COURSE INFORMATION
Instructor: Dr. Diane Mukerjee
Class Schedule: Wednesdays 1:00-4:30 – June 21-August 23
Location: Amador Valley High School room I-8
Office Hours: Wednesdays 12:00-1:00 by appointment
Telephone: Home (925) 829 - 4064 (I give this number since I am rarely in my offices -please do not call after 9:00 pm - email communication is preferred but feel free to call if an email will not suffice or it is an emergency)
Email: diane.mukerjee@csueastbay.edu (while I usually get back to you sooner, please allow 24 hours for response – or approx. 48 hours, if weekend – for example, if you email me late on a Friday, I will respond to you no later than Monday AM)

THEME OF THE SCHOOL OF EDUCATION AND ALLIED STUDIES
To prepare collaborative leaders, committed to professional excellence, social justice, and democracy who will influence a diverse and interconnected world

MISSION OF THE DEPARTMENT OF TEACHER EDUCATION
To prepare teachers who are dedicated to the academic achievement of all students, and who demonstrate a commitment to life-long professional growth and school leadership

HOW THIS CLASS RELATES TO THE THEME AND MISSION STATEMENT
Effective literacy instruction and intervention is pivotal to helping students achieve success in their academic and personal lives. This course provides the candidate with the theoretical and practical knowledge necessary to play a leadership role in delivering effective instruction in oral language, comprehension, and vocabulary to students and in assisting the teachers who work with them.

COURSE DESCRIPTION
This course focuses on the development of a culture of literacy with an emphasis on oral language, reading comprehension, and vocabulary development. Candidates examine theory and research related to these topics and implement research-based methods of instruction with prek-12 students. An emphasis is placed on meeting the needs of English learners and struggling readers.

COURSE OBJECTIVES
The candidate will…

1. Demonstrate a thorough understanding of theory and research on elements of an effective culture of literacy, how that research is reflected in the contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework. (RLAA 2.1, 3.1, 4.1)
2. Integrate research and practice, and apply appropriate assessment, instruction, and differentiation in the field, planning, implementing, and monitoring formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students’ progress that assures that the full range of learners develop proficiency as quickly and effectively as possible. (RLAA 3.2, 3.2a, 3.2d, 3.2e, 3.2f, 3.3, 5.B2)
3. Demonstrate knowledge of effective research-based instructional practices in each component of literacy and the ability to assess, instruct, and provide intervention for each component of literacy instruction, including oral language development, reading and listening comprehension, and vocabulary development, and writing. (RLAA 3.2, 3.2a, 3.2d, 3.2e, 3.2f, 3.3, 5.B2)
4. Demonstrate knowledge of the types and uses of comprehension and vocabulary assessments including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring. (RLAA 3.6, 5.B2)
5. Demonstrate the ability to work with and hold high expectations for students who are ethnically, linguistically, and socioeconomically different from the candidate at both early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition; modify the literacy curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs. (RLAA 2.1, 4.2, 5.B2)
6. Successfully plan and implement a supervised field experience in a balanced literacy environment, including the selection and use instructional materials, technology, routines, and strategies that are appropriately aligned with students’ assessed language and literacy needs. (RLAA 3.2e, 4.3, 4.4, 4.5)
7. As part of the supervised field experience, demonstrate the knowledge, understanding, and application of all elements of the curriculum: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress. (RLAA 3.2e, 3.6, 3.8, 4.3, 4.4, 4.5)

8. Demonstrate the ability to incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, multiple digital literacies for 21st Century skills, and contemporary library skills. (3.5, 5.B3, 5.B4)

9. Demonstrate knowledge of the strategic use of reading, writing, listening, and speaking throughout the day, using narrative, expository and other texts, and developing online and offline reading skills and the ability to foster students’ independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information. (RLAA 2.4, 3.2e, 3.2f, 3.5, 5.B3, 5.B4)

10. Demonstrate the ability to provide literacy leadership in reviewing and interpreting assessment data with teachers, implementing the adopted curriculum, and providing peer coaching and professional development (RLAA 3.8, 4.3, 5.B4)

CLASS FORMAT
Includes, but not limited to lecture, discussion, interactive presentations, video, and blackboard. It is the responsibility all students to activate their CSU East Bay Horizon account and check Blackboard and their horizon account e-mail account weekly.

