



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.

EDEL 452: Teaching and Learning Reading (3 units)

Fall 2020

Sec. 08

College of Education/Elementary Teacher Education

Course Information

Instructor: Dr. Lori Curci-Reed	Email: lori.curcireed@csulb.edu Phone: 562-896-5678 (cell)
Virtual Office Hours Days/Times: Wednesdays 2:00 pm - 3:45 pm and by appointment	Office Hours Zoom Link: https://csulb.zoom.us/j/93742445228 Meeting ID: 937 4244 5228
Class Days/Times: Wednesdays 4:00 pm - 6:45 pm	Class Zoom Link: https://csulb.zoom.us/j/91229421407?pwd=UGpPWEOzUlhYeE1NdFI5bVNrVHpOUT09 Meeting ID: 912 2942 1407 Passcode: 449597

Catalog Course Description

Prerequisite: Admission to the Multiple Subject 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. **Minimum ten hours of fieldwork in elementary classrooms with at least 25% of students classified as English learners.** Letter grade only (A-F). Academic units: 3. ****All fieldwork will be completed through alternative activities during Fall 2020 due to COVID-19 protocols.**

Course Student Learning Outcomes and Goals

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 Multiple Subject Credential 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)

- historical issues in reading instruction
- current issues in reading instruction
- theoretical perspectives of teaching reading
- teaching all children to read, including English language learners, speakers of non-mainstream English, and students with special needs
- lesson design

II. Structure of the English Language (SLOs 1 & 2; RICA Domain 2)

- overview of language structure
- sound-symbol relationships
- phonology
- morphology
- semantics
- syntax
- relationship between language structure and early reading development.
- differences in reading and language development among varied linguistic groups (e.g. Spanish and English).
- 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)

- comprehensive reading instruction for all students, including English learners and special education students in general education classrooms
- foundational skills (print concepts, phonological awareness, phonics and word recognition, and fluency) alphabet knowledge and alphabetic principle
- instructional approaches to teaching foundational skills
- instructional approaches to teaching vocabulary and academic language
- instructional approaches to teaching text structures of literature and informational text, and technology resources with varied levels of text complexity
- instructional approaches to teaching comprehension of literature and informational texts, and technology resources with varied levels of text complexity
- instructional approaches to teaching reading across content areas
- lesson plan includes
- an appropriate three-part objective (content, level of cognition, and proving behavior);
- plans for engaging students and maintaining student motivation, modeling, active participation, and checks for understanding;
- plans for differentiated instruction for English learners, for students with special needs, and for challenging students;

- plans for appropriate pacing, monitoring student learning, for adjusting teaching based on student response to teaching, and for student self-assessment.
- lesson reflection includes a response to the lesson design, implementation (strategies, materials, available appropriate technology, student engagement, pacing, differentiated instruction), and assessment and outcome of student learning

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

- designing a comprehensive assessment plan for a case study student
- reading interests and concepts about reading
- foundational skills (print concepts, phonological awareness, phonics and word recognition, and fluency)
- comprehension of literature and informational text
- conducting assessment and analyzing assessment data
- planning appropriate instruction based on identified reading needs
- 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)

- 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
- selecting and evaluating instructional reading materials (literature, informational texts, and technology resources)
- teaching with a wide range of instructional materials
- aligning instructional materials with state standards (and district standards if available)
- adapting instructional materials for students’ diverse needs, including English learners’ language levels, and special education students’ needs.
- teaching with currently-adopted commercial reading programs in a comprehensive reading program
- teaching with literature and informational texts, and technology resources for all learners

VI. Professionalism (SLO 4)

- Conducts regular reflection on lesson teaching and class activities
- Establishes professional learning goals in the course
- Learns to communicate effectively and collaborate with cooperating teachers about field work
- Models ethical conduct of teaching professionals, including use of technology and digital media in lesson teaching
- Learns how to engage with parents in supporting their children’s reading development

VII. (Clinical 2: Hours completed after program admission, but before student teaching. These hours include fieldwork completed in pedagogy/methods courses.)

