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Objectives: The general objective of this course is to enable you to become effective teachers of literacy, to learn to teach reading and writing, speaking and listening, using an integrated, active, developmental approach to learning and teaching, such that all children in your class can learn to become effective readers and writers. We will accomplish this objective in the following ways:

--Through participating in writer and reader workshops throughout the semester.

--Through developing an understanding of the reading and writing process and the development of literacy.

--Through focusing on individual differences and similarities to develop a literacy curriculum that will meet the needs of a broad spectrum of student abilities and interests.

--Through extensive reading and writing about the teaching of literacy.

--Through closely examining and understanding the need for a balanced approach to the teaching of literacy that includes meaning-centered instruction in all areas of literacy development.

In addition, the seminar will provide opportunities for all of us to grow in our ability to collaborate effectively with our peers and colleagues, and to reflect productively on our own experience.

Course Content

As you know, the state of California, in the form of the California Reading Initiative, has identified reading instruction domains containing a total of thirteen content areas essential to a good foundation in the teaching of reading. These domains are as follows:
Domain I--Planning and Organizing Reading Instruction Based on Ongoing Assessment.
   Conducting Ongoing Assessment of Reading Development
   Planning, Organizing and Managing Reading Instruction

Domain II--Developing Phonological and Other Linguistic Processes Related to Reading.
   Phonemic awareness
   Concepts about Print
   Systematic, Explicit Phonics and Other Word Identification Strategies
   Spelling Instruction

Domain III--Developing Reading Comprehension and Promoting Independent Reading.
   Reading Comprehension
   Literary Response and Analysis
   Content-Area Literacy
   Student Independent Reading

Domain IV--Supporting Reading Through Oral and Written Language Development.
   Relationships Among Reading, Writing, and Oral Language
   Vocabulary Development
   Structure of the English Language

During the year we will read about, discuss and research all these domains in a spiral fashion.

    In addition, the state of California has initiated new Teaching Performance Expectations. In this class we will address and meet the following TPEs.

TPE 1A: Subject-Specific pedagogical skills for Multiple Subject Teaching Assignments—Teaching Reading-Language Arts in a Multiple Subject Assignment.

TPE 2: Monitoring student learning during instruction

TPE 3: Interpretation and use of assessments.

TPE 4: Making content accessible

TPE 5: Student engagement

TPE 6A: Developmentally appropriate practice for K-3

TPE 6B: Developmentally appropriate practice for 4-6

TPE 7: Teaching English learners
Because of the diversity of first languages other than English present in the students in the California schools, we will focus much of our consideration on teaching literacy to English language learners. You will have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction in literacy learning to English learners. During the year we will read about, discuss and research aspects of cognitive and language development, first and second language learning, the development of comprehensive literacy in English, and the development of academic language, comprehension and knowledge in the subjects of the core curriculum. We will constantly consider how the materials, methods and strategies we are learning about and discussing can be adapted for English Language Learners. In addition, we will learn specific methods and materials for these students.

Last semester we focused on the beginning reader and writer, and this semester we will focus on the older reader and writer, but we will continually relate these issues to readers and writers throughout the preschool and elementary school years.

Readings

Some weeks this semester the reading assignment is very heavy. For those weeks we will divide into jigsaw groups to share the readings. The texts are available in the College bookstore or you may buy them online. Additional readings will be available in an online reader through the library. I have also noted which texts are most appropriate for which level of teaching. Thus, if you are not able to purchase all the texts, you can choose based on your projected teaching level. All of the books will be on reserve in the College library.

Texts from which there will be required reading:


Fountas, Irene and Pinnell, Gay Su. *Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann. *For the upper grades, this text is similar to their K-2 text, which we used last semester. Lots of practical ideas.*


Taylor, Mildred. *Roll of Thunder Hear My Cry* We will discuss this book in literature discussion groups. I will supply other books that we will use in our literature groups.