REQUIRED READINGS


Report of the National Reading Panel: Teaching Children to Read: Reports of the Subgroups: Chapter 4 Comprehension Executive Summary http://www.nichd.nih.gov/publications/nrp/upload/ch4.pdf


California’s Common Core State Standards for English Language Arts http://www.cde.ca.gov/re/cc/index.asp

RECOMMENDED READINGS


Webcast on Academic Language http://www.colorincolorado.org/webcasts/academiclanguage/

GRADES
Grades will be based on the following point system:

A 95-100  B- 80-83  D+ 67-69
A- 90-94  C+ 77-79  D 64-66
B+ 87-89  C 74-76  D- 60-63
B 84-86  C- 70-73  F 59 and below

COURSE REQUIREMENTS
Assignments must be completed and turned in to Dr. Mukerjee on the due dates specified in this syllabus. Incomplete grades will not be authorized except in the case of severe illness or family emergency. Absences and tardy arrivals will lower your grade.

ASSIGNMENTS
1. Professional Development Workshop, Based on Annenberg Video (10 points) (RLAA 2.1, 3.8, 4.3, 5.B4)
   Review school-wide assessment data on reading at your school site (or a borrowed site). Evaluate school literacy achievement and identify an area of need for the school (reading comprehension, writing, vocabulary, or oral language). Select an Annenberg video on this topic and design a professional development workshop for teachers at the school site. The following are some of the Annenberg videos that are available:
Read all of the background information, review instructional materials and watch the video. Prepare statement of need (description of your school literacy needs) and a detailed outline (2-4 pages) for a professional development workshop for teachers at your site, based on the video. Be sure to address the following points in professional development workshop:

- Introduce the topic and provide a rationale (our students are struggling with comprehension)
- Introduce the video and explain that this is an example of how (comprehension strategy/method discussed in the video) looks in a classroom
- Show the video
- Invite teachers to comment on what they have seen
- Hand out materials and introduce a comprehension activity based on the video (many materials are available on the Annenberg website)
- Ask teachers to work in grade level teams, designing a comprehension lesson that can be used with their students
- Invite teams to share their lessons with the group
- Wrap up the workshop, emphasizing key points

Post your paper on Blackboard with the title of the video that you have viewed.

*Please note: your paper should be identify the need based on assessment data and should demonstrate how you would use the video to strengthen teachers’ ability to deliver effective instruction.

2. Reader Response (5 points) (RLAA 2.1, 3.1, 3.2, 4.1, 3.2)

Sign up to lead a class discussion on one of the chapters of the text. Present a 5-10-minute synopsis of key ideas in the chapter. Post your notes on Blackboard.

3. Sequence of the Standards (10 points) In-Class Assignment (RLAA 3.3)

Examine the Preschool Foundations (including ELD), California’s Common Core State Standards for English Language Arts, and ELD Standards. Write a 2-3 page paper, discussing the progression of skills in Reading Comprehension that students, including English learners, are expected to attain. Post your paper on Blackboard.

4. Culture of Literacy Paper (10 points) (RLAA 2.1, 2.2, 2.3, 2.4, 2.5)

View the Culture of Literacy PowerPoint. Write a 2-3 page paper describing the culture of literacy you have created in your classroom and in your school. Be sure to include the following:

- Current research that informs the culture of literacy that you have established or are working to establish
- How you integrate reading, writing, listening, and speaking throughout the day with a variety of fiction, non-fiction, on-line and off-line texts
- How you honor students’ diverse knowledge, skills, abilities, and backgrounds
- How you increase student motivation to read
- Examples that demonstrate your high expectations for student literacy achievement
- How peer coaching and professional development is used to build a culture of literacy in your school

Post your Culture of Literacy Paper on Blackboard.

5. Text Analysis and Strategy Selection (5 points) In-Class Assignment (RLAA 3.3, 3.5, 5.B3, 5.B4)

Work with a partner. Select a total of three texts, one at each of the following levels: primary (Prek-2nd), intermediate (3rd-6th), and secondary (7th-12th). One of the texts must be a digital text. Analyze several passages from each text, identify text features that might impede students' comprehension, and select strategies to help students (English learners and students who speak fluent English) at the particular age range with the following challenges:

- Vocabulary demands
- Language demands
- Unfamiliar content and concepts (possible lack of background knowledge on the part of the students)
- Text structure
- Literal and inferential content
Recall of text content
Motivational factors

Fill out and post on Blackboard a *Text Analysis Worksheet* for each text (one set of worksheet per group). *The Text Analysis Worksheet* is located on page 9 of this syllabus.