Required Texts/Course Materials:

Clay, Marie M., (2017). *Running Records for Classroom Teachers* (2nd ed). The Marie Clay Literacy Trust. Heinemann

Rossi, J. & Schipper, B. (2011). *Case Studies in Preparation for the California Reading Competency Test* (4th Edition). Pearson. **

Tompkins, G., (2014). *Literacy for the 21st Century: A Balanced Approach* (6th or 7th ed). Pearson. **

Zarrillo, J. (2017). *Fourth Edition. Ready for Revised RICA: A test preparation guide for California's Reading Instruction Competence Assessment with Enhanced Pearson eText – Access Card Package*. Columbus, Ohio: Merrill/Prentice Hall. **

Day 1 Digital Access is available for FREE until September 7th. Make sure to **OPT OUT if you don't plan to utilize this digital service.

NOTE: All texts must be in current/recommended edition

The following required texts are available at the California State Dept. of Education website or Beachboard.

California's Common Core Standards English Language Arts Literacy in History Social Studies Science, and Technical Subjects <http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>.

RICA Content Specifications http://www.ctcexams.nesinc.com/pdf/rc_content_specs.pdf

Recommended:

Boyd-Batstone, P. 2015. *Teaching ELLs to Read: Strategies to Meet the Common Core*. Routledge. NY.

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

In addition to BeachBoard and Zoom, students will need access to Google docs for course facilitation and assignment generation.

S4 via Single Sign On will be utilized to archive all alternative fieldwork and hours completed through the duration of the course. Additional guidance and support will be given to support this process.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics.

This course requires students to (1) read, critically analyze, and discuss textbooks, articles, and/or online course materials, and (2) generate meaningful discussions concerning the purpose, content, methods, and assessment of the reading process. Students should be prepared (1) to discuss topics and assigned readings during each class meeting and (2) to work collaboratively with peers; and (3) respect peers' perspectives and opinions.

Students are required to submit all assignments through Beachboard in designated Discussion Threads and through the use of the DropBox.

Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 33.5% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

All assignments are due by 4:00 pm on Wednesdays unless otherwise listed. While late assignments can be submitted for partial credit no assignments or late papers will be accepted after the final day of class. A minimum of 10% reduction of points will apply for any papers or documentation submitted in the BeachBoard DropBox past the due date/time of assignment. Typical deduction could be as much as 10% per day submitted late.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

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](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

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. 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.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.


Spring 2020 Class Schedule: EDEL 452 Dr. Curci-Reed Wednesdays 4:00pm – 6:45pm

Date	Topics	Due
	<i>Literacy in the 21st Century</i>	
Week 1 Aug. 26	<ul style="list-style-type: none">• MSCP Admit Cards• Introduction & Course Overview• Fieldwork Overview• Course Assignments Overview• Getting to know your classmates	Certificate of Clearance and Program Admittance Documentation: Upload to DropBox to remain in class.
Week 2 Sept. 2	<ul style="list-style-type: none">• A Working Definition of Reading• 3 Types of English Language Learners• Cambourne's Conditions for Learning	Read Article: "Three Types of English Learners" Read Article: "Cambourne's Conditions for Learning"