State Publications: *Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve.*

**Texts from which there may be recommended readings:**
Atwell, N. (1998). *In the Middle: Writing, Reading, and Learning with Adolescents*. (2nd edition) Portsmouth, NH: Boynton/Cook. *Buy this if you think you’ll be teaching older elementary or middle school students.*


Harvey, Stephanie & Goudvis, Anne (2000). *Strategies that Work: Teaching Comprehension to Enhance Understanding*. Portland, Maine: Stenhouse Publishers. *This is a practical companion to Mosaic of Thought and has some excellent lesson plans.*


**Readings on Reserve ONLY:**


**Other interesting texts:**


**Readings in the e-reserve reader:**


Schedule of Topics and Readings

**January 24**  
Topics: Course introduction—**Domain I & IV**  
Session 1
Readings: Fountas & Pinnell, Introduction, Opening: Erica’s Day, Ch. 1, Ch. 2, special feature (111-113).  
Introduction to Upper grade reading and writing.  
Activity: discuss *Roll of Thunder*.  
Activity: Review Child Study assignment, summary sheets.

**January 31**  
Topics: Assessment: Miscue Analysis—**Domain IV**  
Session 2  
Readings: Wilde Ch. 1 & 4-7  
Freeman & Freeman, Ch. 6 (83-95)  
If you want more information on miscue analysis: Goodman, Watson & Burke: Ch. 1, 3, 4 (upper grades)  
If you want more information on reading recovery and running records: Clay, (1993): Reading Recovery, Ch. 1-4 (lower grades) and  
Clay, (1993): Observation Survey Ch. 4-6 (lower grades)  
Activity: Miscue Analysis

**February 7**  
Topics: Reading Workshop—**Domain III**  
Session 3  
Readings: Keene & Zimmerman, Ch. 1-3  
Fountas & Pinnell, 18 & 19  
Recommended Readings:  
Harvey and Goudvis, Ch. 1-6  
Activity: Comprehension Strategies,

**February 14**  
Topics: Reading Comprehension—**Domain III**  
Session 4  
Readings: Keene & Zimmerman, Ch. 4  
Each person choose a chapter:  
Keene & Zimmerman, Ch. 5, 6, 7, 8, 9  
Fountas & Pinnell, Ch. 20 & 21  
Recommended Readings: Harvey & Goudvis, Ch. 7  
Activity: Each student models a comprehension strategy based on the chapter you read in K & Z with a piece of literature that you choose.

**February 21**  
Topics: Writers Workshop  
Session 5  
Readings: Routman, Ch. 1-3.
Fountas & Pinnell, ch. 5
Watch either Gill Maimon or Mattie Davis site
Begin Writers workshop
Assignment: Miscue Analysis or Running Record 1 due

**February 28**
Topics: Writing, Revision/Editing/Skills: minilessons
Session 6  
**Domain IV**
Readings: Routman, Ch. 4, 5, and 7,
See mini lessons in Fountas & Pinnell, pp. 66-77.
Activity: Writers' workshop conferencing—Bring your folder to class
Activity: Reading discussion—focus on minilessons
Activity: Position paper discussion

**March 7**
Topics: Writing Conferences: Building a Writing Community--**Domain IV**
Session 7
Readings: Routman, Ch. 8, 9 and watch DVD on conferences and read pp. 336-350.
Fountas & Pinnell, Ch. 25
Activity: Writers Workshop- 
Assignment: Classroom Writing Observation due

**March 14**
Topics: Assessment in Writing **Domain IV**
Session 8
Readings: Routman, Ch. 10.
Au, Ch. 10
Choose Literature Study Group book.
Choose position paper grade level

**March 28**
Topics: Reading Workshop--**Domain III**
Session 9
Readings:
Fountas & Pinnell, Ch. 4, 7-14, and special features Jigsaw these readings.
Position paper groups meet.
Assignment: 2nd Miscue or Running Record and Assessment of lessons due