6. **Field Experience: Lesson Implementation and Report (50 points)** (RLAA 2.1, 3.1, 3.2e, 3.2f, 3.6, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 5.B2, 5.B3)

**INSTRUCTIONS:** Plan and implement a five-lesson unit focusing on reading comprehension, to one or more of the students in our Clinic. Include the following in the design and implementation of your unit:
- Carefully read your students’ referral forms from parents and teachers
- Administer an interest inventory to determine what is likely to motivate your students to read
- Administer tests to measure students’ oral language, reading fluency, vocabulary, and comprehension
- Identify the students’ reading comprehension problems based on the referral forms, QRI and other assessments
- Select a research-based method/strategy or set of strategies designed to improve the comprehension problem that you have identified
- Examine at least two research articles documenting the effectiveness of the method/strategy
- Design a unit including five 90-minute lessons focusing on the method(s) you have selected
- Align lessons to the California Common Core State Standards
- Bring authentic texts (primarily expository) and necessary materials to use in your Clinic lessons
- Analyze the academic language demands posed by the text for your struggling reader/English learner
- Provide explicit and sequential, and differentiated instruction, including scaffolding for your English learner, designed to improve students’ comprehension difficulties
- Include activities that focus on oral language, vocabulary development, and writing
- Include activities designed to increase students’ motivation to read
- Include one or more activities involving digital media
- Provide instruction to your Clinic students, collecting samples of work from each lesson
- Administer posttests based on the QRI 5

**THIS IS WHAT YOU NEED TO POST ON BLACKBOARD BY THE DESIGNATED DUE DATE:**

A detailed **Field Experience Report** based on the rubric at the back of the syllabus For full credit, explicitly label and address each component of the assignment based on the list below (the components of the scoring rubric). Include a reference list and be sure your paper conforms to APA format.
- **DESCRIPTION OF THE STUDENTS:** Discuss the students, including their age/grade, ethnic and linguistic background (CELDT scores) and reading proficiency. Summarize what you have learned about each student from the parent and teacher referral forms.
- **RATIONALE:** Provide a rationale for the strategy or method, explaining why you have chosen this particular approach to improving comprehension. Describe how you plan to implement the method and summarize the research supporting it. Provide a specific rationale for your English learners.
- **OVERVIEW OF THE UNIT:** Provide an overview of what you plan to do to improve students’ comprehension. Describe the texts and resources that you will use for instruction.
- **ASSESSMENT:** Specify the QRI assessments that you used to measure student reading proficiency. Carefully **analyze pretest/posttest assessment data** and student work. Discuss the effectiveness of your instruction based on the assessment data you collected. Be sure to include a **data table** with student scores from all assessments.
- **CONTENT OF THE LESSONS:** Provide detailed lesson plans for each of the lessons. Include California Common Core State Standards and ELD standards. Also include one or more samples of student work from each lesson).
- **INSTRUCTIONAL EFFECTIVENESS:** Evaluate the effectiveness of your instruction based on pretest/posttest QRI data. Discuss what students learned and how they responded to your instruction.
- **REFLECTION:** Discuss what you learned from the Field Experience Project and what you would do differently.

**Field Experience Evaluation:** Schedule an evaluation visit with the Clinic Director. Your lesson will be observed and evaluated based on the Observation Rubric included in this syllabus.