		<p>Watch Video: “Brian Cambourne: Literacy Development - Conditions of Learning”</p> <p>Read Article: “Connecting Brian Cambourne’s Conditions of Learning Theory to Brain/Mind Principles: Implications for Early Childhood Educators”</p> <p>BeachBoard Discussion Topics</p> <p>Sign-up for Children’s Literature read aloud recording before Week 3.</p>
Week 3 Sept. 9	<ul style="list-style-type: none"> • Becoming an Effective Teacher of Reading • Multi-Tiered System of Support • Formulating Lesson Objectives 	<p>Chapter 1: Tompkins</p> <p>BeachBoard Discussion Topics</p> <p>Children’s Literature read aloud. (Scheduled via Google doc.)</p>
Week 4 Sept. 16	<ul style="list-style-type: none"> ○ Lesson Design ○ The Reading & Writing Process ○ Case Study Assessment 1: Interest Interviews 	<p>Chapter 2: Tompkins Chapter 1: Zarrillo</p> <p>BeachBoard Discussion Topics</p> <p>Children’s Literature read aloud. (Scheduled via Google doc.)</p> <p>Response Journal 1 (Weeks 1-4 Assigned) due to Dropbox by 11:59pm</p>
Week 5 Sept. 23	Emergent Readers and Writers	<p>Chapter 4: Tompkins Chapter 4: Zarrillo</p> <p>BeachBoard Discussion Topics</p> <p>Children’s Literature read aloud. (Scheduled via Google doc.)</p>
Observing and Assessing Literacy Development		
Week 6 Sept. 30	<ul style="list-style-type: none"> • Assessing literacy development • Running Records Part 1 <p>Create a packet with the following:</p> <ul style="list-style-type: none"> ○ All assessments (Letter Identification, Yopp-Singer Phonemic Awareness, Early Names 	<p>Chapter 3: Tompkins Chapter 2: Zarrillo Chapters 1-3: Clay</p> <p>BeachBoard Discussion Topics</p>

	<p>Test, San Diego Quick Word Identification; and, Running Records & Comprehension) *Have blank copies of Running Record sheets available.</p>	<p>Children’s Literature read aloud. (Scheduled via Google doc.)</p> <p>Response Journal 2 (Weeks 5 & 6 Assigned Readings) due to Dropbox by 11:59pm</p>
<p>Week 7 Oct. 7</p>	<ul style="list-style-type: none"> ○ Cracking the Alphabetic Code: Phonemic Awareness and Phonics ○ Running Records Part 2 ○ Assessing Phonemic Awareness and Phonics Skills: Letter ID, Yopp-Singer, Early Names Test ○ Planning for Lesson 1 (Phonemic Awareness or Phonics) 	<p>Chapter 5: Tompkins Chapter 3 & 6: Zarrillo</p> <p>Response Journal 3 (Ch. 3 & 5 Tompkins)</p> <p>BeachBoard Discussion Topics</p> <p>Children’s Literature read aloud. (Scheduled via Google doc.)</p> <p>Case Study Assessment 1: Interest Interview and Summary Due to Dropbox</p>
<p>Week 8 Oct. 14</p>	<ul style="list-style-type: none"> ● Developing Fluent Readers and Writers ● Assessing Sight Word Knowledge: San Diego Quick Assessment ● Running Records Part 3 	<p>Chapter 6: Tompkins Chapters 5-9: Zarrillo Chapters 4-5: Clay</p> <p>BeachBoard Discussion Topics</p> <p>Children’s Literature read aloud. (Scheduled via Google doc.)</p> <p>Lesson Plan 1 (Phonemic Awareness/Phonics) Due to Dropbox or in Class (teach during Weeks 9-10)</p> <p>Response Journal 3 (Weeks 7 & 8 Assigned Readings) due to Dropbox by 11:59pm</p>
<p>Week 9 Oct. 21</p>	<ul style="list-style-type: none"> ● Expanding Academic Vocabulary ● Running Records Part 4 	<p>Chapter 7: Tompkins Chapters 10-11: Zarrillo Chapters 6-8: Clay</p> <p>BeachBoard Discussion Topics</p> <p>Children’s Literature read aloud. (Scheduled via Google doc.)</p>