**April 4**
Topics: Literature Study Circles **Domain III**
Session 10
Readings:
Children's novel for Literature Study Circles
Fountas & Pinnell, Ch. 15, 16, 17 and (299-300)
Recommended Readings:
Kong & Pearson
Samway & Whang, Ch. 2, 4, pp. 128-130 & 137-138.
Or read all of Samway & Whang
Activity: Literature Study Circle Discussions
Activity: Small group discussion

**April 11**
Topics: Teaching Spelling **Domain II & IV**
Session 11
Readings: Jigsaw
*Words Their Way*, Ch. 6, 7, 8
Fountas and Pinnell, Ch. 3, Ch. 22, (386)
Activity:  Spelling lessons and word analysis
Activity:  Writers Workshop & Conferencing;
Activity:  Position paper discussion

April 18  Topics:  Integrating reading and writing in the content areas
            Domain III & IV
Session 12  Readings:  Routman, Ch. 6
            Fountas & Pinnell, Ch. 23, 24, 26 and special features.
            Activity:  Reading discussions
            Activity:  Position Paper Discussion--Review k-6 curriculum, review
            stages of development, look at possible curriculum designs.

April 25  Topics:  Retrospective Miscue Analysis--Teaching the older
            Session 13         troubled reader.
            Identifying Literacy Difficulties--Domain I
            Readings:  Costello, "A Teacher/Researcher Uses RMA"
            Fountas & Pinnell, Ch. 11-14 249-250
            Recommended readings:
                Goodman & Marek, "Retrospective Miscue Analysis"
            Activity:  Strategies for helping students with reading difficulties
            Activity:  Reading discussion

May 2  Topics:  Assessment and Evaluation:  Domain I
Session 14  Reading and writing portfolios
            Readings:  Everyone read:
                Atwell, Ch. 9
                Fountas & Pinnell, Ch. 28

            Activity:  Reporting on Retrospective Miscue Analysis;
            Activity:  Portfolio interviews
            Activity:  Position paper discussion and partner reading
            Assignment:  Position Paper Rough Draft

May 8  Final Activity
Session 15  Publishing Party of our book of published writings
            Assignment:  Position paper due

RICA Test Preparation Class:  Mutually agreed upon date TBA
ASSIGNMENTS

1. WRITING FOLDERS & WRITING FOR PUBLICATION
   We will all be keeping writing folders during the semester. On February 21, February 28, March 7, March 14, and April 11 we will have a writer’s workshop as part of our meeting time. We will participate in all aspects of the writing process. At the end of the semester each of us will select a piece to be included in a final published book of our writing. This is a course requirement.

   Your piece to be published is due April 18. Your grade for this assignment will be based on your participation in the activity. This means coming prepared to class on each of these dates with your writing folder, and turning in a final piece for publication.

2. ANALYSIS OF ONE CHILD’S READING USING THE PROCESS OF MISCUE ANALYSIS OR RUNNING RECORDS AND INSTRUCTION (THREE LESSONS) BASED ON ASSESSMENT.
   We will continue to think about how to assess and evaluate children’s reading through running records or miscue analysis. This time you will be asked to do two different assessments, a pre and post assessment, during the semester for one child. Depending on the grade level you will follow the procedures for either a running record or miscue analysis.

   For each assessment session you will tape record the child reading a text and retelling the story. You will then analyze the miscues the child makes and draw some conclusions about his/her reading strengths and needs. You will make some appropriate instructional recommendations which you will carry out in a series of three lessons. You will see if you can observe some changes over the three different lessons. You will turn in a report for each assessment session, and a final report on your intervention and the child's progress with the final assessment.

   Miscue analysis reports are due: February 21 and March 28. For Feb.21, you need to include some ideas about what you need to teach this student in the three lessons. This way, your lessons will be directly connected to your assessment. On March 28 you will turn in the assessment (pre and post), lessons and reflections on outcomes.