8. **Field Experience Report for Parents and Teachers (10 Points)** (RLAA 3.2e, 3.2f, 3.3, 3.6, 3.8, 4.1, 4.3, 4.4, 4.5, 5.A3, 5.B2)

Write a letter to the parents and a letter to the teacher of each of your students. Letters to parents should be free of jargon while letters to teachers may be more detailed and specific. Provide copies of each letter to Dr. Mukerjee. Be sure to include the following elements in each letter:
- Description of reading comprehension activities provided during Clinic
- Explanation of how the student responded to instruction
Results of Clinic instruction based on QRI pretest/posttest scores
Recommendations for follow up activities to continue to strengthen reading comprehension achievement

WEIGHT OF ASSIGNMENTS
Professional Development Workshop 10%
Reader Responses 5%
Sequence of the Standards 10%
Culture of Literacy Paper 10%
Text Analysis 5%
Field Experience Report 50%
Field Experience Report for Parents & Teachers 10%

EARTHQUAKE INFORMATION
In the event of an earthquake, duck and cover. Get under a desk or table. Protect your head with your arms. Do not exit the building until the shaking stops. Do not use the elevators. After the shaking stops, remain calm and think of a way out. Check for potential hazards. When safe, evacuate to an open area. Expect aftershocks.

DISABILITY STATEMENT
If you have a documented disability (through Students Disability Resource Center/SDRC) and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency evacuation, please contact the professor as soon as possible.

TECHNOLOGY
Graduate students are required to post the field experience report on Blackboard. Please be sure you have an active Blackboard account and are familiar with the use of Blackboard. Blackboard will be used for e-mail (check your Horizon account frequently) posting of assignments, and on-line discussion.

CLINIC OBSERVATION FORM

<p>|   | 1 | 2 | 3 | 4 |</p>
<table>
<thead>
<tr>
<th>Planning of sequential, systematic, explicit comprehension instruction aligned to student’s language and literacy needs</th>
<th>Lesson is inadequate and not aligned to student needs</th>
<th>Lesson is barely adequate and minimally aligned to student needs</th>
<th>Lesson is adequately designed and aligned to student needs</th>
<th>Lesson is very well designed and fully aligned to student needs</th>
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</thead>
<tbody>
<tr>
<td>Use of appropriate instructional materials</td>
<td>Instructional materials are missing or inadequate</td>
<td>Instructional materials are somewhat appropriate to the lesson</td>
<td>Instructional materials are reasonably appropriate to the lesson</td>
<td>Instructional materials are fully appropriate to the lesson</td>
</tr>
<tr>
<td>Effectiveness of Research-Based Strategy Instruction</td>
<td>Strategy instruction is poorly delivered and appears to be ineffective</td>
<td>Strategy instruction is delivered with minimal skill and appears to be slightly effective</td>
<td>Strategy instruction is adequately delivered and appears to be reasonably effective</td>
<td>Strategy instruction is well delivered and appears to be highly effective</td>
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<tr>
<td>Student Engagement</td>
<td>Student appears to be completely unengaged in the lesson</td>
<td>Student appears to have minimal engagement in lesson</td>
<td>Student appears to be somewhat engaged in lesson</td>
<td>Student appears to be fully engaged in lesson</td>
</tr>
<tr>
<td>Effectiveness of instruction designed to improve English literacy</td>
<td>Instruction has little relationship to ELD standards and appears to be ineffective</td>
<td>Instruction is somewhat related to ELD standards and appears to be slightly effective</td>
<td>Instruction is related to ELD standards and seems effective</td>
<td>Instruction clearly addresses ELD standards and appears to be highly effective</td>
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</tbody>
</table>
Please evaluate the text in terms of each feature that might impede reading success for English learners and native English-speakers. Suggest strategies and explain how they could be used to facilitate students' comprehension and recall. Indicate your recommendation as to whether students would read the text independently or if the teach should read it to them.

<table>
<thead>
<tr>
<th>TEXT FEATURES THAT MIGHT IMPEDE READING SUCCESS</th>
<th>STRATEGIES AND HOW THEY COULD BE USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Demands</td>
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<tr>
<td>• English speakers</td>
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<td>• English learners</td>
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<tr>
<td>Language Demands</td>
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<td>• English speakers</td>
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<td>• English learners</td>
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<tr>
<td>Unfamiliar content and concepts (possible lack</td>
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<td>of background knowledge on the part of the</td>
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<tr>
<td>students)</td>
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<td>• English speakers</td>
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<td>• English learners</td>
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<tr>
<td>Text structure</td>
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<td>• English speakers</td>
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<td>• English learners</td>
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<tr>
<td>Literal and inferential content</td>
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<td>• English speakers</td>
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<td>• English learners</td>
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<tr>
<td>Motivational factors</td>
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<td>• English speakers</td>
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<td>• English learners</td>
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</tbody>
</table>
# Field Experience Scoring Rubric