		Case Study Assessment and Summary 2 (Letter Identification, Yopp-Singer, Early Names): Due to Dropbox
Teaching for Comprehension		
Week 10 Oct. 28 NO CLASS: See recorded lecture!	<ul style="list-style-type: none"> • <i>Promoting Comprehension Reader Factors</i> • <i>Planning for Lesson 2 (Comprehension w/ Literature)</i> 	Chapter 8 & 9: Tompkins Chapters 12-14: Zarrillo BeachBoard Discussion Topics Children’s Literature read aloud. (Scheduled via Google doc.) Response Journal 4 (Weeks 9 & 10 Assigned Readings) due to Dropbox by 11:59pm
Week 11 Nov. 4	<ul style="list-style-type: none"> • <i>Promoting Comprehension Text Factors</i> • Planning for Lesson 3 Signature Assignment (Comprehension w/ Informational Text) 	Chapters 15: Zarrillo BeachBoard Discussion Topics Children’s Literature read aloud. (Scheduled via Google doc.) Case Study Assessment 3: San Diego Quick Word and 10-minute writing spree: Due to Dropbox
Week 12 Nov. 11	<ul style="list-style-type: none"> • Comprehension Continued 	Chapter 10: Tompkins Chapter 1: Zarrillo BeachBoard Discussion Topics Children’s Literature read aloud. (Scheduled via Google doc.) Lesson Plan 2 (Comprehension with Narrative Text)
Organizing for Literacy Instruction		
Week 13 Nov. 18	<ul style="list-style-type: none"> • Readers’ Workshop • Guided Reading • Literature Circles • Writing Workshop 	Chapter 12: Tompkins Review book: Rossi & Schipper BeachBoard Discussion Topics Children’s Literature read aloud. (Scheduled via Google doc.)

		Response Journal 5 (Weeks 11-13 Assigned Readings) Due to Dropbox by 11:59pm
Nov. 25 NO CLASS 		
Week 14 Dec. 2	<ul style="list-style-type: none"> • Instructional Activities for Organizing and Differentiating Instruction • RICA Study Strategies 	Chapter 11: Tompkins Review book: Rossi & Schipper RICA Review Materials BeachBoard Discussion Topics Children’s Literature read aloud. (Scheduled via Google doc.) Response Journal 6 EXTRA CREDIT (Week 13 & 14 readings) Due to Dropbox Case Study Assessment 4 and Summary: (Running Records, Miscue Analysis) Due to Dropbox
Week 15 Dec. 9 (Finals Week) ZOOM upon request only	Finals: <i>Submit all work to BeachBoard by 11:59 pm for credit.</i> <i>No late assignments accepted after 11:59pm</i>	Field Experience Verification Form from S4 (Dropbox) Lesson Plan 3 (Comprehension with Informational Text) Signature Assignment Due (Reflection) Due to Dropbox

Course Evaluation Components and Grading

This is a comprehensive, hands-on course that requires you to have considerable outside class preparation and commitment in addition to the minimum 10 hours of field experience through alternative assignments. All assignments are to be word processed except when indicated otherwise. If you find yourself unable to complete the course assignments on time, you are highly encouraged to reach out to the faculty to request added support. Incomplete grades are RARELY given in this course and only in cases of extreme circumstances.

Becoming “overloaded” or “overwhelmed” does not constitute an emergency. You will need to keep me informed if you are experiencing difficulty in meeting the given deadlines.

Assignment Format

Unless given a different format all papers should be submitted utilizing APA formatting and style to include 1-inch margins, double spacing, and 12 pt. Times/Times New Roman, Helvetica/Arial, or Calibri fonts. Although submitted electronically, include name, course, and date on all assignments. In team or group activities, include all names of the group on submissions.

Course Grading

How to Earn an A in This Course?

1. Have a thorough understanding about the course expectations.
2. Attend every class and be on time! Actively participate in class discussions and activities. Concentrate on learning the content of this class during our time together.
3. Complete all required readings and activities (all 4 textbooks).
4. Follow guidelines for course assignments. DO NOT wait until the due date to start working on an assignment.
5. TAKE NOTES about what you are learning.
6. Ask the professor questions in a timely manner.
7. Respect everyone in the learning community and enjoy learning.
8. **TAKE CARE OF YOURSELF!!!!**

Course Grading Scale:

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

Grades:

- A= Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
- B= Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements
- C= Performance of the student has been at an adequate level, meeting the basic requirements of the course.
- D= Performance of the student has been less than adequate, meeting only the minimum course requirements.
- F= Performance of the student has been such that minimal course requirements have not been met.

