledge for developing phonemic awareness and teaching phonics.

### III. Comprehensive Reading Instruction (SLOs 1, 2 & 3; CCSS Reading Standards for Literature K–5, Informational Text K–5, & Foundational Skills K–5; RICA Domains 2, 3, 4, & 5)

A. comprehensive reading instruction for all students, including English learners and special education students in

1. foundational skills (print concepts, phonological awareness, phonics and word recognition, and fluency) alphabet knowledge and alphabetic principle
2. instructional approaches to teaching foundational skills
3. instructional approaches to teaching vocabulary and academic language
4. instructional approaches to teaching text structures of literature and informational text, and technology resources with varied levels of text complexity
5. instructional approaches to teaching comprehension of literature and informational texts, and technology resources with varied levels of text complexity
6. instructional approaches to teaching reading across content areas

### IV. Assessment, Diagnosis, & Evaluation of Reading Strengths & Needs (SLOs 2; RICA Dom. 1, 2, 3, 4, & 5)

A. Designing a comprehensive assessment plan for a case study student

1. reading interests and concepts about reading
2. foundational skills (print concepts, phonological awareness, phonics and word recognition, and fluency)
3. comprehension of literature and informational text

B. conducting assessment and analyzing assessment data

C. plan appropriate instruction based on identified reading needs

D. writing a case study report that includes background information about the case study student, reading strengths and needs, and targeted instruction to address the needs (i.e., instructional materials, instructional strategies, and ways to monitor student progress)

### V. Instructional Materials for Teaching Children and Adolescents to Read (SLOs 1&2)

A. becoming knowledgeable of various genres of children's literature and informational text (including international literature) and different types of texts (e.g., print, non-print) and role that literature and informational text (including technology resources) play in reading instruction

B. selecting and evaluating instructional reading materials (literature, informational texts, and technology resources)

C. teaching with a wide range of instructional materials

1. aligning instructional materials with state standards (and district standards if available)
2. adapting instructional materials for students' diverse needs, including English learners' language levels, and special education students' needs.
3. teaching with currently-adopted commercial reading programs in a comprehensive reading program
4. teaching with literature and informational texts, and technology resources for all learners

## Course Assignments Linked to SLOs

Assignment Description	Linked to SLO	% of Course Grade
<p><u>Response Journals or Quizzes</u> In each response journal, a teacher candidate responds to the readings (textbooks and/or journal articles) to demonstrate his or her understanding of the course content. Or a teacher candidate completes a quiz to demonstrate his or her understanding of course content.</p>	SLOs#1-4	10%
<p><u>Case Study Assessment</u> A teacher candidate conducts assessment with a case study student to measure a student's knowledge in alphabet, phonemic awareness, concepts about print, phonics, fluency, comprehension, high frequency and sight word knowledge, and reading interests.</p>	SLO 2	20%
<p><u>Signature Assignment</u> Candidates will analyze and reflect on a reading comprehension lesson with an informational text that they have taught in a K-8<sup>th</sup> grade classroom. The reflections focus on: 1) the implementation and effectiveness of informal and formal assessment, and student self-assessment throughout the lesson; 2) the implementation and effectiveness of instructional strategies and materials; 3) ways to engage and motivate students to achieve the lesson objective/learning goal and curricular standard; and 4) ongoing lesson modification and a specific plan to improve the effectiveness of the lesson.</p>	SLO 1-4	40%
<p><u>Phonics or Phonemic Awareness/Vocabulary Lesson</u> A teacher candidate develops, teaches, and reflects on one explicit phonics lesson appropriate for beginning readers. The lesson plan must include the following components: specific instructional objectives; orientation (e.g., engagement, teacher demonstration); presentation (e.g., explicit instruction, modeling, pacing); structured practice (e.g., reinforcement, questioning, feedback); guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) independent practice and application; independent practice (e.g. opportunities for students to show level of mastery); and differentiated instruction for Universal Access for ELLs and special education students.</p>	SLOs 1-4	10%
<p><u>Comprehension Lesson</u> A teacher candidate develops, teaches, and reflects on one comprehension lesson with literature. The lesson plan must include the following components (per RICA Content Specifications): specific instructional objectives; orientation (e.g., engagement, teacher demonstration); presentation (e.g., explicit instruction, modeling, pacing); structured practice (e.g.,</p>	SLOs1-4	10%

reinforcement, questioning, feedback); guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) independent practice and application; independent practice (e.g. opportunities for students to show level of mastery); and differentiated instruction for Universal Access for ELLs and special education students.		
<u>Instructional Technology Observation</u> A teacher candidate observes and reflects on a classroom teacher's use of technology to enhance reading instruction.	SLO 1, 4	5%
<u>Special Education Observation</u> A teacher candidate completes and reflects on an observation of how a classroom teacher modifies reading instruction for the inclusion of special education students or an observation of how a special education teacher conducts reading instruction.	SLO 1, 3, 4	5%

### **Grading Scale-**

- 90-100% = A mastery of the relevant course standards.
- 80-89% = B above average proficiency of the relevant course standards.
- 70-79% = C satisfactory proficiency of the relevant course standards.
- 60-69% = D partial proficiency of the relevant course standards.
- Below 60% = F little or no proficiency of the relevant course standards.

### **Required Texts/Readings**

California State Dept of Education. (2007). *Reading/language arts framework for California public schools, K-12*. Sacramento, CA: Author. (<http://www.cde.ca.gov/ci/rl/cf/index.asp>)

Common Core Standards [www.corestandards.org](http://www.corestandards.org)

### **Computer Access**

Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed in both computer labs.

### **BeachBoard Access**

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the BeachBoard link at the top of the page.

Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

### **Course Policies and Requirements**

#### **Communication Policy**

Communication is best via email. [Deborah.hamm@csulb.edu](mailto:Deborah.hamm@csulb.edu)

## **Late work/Make-up policy**

Late work will be accepted with prior permission or will lose 10% of grade per class after due date.

## **Plagiarism/Academic Integrity Policy**

Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on

[http://www.csulb.edu/divisions/aa/catalog/current/academic\\_information/cheating\\_plagiarism.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html).

## **University Withdrawal Policy**

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades -](#)

[http://www.csulb.edu/depts/enrollment/student\\_academic\\_records/grading.html](http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html)). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the [CSULB Course Catalog -](#)  
[http://www.csulb.edu/divisions/aa/catalog/current/academic\\_regulations/withdrawal\\_policy.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html) to get familiar with the policy.

## **Attendance Policy**

Students are expected to attend classes regularly. Please refer to and get familiar with the [CSULB Attendance Policy -](#)

[http://www.csulb.edu/divisions/aa/catalog/current/academic\\_information/class\\_attendance.html](http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html)

## **Technical Assistance**

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their [online form -](#)

[http://www.csulb.edu/divisions/aa/academic\\_technology/thd/contact/](http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/) or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

## **Statement Regarding Students with Disabilities Inform me of Any Accommodations Needed**

*Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at [BMAC@csulb.edu](mailto:BMAC@csulb.edu). The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.*

## **Statement Regarding Campus Programs and Services**

Please click on <http://web.csulb.edu/divisions/students/programs.html> for a list of general student supports offered by the Division of Student Affairs.

## **Selected Bibliography**

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