<table>
<thead>
<tr>
<th></th>
<th>1 Unacceptable</th>
<th>2 Partial</th>
<th>3 Acceptable</th>
<th>4 Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of the students</strong></td>
<td>Description of the students and their reading proficiency is missing</td>
<td>Description of the students and their reading proficiency superficial</td>
<td>Description of the students and their reading proficiency adequate</td>
<td>Description of the students and their reading proficiency is complete and detailed</td>
</tr>
<tr>
<td><strong>Rationale for the strategy</strong></td>
<td>Rationale and research supporting the strategy is missing</td>
<td>Rationale and discussion of research supporting the strategy does not support the strategy</td>
<td>Rationale and discussion of research supporting the strategy is adequate</td>
<td>Rationale and discussion of research supporting the strategy is complete and detailed</td>
</tr>
<tr>
<td><strong>Overview of Unit</strong></td>
<td>Overview of unit, standards, purpose of instruction, and/or description of content missing</td>
<td>Overview of unit, standards, purpose of instruction, &amp; description of content superficial</td>
<td>Overview of unit, standards, purpose of instruction, &amp; description of content adequate</td>
<td>Overview of unit, standards, purpose of instruction, &amp; description of content complete and detailed</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Pretest and/or Posttest test data and/or analysis of test results are missing</td>
<td>Pretest/posttest test data and/or analysis of test results are incomplete or inadequate</td>
<td>Pretest/posttest data are complete but analysis of test results lacks detail</td>
<td>Pretest/posttest data is complete and analysis of test results is thoughtful and detailed</td>
</tr>
<tr>
<td><strong>Content of Lessons</strong></td>
<td>Missing components from five-lesson sequence, explicit strategy instruction, materials</td>
<td>Five-lesson sequence, explicit strategy instruction, materials, and description are poorly done</td>
<td>Five-lesson sequence, explicit strategy instruction, materials appear well-designed but description is superficial</td>
<td>Five-lesson sequence, explicit strategy instruction, materials are well-designed and are described in detail</td>
</tr>
<tr>
<td><strong>Instructional Effectiveness</strong></td>
<td>Instruction does not appear to have been effective in teaching strategy &amp; addressing objectives</td>
<td>Instruction appears to have been marginally effective but did not adequately teach strategy or address objectives</td>
<td>Instruction appears to have been reasonably effective in teaching strategy &amp; addressing objectives</td>
<td>Instruction was clearly highly effective in teaching strategy &amp; addressing objectives</td>
</tr>
<tr>
<td><strong>Reflections</strong></td>
<td>Reflections are missing</td>
<td>One or more components of the reflections are missing or inadequate</td>
<td>Reflections describing what the students learned, what you learned and what you would do differently are superficial</td>
<td>Reflections describing what the students learned, what you learned and what you would do differently are complete and detailed</td>
</tr>
</tbody>
</table>

* For full credit, explicitly label and carefully address each component of the assignment
CALIFORNIA STATE UNIVERSITY, East Bay
Department of Teacher Education
TED 6220 (4 units)
Reading and Language Arts: Culture of Literacy: Focus on Diversity
SYLLABUS: SUMMER, 2017, PLEASANTON

COURSE INFORMATION
Instructor: Dr. Diane Mukerjee
Class Schedule: Wednesdays 4:30-8:00 – June 21-August 23
Location: Amador Valley High School room I-8
Office Hours: Wednesdays 12:00-1:00 by appointment
Telephone: Home (925) 829 - 4064 (I give this number since I am rarely in my offices -please do not call after 9:00 pm
- email communication is preferred but feel free to call if an email will not suffice or it is an emergency)
Email: diane.mukerjee@csueastbay.edu (while I usually get back to you sooner, please allow 24 hours for
response – or approx. 48 hours, if weekend – for example, if you email me late on a Friday, I will respond
to you no later than Monday AM)

MISSION AND THEME OF THE DEPARTMENT OF TEACHER EDUCATION AND THE SCHOOL OF ALLIED STUDIES
To prepare leaders who are committed to social justice, democracy, improving school practices for California’s diverse student
populations and who can model such practices in schools

HOW THIS COURSE CONTRIBUTES TO THE MISSION AND THEME
Candidates who earn the Reading Certificate (Added Authorization) will become instructional leaders in their schools and school
districts, committed to ending the wide disparity in reading and writing achievement among California’s K-12 population. This class
will provide candidates with essential knowledge to meet the needs of English learners and students from diverse backgrounds.