Evaluation Components and Weight: See Course Schedule for Added Detail

Assignment Name	Due Date	Grade
Participation: (33.5%)		

Weekly Class Participation (active participation and group work): 2 pts per week	weekly	/28
Discussion Topics: 3 pts per week (Weeks 2-14)	weekly	/39
Response Journals: (10%)		
Journal 1 (Weeks 1-4)	9/16	/4
Journal 2 (Weeks 5/6)	9/30	/4
Journal 3 (Weeks 7/8)	10/14	/4
Journal 4 (Weeks 9/10)	10/28	/4
Journal 5 (Weeks 11-13)	11/13	/4
Journal 6 EXTRA CREDIT (Week 14)	11/27	(/3)*
Read Aloud Video and Reflection (5%)		
	Sign-up	/10
Lesson Plans: (20.5%)		
Phonemic Awareness/Phonics Lesson	10/14	/11
Comprehension of Narrative Text (Literature)	11/11	/15
Comprehension Lesson with Informational Text (Signature Assignment)	12/9	/15
Signature Assignment Reflection: Rubric score x 2) (16%)		
	12/9	/32
Case Study Summaries: (12.5%)		
Reading Interests and Concepts about Reading Survey	10/7	/5
Letter Identification, Yopp-Singer, Early Names Test	10/21	/5
San Diego Quick Assessment; 10 minute writing spree	11/4	/5
Running Record & Miscue Analysis	12/2	/10
Field Experience Verification Form from S4 (2.5%)*		
	12/9	/5
*Program Policy: Lack of submission of FEV results in failing grade		
Total Points (100%)		
		/200
Deduct 10 points for each unexcused absence after your 1 st absence.		
Deduct 5 points for each late arrival and/or early departure.		

Course Assignments

I. *Response Journals*

- Please read thoroughly all the assigned readings for each module (see the course schedule). In each response journal, you need to:
- State at least 3 important points you have learned from the readings each week. These 3 main points should be related to the aspect(s) of reading instruction and/or reading process covered in the readings. They should NOT be about writing, spelling, and oral language development, which are the foci of EDEL 442 *Teaching Language Arts, K-8* and which are discussed in the textbooks for the purpose

of letting readers note the connections between reading and writing.

- Number and state each important point, then respond to it. Use the following questions to guide your response.
 - Do you agree or disagree with . . . ? Why?
 - How do the points challenge you to think about your beliefs about . . . ?
 - How do the points support or do not support what you have experienced/observed in classrooms?
 - Why are these points important to you?
 - What do these points remind you of?
- Each week's response journal should be NO FEWER than 300 words.
- Share your journal with your assigned "response group" through a shared Google doc.
 - Each member of the group comment in a designated color with further insights, agreements, etc. to further the dialog.
- Submit your response journal to the Dropbox with all responses included. Late Response Journals will receive 0 points.

II. *Read Aloud Video and Reflection*

- Read Alouds, Shared Reading, and Guided Reading strategies all require the teacher as the model of the expected behaviors in learning to read and reading to learn. As a result, each student will have the opportunity to present a children's (picture) book via video recording, modeling how best to share the chosen book with their audience.
 - Students will sign-up via Google doc for a week to upload their video in designated discussion board within BeachBoard. Be prepared to share the book authentically as a teacher. In the video share the following:
 - Introduction of the book with rationale as to why you chose it.
 - Description of how book will support specific group of learners.
 - Possible curriculum connections or extension activities that could support language arts.
 - Submit a **one page reflection** of these same elements as well as how the book can support ELL, instructionally challenged, and general education populations based on the chosen grade level focus.
 - Due date is established by the date student signs up.

III. *Lesson Plans*

- Three original lessons will be developed during this class. Given COVID-19 these lessons will not be taught. Lesson planning and required documentation will be reviewed in class.
 - Lesson 1: Develop one Phonemic Awareness or Phonics lesson
 - Content and standards of choice
 - Lesson 2: Develop one comprehension lesson with literature
 - Content and standards of choice
 - Lesson 3: Develop one comprehension lesson with informational text (non-fiction)
 - Content and standards based on the assets and needs of the case study student chosen.