3. TALKING WITH CHILDREN ABOUT THEIR READING STRATEGIES
   On April 25 we will be discussing Retrospective Miscue Analysis, in which you bring the older child in on the process of analyzing his/her own reading strengths. You should try some of these procedures with your children if you are teaching 3rd grade and up. You should tape record this session also. On May 2 you will share what you were able to do with RMA and your children.

   If you are teaching K-2, then you need to record a session where you are talking about strategies with a child, one where you are explicit about telling the
child what he or she is doing well and something you want them to work on. On May 2 you will share what you did with your child.

4. CLASSROOM WRITING OBSERVATIONS
Note—look at Fountas & Pinnell ch. 6 when you are doing this assignment. During this semester you should spend at least 5 hours observing the teaching of writing in a classroom. Most of the time should be spent observing the same teacher and students in order for you to understand how all the components of an effective writing program work together. Pay particular attention to what the teacher does to include and support the English learners and identified students with special needs in her classroom. This observation is due March 7.

5. POSITION PAPER FOR EDUCATION 379-380
You are required to complete a position paper on the teaching of language arts and literacy. You will be completing this assignment in groups.

Purpose:
To describe how and why you would develop a program to teach literacy in an elementary school classroom.

How to organize the paper: Choose a grade level or limited range of grade levels for which to plan your program. We encourage you to think about a mixed age setting if you have experienced one, as that will help you to think about and plan for a range of abilities in your classroom.

Divide your paper into five sections:
(1) A section on child development in literacy and the general principles of instruction on which you plan to base your instruction. (Obviously, I want you to relate the kind of teaching you are planning to do to your expectations and goals for the age group(s) you have chosen).

(2) A section on specific instructional techniques for all areas and considerations, including the issues of teaching for meaning, skills or strategies instruction and individual differences (including cultural, linguistic and developmental differences).

(3) A section on assessment for reading, writing, English language development and oral language.

(4) A section on how you will organize your classroom for instruction over time.

(5) A conclusion that ties it all together

To keep in mind:
--In choosing a program or activities, how have you taken what you know about child development, including cognitive, social, emotional and physical development into account?
--How will you make sure that you are teaching literacy for meaning?

--How will you teach skills or strategies?

--How will you integrate all aspects of language arts, including listening, speaking, reading and writing?

--How will you help children to use their developing literacy skills across the curriculum?

--How will you organize your classroom to meet your curriculum goals?

--How will you organize your time on a daily, weekly, monthly basis and over the course of the year?

--How will you accommodate your program to meet the needs and interests of all your students? (Think particularly about your English Language Learners, as well as about issues of diversity and individual differences.)

--How will you assess and evaluate your students?

Due date: May 8, 2006

6. BOOK TALK – Each of you will be asked to do a book talk for the whole class on a selected text. You will be asked to choose a date to share a children’s book to use with 3rd - middle school readers OR one that is appropriate for your placement (if you are currently teaching K-2). Your selection can be either fiction or non-fiction, it can be poetry, and should have excellent writing. Give a short book talk and read a short specific passage.

There are several goals for this assignment.

To get to know some children’s literature and this is a way to begin to do that. Children’s literature is the content and materials for teaching reading.

To learn how to give a book talk to a group, how to sell a book to your students. This is important for independent reading, for literature study groups and for modeling good writing.

To practice in getting up in front of a larger group.
Assignment Due Dates and Values:

Classroom Writing Observation  
March 7  
10%

Writers Workshop: Final copy due  
April 18  
10%

Classroom Participation Activities:  
Being prepared for your jigsaws,  
Book Shares;  
Literature Discussion Groups  
Writing & Reading Workshops,  
Miscue Analysis Discussion and Findings

Miscue Analysis or Running Record  
February 21, March 28  
35%

Position Paper  
Draft due  
May 2  
10%

Completed paper due  
May 8  
25%