COURSE DESCRIPTION:
This course will focus on developing a culture of literacy. Graduate students will explore the cultural and linguistic factors in literacy,
with a particular emphasis on African American, Asian, and Hispanic American students. Graduate students will learn effective
instructional strategies for teaching reading and writing to diverse learners, including methods of instruction designed to strengthen
English language development. Graduate students will explore appropriate literacy assessment tools for diverse students and methods
for developing home-community-school collaboration.

COURSE OBJECTIVES:
Graduate Reading Candidates Will:

1) Review current research on an effective culture of literacy designed to meet the needs of English learners and diverse
students (RLAA 2.1, 2.2, 2.5, 3.1, 4.1)
2) Demonstrate high expectations for all students and respect for socioeconomic, cultural and linguistic differences influence
literacy development of California’s diverse K-12 student population (emphasis on African American, Asian, and Hispanic
American students) and English learners (RLAA 2.2, 2.3, 2.5, 4.1, 5A.1, 5.B1)
3) Explain reading and writing development in the context of second language acquisition, with an emphasis on languages
spoken in California schools (RLAA 2.2, 3.2G)
4) Explain the impact of language and cultural background on assessment and evaluation techniques (RLAA 3.6, 4.1, 4.3)
5) Demonstrate the ability to modify the curriculum for English learners and to use SDAIE methods to facilitate student learning
(RLAA 3.2G, 5.A1, 5.B3)
6) Demonstrate the ability to plan and deliver effective ELD standards-based literacy instruction to English learners (2.1, 2.2,
7) Identify and describe effective strategies for working with diverse students, families, and communities (RLAA 2.2, 2.3, 2.5,
3.2G, 5.A1)

TECHNOLOGY:
Technology is an important component of this class. Students are required to have a current horizon e-mail address, which will
enable them to access the web-based instructional program, Blackboard. Students will use Blackboard frequently to obtain lecture
notes and to receive important communications from Dr. Mukerjee. Students must also purchase a subscription to Blackboard. The
CSU East Graduate Department requires students in all graduate courses to submit selected assignments on Blackboard.
REQUIRED READING


Teaching English learners: What the research does – and does not say
www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf

Left in the Margins: Asian American Students and the No Child Left Behind Act (2008)
http://www.aaldef.org/docs/AALDEF_LeftintheMargins_NCLB.pdf

ELD standards (aligned to Common Core)
http://www.cde.ca.gov/sp/el/er/eldstandards.asp
http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf

RECOMMENDED READING

http://books.google.com/books?id=H9lYESPjKjAC&pg=PA21&lpg=PA21&dq=Other+People%E2%80%99s+Children:+Cultural+Conflict+in+the+Classroom:+The+silenced+dialogue&source=bl&ots=PdzZfLx2Rm&sig=bBJG6r98qeA_4YmyH1YjiFw-cq0&hl=en&sa=X&ei=hcdsT5zlIOjYiAKckZj4BA&ved=0CEYQ6AEwB1gK#v=onepage&q&f=false

COURSE ASSIGNMENTS

1) Review of ELA/ELD Framework (20)
2) Native Language Report (15 points) Blackboard
3) Field Experience: English Learner Component (50 points)
4) Reader Response (10 points)
5) Participation (5 points)

ASSIGNMENT SPECIFICATIONS:

1. **Review of ELA/ELD Framework** (20 points)
   - Review the ELA/ELD chapter of the draft framework for your grade level
   - Post a Power Point summary on Blackboard and be prepared to share your presentation with the class