IV. *Field Experience Verification Form*

- This course requires the completion of 10 Fieldwork (Clinical II) hours. *Students will be informed

which activities and assignments count as part of field experience for documentation due to alternative experiences during COVID-19.

- Submit Field Experience hours and reflections in S4 through Single Sign-on. Steps are given in BeachBoard and will be reviewed in class.
- It is required to not only upload the hours completed as part of alternative assignments, but also a <100 word reflection for each experience as connected to the course Student Learning Objectives.
- Save as you go, and at the completion of the semester SUBMIT and download the document as a pdf to turn into DropBox in BeachBoard.
- **Lack of submission of the field experience verification form by the end of the course will result in an automatic failing grade.**

V. Case Study Assessments

- Students will be given authentic assessment data files to analyze. Assessment data will include documentation from, but not limited to, the assessments discussed in class:
 - Reading Interests and Concepts about Reading Survey (interests and concepts about reading)
 - Phonemic Awareness and Phonics Skills Assessments:
 - Letter Identification Task (alphabet knowledge)
 - AND**
 - Yopp-Singer Test of Phoneme Segmentation
 - AND**
 - Early Names Test (phonics)
 - San Diego Quick Assessment (phonics, high frequency and sight word knowledge)
 - Miscue Analysis and Retelling (fluency, comprehension of literature, comprehension of informational text)
- Students will assess the student and write a 1-2 page overview of the child's current literacy processing revealed in each task.
 - Each summary will include bullet points of the following:
 - 3-5 points of the child's current strengths,
 - 3-5 points about the child's immediate areas of need,
 - 3-5 bullet points of instructional activities that would be likely next steps for the student.

VII. Signature Assignment

Student Learning Outcome(s) Assessed:

SLO 2-Lesson Implementation and Assessment

Description of the Signature Assignment

You will reflect on a reading comprehension lesson of an informational text that you have developed to address the needs of the case study student, whose assessment data have been analyzed by you. The reflection focuses on: 1) the rationale for using informal and formal assessments, and student self-assessments throughout the lesson; 2) the rationale for using instructional strategies and materials; 3) ways to engage and motivate students to achieve the lesson objective/learning goal and curricular standard; and 4) a specific plan to improve the effectiveness of the lesson based on case study student's assessment data.

Directions for Students

You need to write an analytical reflection drawing upon the **reading comprehension lesson you previously planned with informational text, drawing upon the case study student's file containing our EDEL 452 required assessments.** Please respond to the following questions in your reflection. As you know, you have familiarity with lesson plan concepts (e.g., informal and formal assessments, student self-assessments, instructional strategies and materials) mentioned in each question below because you addressed them in the planning and teaching of your lesson.

1. **Assessment:** How would you use the informal assessments to check for understanding throughout the lesson? How would you use formal assessment to determine student learning? How would you use student self-assessment data to help your student identify their own learning?
2. **Instructional Reading Strategies and Materials:** How would you use instructional reading strategies and materials to address the lesson objective/learning goal and curricular standard? What is your rationale for the chosen instructional strategy and materials?
3. **Student Success, Motivation, and Engagement:** How would you characterize the case study student's success in mastering the literacy processes we covered in our course (e.g., phonemic awareness, decoding, fluency, vocabulary development, text comprehension, etc.) What is your rationale for the chosen strategies?
4. **Lesson Modifications and Future Plan:** How would you modify your lesson based on the assessment data? What is your future plan to improve this lesson based on your analysis of case study student's assessment data?

Scoring Rubric:

Questions	Nothing is Submitted 0	Not Meeting Expectations 1	Meeting Some Expectations 2	Meeting Expectations 3	Exceeding Expectations 4
1. Assessment How would you use informal assessment to check for understanding throughout the lesson? How would you use formal assessment to determine student	Nothing is submitted	<ul style="list-style-type: none"> State only one of the following types of assessment: informal, formal, or student-self assessment 	<ul style="list-style-type: none"> Describe only one or two of following types of assessment: informal, formal, or student-self assessment Provide a specific example for one type of assessment 	<ul style="list-style-type: none"> Describe all three types of assessment: informal, formal, or student-self assessment Provide a specific example for two types of assessment 	<ul style="list-style-type: none"> Describe all three types of assessment: informal, formal, or student-self assessment Provide a specific example for all types of assessment

<p>learning? How would you use student self-assessment to help your students identify their own learning?</p>					
<p>2. Instructional Reading Strategies and Materials</p> <p>How would you use reading instructional strategies and materials to address the lesson objective /learning goal and curricular standard? What is your rationale for the chosen instructional strategy and materials?</p>	<p>Nothing is submitted</p>	<ul style="list-style-type: none"> • Mention the instructional reading strategy (or strategies) and materials • Mention the rationale 	<ul style="list-style-type: none"> • Briefly explain how the instructional reading strategy (or strategies) and materials are to be used to address lesson objective/learning goal and curricular standard • Briefly explain the rationale for the chosen strategy (strategies) and materials 	<ul style="list-style-type: none"> • Explain in somewhat detail how the instructional reading strategy (or strategies) and materials are to be used to address lesson objective/learning goal and curricular standard • Explain in somewhat detail the rationale for the chosen strategy (strategies) and materials • Provide at least one specific example in the explanation 	<ul style="list-style-type: none"> • Explain in great detail how the instructional reading strategy (or strategies) and materials are to be used to address lesson objective/learning goal and curricular standard • Explain in great detail the rationale for the chosen strategy (strategies) and materials • Provide multiple specific examples in the explanation
<p>3. Student Success, Motivation, and Engagement</p> <p>Based on the assessment data, how</p>	<p>Nothing is submitted</p>	<ul style="list-style-type: none"> • Mention a strategy to motivate or engage the case study student 	<ul style="list-style-type: none"> • Briefly describe a strategy to motivate or engage the case study student • Briefly describe one strategy to motivate or 	<ul style="list-style-type: none"> • Describe in somewhat detail a strategy to motivate or engage the case study student • Describe in somewhat detail 	<ul style="list-style-type: none"> • Provide assessment data that identifies your case study student’s success in mastering specific reading processes

<p>would you characterize your case study student's success in mastering specific reading processes? How would you motivate and engage your case study student? What is your rationale for the chosen strategies?</p>			<p>engage the case study student.</p> <ul style="list-style-type: none"> Briefly explain the rationale for the chosen strategy 	<p>one strategy to motivate or engage the case study student</p> <ul style="list-style-type: none"> Explain in somewhat detail the rationale for the chosen strategy Provide at least one specific example in the explanation 	<ul style="list-style-type: none"> Describe in great detail more than one strategies to motivate or engage the case study student Explain in great detail the rationale for the chosen strategies Provide one specific example in the explanation for each chosen strategy
<p>4. Lesson Modifications and Future Plan</p> <p>How would you modify your lesson based on the assessment data? What is your plan to improve this lesson?</p>	<p>Nothing is submitted</p>	<ul style="list-style-type: none"> Mention no attempts to adjust lesson content Provide a general or an inappropriate idea for lesson improvement 	<ul style="list-style-type: none"> Briefly explain an attempt to adjust lesson content Briefly explain only one specific, appropriate idea for lesson improvement 	<ul style="list-style-type: none"> Explain in somewhat detail an attempt to adjust lesson content Explain in somewhat detail only one specific, appropriate idea for lesson improvement 	<ul style="list-style-type: none"> Explain in great detail multiple attempts to adjust lesson content Explain in great detail multiple specific, appropriate ideas for lesson improvement

Legend

Total Points	College of Education Assessment Scale Equivalent
14-16	4 (Exceeds Expectations)
11-13	3 (Meets Expectations)
8-10	2 (Meets Some Expectations)
5-7	1 (Does Not Meet Expectations)
0-4	0 (Can't Score)