2. **Native Language Report** (15 points) (RLAA 2.2, 2.3, 2.5, 3.2G)
   Work with a partner and select one of the following native languages other than English (NL) spoken by children in California schools: Spanish, Vietnamese, Filipino, Cantonese, Hmong, Korean, Mandarin, Punjabi, Arabic. Investigate the characteristics of the NL and compare the language to English. Identify problems that native speakers of the language may experience as they learn English and suggest methods that teachers can use to help students acquire English language literacy
   **This is what you will need to prepare:**
   Written Report (2-3 pages) posted on Blackboard. The paper should include the following: a) description of the NL (oral and written), b) comparison of the NL to English, c) literacy problems: challenges that NL speakers face in developing proficiency in academic English, and d) instructional support: ways that teachers can help NL students in reading and writing academic English. Be sure to discuss the following aspects of your NL in terms of English literacy acquisition:
   - Oral language
   - Concepts about print
   - Phonics and decoding
   - Vocabulary, cognates
   - Language structure
   - Academic language
   **Oral Presentation** of your report, emphasizing problems that NL students have learning to read in English and ways that teachers can help NL students acquire English language literacy

Working with a partner, plan and implement lessons for one or more English learners (ELs) in the Clinic.

**This is what you need to do:**

- Review your student’s Clinic Referral forms and pretest data to determine his/her ELD level. Provide a detailed description of the EL student.
- Carefully review the texts you plan to use for instruction and evaluate language demands of the texts.
- Design and teach five ELD lessons that provide access to grade level content standards.
- Evaluate pretest and posttest results and discuss student progress.
- Write a detailed reflection describing how the student responded to instruction.

**Post your paper on Blackboard by the designated due date**

4. **READER RESPONSE (10 POINTS)** (RLAA 2.1, 2.2, 2.3, 2.5, 3.1, 4.1, 4.3)

- Sign up to review a chapter or article
- Present a response to the chapter or article to the class and post the response on Blackboard (presentations limited to 5 minutes)

5. **Participation** (5 points)
<table>
<thead>
<tr>
<th>Description of the EL student(s)</th>
<th>1 Unacceptable</th>
<th>2 Partial</th>
<th>3 Acceptable</th>
<th>4 Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the EL students and their ELD &amp; reading proficiency is missing</td>
<td>Description of the EL students and their ELD &amp; reading proficiency superficial</td>
<td>Description of the EL students and their ELD &amp; reading proficiency adequate</td>
<td>Description of the EL students and their ELD &amp; reading proficiency is complete and detailed</td>
<td></td>
</tr>
<tr>
<td>Evaluation of Text Demands</td>
<td>Evaluation of text demands is missing for one or more texts</td>
<td>Evaluation of text demands is superficial</td>
<td>Evaluation of text demands is adequate</td>
<td>Evaluation of text demands is complete and detailed</td>
</tr>
<tr>
<td>ELD Lesson Design and Instruction</td>
<td>One or more ELD lessons are missing or inadequate</td>
<td>ELD lessons are poorly designed or superficially described</td>
<td>ELD lessons are adequately designed and described</td>
<td>ELD lessons are well designed and described in detail</td>
</tr>
<tr>
<td>Assessment</td>
<td>Evaluation of pretest and/or Posttest test data and/or analysis of test results are missing</td>
<td>Evaluation of pretest/posttest test data and/or analysis of test results are incomplete or inadequate</td>
<td>Evaluation of pretest/posttest data are complete but analysis of test results lacks detail</td>
<td>Evaluation of pretest/posttest data is complete and analysis of test results is accurate and detailed</td>
</tr>
<tr>
<td>Reflections</td>
<td>Reflections regarding EL student’s response to instruction and what you learned are missing</td>
<td>Reflections regarding EL student’s response to instruction and what you learned are inadequate</td>
<td>Reflections regarding EL student’s response to instruction and what you learned are adequate</td>
<td>Reflections regarding EL student’s response to instruction and what you learned are detailed and complete</td>
</tr>
<tr>
<td>Session</td>
<td>Topics</td>
<td>Reading</td>
<td>Assignment Due</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>---------</td>
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<td></td>
</tr>
</tbody>
</table>
| One 6/21 ONLINE | **Comprehension**: Historical Overview of Comprehension Instruction  
Sequence of the Standards: California Preschool Learning Foundations & California Common Core State Standards  
National Reading Panel Report on Comprehension | Californian Preschool Learning Foundations  
California Common Core State Standards | **Sequence of the Standards** (online class assignment) |
| Two 6/28 | Theoretical Models of Comprehension: Dual Coding, Cognitive Flexibility, Metacognition, Constructivist Theory  
Understanding Reading Comprehension Research  
Comprehension and Vocabulary Assessment  
Reading Comprehension Assessment – Using the QRI Preparation for Clinic  
**Diversity**: Legal, demographic, and instructional issues, Second language acquisition theories, Reading in a second language ELD/ELA Framework, Chapter 1 | Block & Paris (B&P) Ch 1, 2  
Cal Chap 1-5 | |
| Three 7/5 | **Comprehension**: The Role of Vocabulary in Comprehension  
The Roles of Oral Language and Vocabulary in Comprehension  
Developing Listening Comprehension Skills in Young Children  
Reading Comprehension and Vocabulary Assessment  
Reviewing field experience student files  
Defining and teaching academic language  
Reading Comprehension and Vocabulary Assessment  
Interpreting QRI results  
Assessing Your Students’ Progress in Field Experience  
**Diversity**: ELA/ELD Framework grade level presentations, Chapters 3-7  
CELDT, testing and classifying EL students  
Using ELD standards to plan instruction  
Teaching vocabulary to English learners  
Assessment of English learners | B&P Ch 3, 4  
Cal Chap 6, 7 | **Review of ELA/ELD Framework** |
| Four 7/12 | **Comprehension**: Text Genres and Text Structure  
Differing Demands of Expository and Narrative Texts  
Interaction Between Text and Reader  
Text Analysis Activity  
Comprehension and Writing  
**Diversity**: Text analysis for English learners  
Education of Latino children | B&P Ch 11, 12, 13, 15 | **Text Analysis and Strategy Selection** (in-class assignment) |
| Five 7/19 | **Comprehension:** The Socio-cognitive Model (Vygotsky)  
Explicit Cognitive Strategy Instruction  
Reciprocal teaching (Palincsar & Brown)  
Transactional Strategy Instruction (Pressley et al.)  
Exemplary Practices in Comprehension Instruction  
Creating Strategy Cue Cards  
Introduction to Annenberg Media  
Becoming a Literacy Leader  
**Diversity:** Teaching Comprehension Skills to English Learners  
Developing a culture of literacy in your classroom and in your school  
Educating Asian American Children | B&P Ch 14, 20  
*Left in the Margins: Asian American Students and the No Child Left Behind Act* |
| Six 7/26 ONLINE | **ONLINE SESSION:** **Comprehension:** Metacognitive Factors in Comprehension  
Teaching Students Self-Monitoring and Self-Regulating Skills  
Comprehension and Writing  
The Roles of Schema and Memory and Background Knowledge  
Beyond Reciprocal Teaching  
Comprehension Best Practices  
Close reading  
Understanding and Preventing "Fourth Grade Slump"  
Teaching Comprehension at the Preschool, Elementary, and Secondary Levels  
Motivation  
Teaching Comprehension to At-Risk Students and Students with Learning Disabilities  
**Diversity:** Equity and Access (ELA/ELD Framework, Ch. 9)  
Research on the education of African American children | B&P Ch 5, 16, 17, 18, 19  
Delpit, Ladson Billings |
| Seven 8/2 | **Comprehension:** Neuroscience and Comprehension  
Evaluating, Using, & Integrate Information and Ideas Found in Print, Media, and Digital Resources (Library Skills)  
Finding On-line Resources and Integrating them into Comprehension Instruction  
Annenberg videos on Reading Comprehension  
Designing a Professional Development Workshop  
Examining the Roles: Reading Teacher, Reading Specialist, Reading Coach  
**Diversity:** Family Outreach Programs  
Digital resources for English learners | B&P Ch 8, 22, 23, 26, Epilogue  
Field Experience Letters for Parents & Teachers  
Cal Chapter 11, 12, 13 |
| Eight 8/9 ONLINE | **On-line Session:** Future Trends in Comprehension Instruction  
Using What You’ve Learned to Improve Comprehension and Student Outcomes in Your School | Annenberg Video Professional Development Workshop |
| Nine 8/16 ONLINE | **On-line Session:** Completing your Field Experience Report |  |
| Ten 8/23 ONLINE | **On-line Session:** Completing your Field Experience Report | Field Experience Report |
BP – Block and Paris (TED 6253)
Cal – Calderon (TED 6220)