

EDTP 521: Literacy and Language in Diverse Classrooms

Fall 2014

Tuesdays, 1:00 PM-3:50 PM

3 Semester Credits

Flory Academy

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California Lutheran University is committed to providing reasonable aids and services to CLU students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and ADA of 1990 with its Amendments. Students can request needed accommodations for this course, or other non-classroom settings on campus, by contacting Disability Support Services (DSS). DSS located on campus at 3259 Pioneer Avenue in the Center for Student Success, and can be contacted at 805.493.3260 or DSS@callutheran.edu.

Our Vision of Educator Preparation

The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

In accordance with the mission of CLU, the School of Education seeks to develop **reflective, principled** educators who **strive** to:

- Serve as mentors and models for moral and ethical leadership
- Think critically to connect theory with practice
- Respect all individuals
- Include and respond to the needs of all learners
- Value diversity
- Empower individuals to participate in educational growth and change

Program Outcomes

Teaching Performance Expectations (TPEs)

A. Making subject matter comprehensible to students

TPE 1. Specific Pedagogical Skills for Subject Matter Instruction

B. Assessing student learning

TPE 2. Monitoring Student Learning During Instruction

TPE 3. Interpretation and Use of Assessments

C. Engaging and supporting student learning

TPE 4. Making Content Accessible

TPE 5. Student Engagement

TPE 6. Developmentally Appropriate Teaching Practices

TPE 7. Teaching English Language Learners

D. Planning instruction and designing learning experiences for students

TPE 8. Learning about Students

TPE 9. Instructional Planning

E. Creating and Maintaining effective environments for student learning

TPE 10. Instructional Time

TPE 11. Social Environment

F. Developing as a professional educator

TPE 12. Professional, Legal, and Ethical Obligations

TPE 13. Professional Growth

Additional Program Outcomes

I. Instructional Planning Objectives/ Design

- Strategic selection and sequencing of curricula to be taught as outlined in the Reading/Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience related to reading, writing listening and speaking.

- Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills related to reading, writing, listening and speaking

II. Instructional Delivery

- Demonstrate knowledge of reading content as described in the RICA content specifications and grade level standards as outlined in the Reading/Language Arts Framework. (2007). These standards include: word analysis, fluency, and vocabulary, and academic language, background knowledge, reading comprehension, literary response and analysis.

- Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007)

- Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007).

III. Assessment

- Understand that reading assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple measures within the three basic types of assessments to determine students' progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions, have knowledge of entry level assessments for instructional planning, monitoring student progress and post-test or summative assessments.

- Understand that listening and speaking assessments and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal, to determine students' progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instructions and interventions.

IV. Universal Access/Differentiated Instruction

- Demonstrate knowledge in reading, writing, listening and speaking instruction and the knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners

Course Description

Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

Course Learner Outcomes/Objectives

Upon successful completion of the course, the student will:

All references to the California Teaching Performance Expectations (TPE) are at the "Beginning Practice" level.

1. Understand how to plan, organize and manage standards-based reading instruction.

S T R I V E

TPE 1A, 4, 5, 7, 9, 10, 11, 12, 13

2. Understand the purposes of reading assessment and best practices related to standards-based entry-level assessment, monitoring of student progress, and summative assessment.

S T R I V E

TPE 1A, 2, 3, 5, 7, 9, 12, 13

3. Understand the role of phonological and phonemic awareness in reading development and how to develop students' phonological and phonemic awareness skills.

S T R I V E

TPE 1A, 2, 3, 4, 5, 6, (A-B), 7, 8, 9, 10, 12, 13

4. Understand the role of concepts about print, letter recognition, and the alphabetic principle in reading development and how to develop students' knowledge and skills in these areas.

S T R I V E

TPE 1A, 2, 3, 4, 5, 6 (A-B), 8, 9, 12, 13

5. Understand important terminology and concepts involved in phonics instruction and recognize the role of phonics and sight words in reading development.

S T R I V E

TPE 1A, 2, 3, 4, 5, 6 (A-B), 7, 8, 9, 10, 12, 13

6. Understand how to develop students' phonics knowledge and skills and recognition of sight words to promote accurate word analysis that leads to automaticity in word recognition and contributes to spelling development.

S T R I V E

TPE 1A, 2, 3, 4, 5, 6 (A-B), 7, 8, 9, 10, 12, 13

7. Understand how to develop syllabic and structural analysis and orthographic knowledge in reading development and how to develop students' knowledge and skills in these areas to promote accurate word analysis that leads to automaticity in words recognition and contributes to spelling development.

S T R I V E

TPE 1A, 2, 3, 4, 5, 6 (A-B), 7, 8, 9, 10, 12, 13

8. Understand the role of fluency in reading development and factors that affect students' development in fluency and how to promote fluency development.

S T R I V E

TPE 1A, 2, 3, 4, 5, 6, (A-B), 7, 8, 9, 10, 12, 13

9. Understand the role and how to promote vocabulary, academic language, background knowledge in reading development and factors that affect students' development of vocabulary, academic language, and background knowledge.

S T R I V E

TPE 1A, 2, 3, 4, 5, 6, (A-B), 7, 8, 9, 10, 12, 13

10. Understand literal, inferential, and evaluative comprehension and factors affecting reading comprehension and how to facilitate comprehension by preparing students for the reading task, scaffolding them as needed through the reading process, and preparing them to respond to what they have read.

S T R I V E

TPE 1A, 2, 3, 4, 5, 6, (A-B), 7, 8, 9, 10, 12, 13

11. Understand how to promote students' comprehension and analysis of narrative/literacy text and their development of literacy response skills and expository/informational texts and their development of study skills and research skills.

S T R I V E

TPE 1A, 2, 3, 4, 5, 6, (A-B), 7, 8, 9, 10, 12, 13

12. Understand specific strategies to motivate students in the areas of reading, writing, listening and speaking and utilize these strategies.

S T R I V E

TPE 1A, 2, 3, 4, 5, 6 (A-B), 7, 8, 9, 10, 11, 12, 13

Required Readings and Learning Resources

Roe, B. & Burns, P. (2011). *Informal Reading Inventory: Preprimer to Twelfth Grade*. (8 Ed.). Belmont, CA: Wadsworth, Cengage Learning.

Zarillo, J. (2011). *Ready for Revised RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment* (3rd Ed.) Boston, CA: Pearson.

Please download the following documents:

Reading/Language Arts Common Core State Standards

<http://www.corestandards.org/ELA-Literacy>

Next Generation ELD Standards

<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Blackboard, TaskStream, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. All electronic messages should be crafted with professionalism and care.

Things to consider:

Would I say in person what this electronic message specifically says?

How could this message be misconstrued?

Does this message represent my highest self?

Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Computer and Handheld Device Use during Class Sessions

You are welcome to use a laptop computer in class when working on class assignments, for example. However, you will need to save checking email or other personal computer use for time outside of class. Additionally, texting during class is prohibited. When focusing on class

activities or listening to presentations, electronic devices are disruptive. Your kind consideration is greatly appreciated by all!

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of the University's dedication to academic excellence is its commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions. Due to the serious nature of such an offense and the resulting questions regarding student ethics, graduate programs may assign sanctions including academic probation, suspension from the university or dismissal from the university after a first offense with the approval of the department chair/program director, the Dean and the Vice President for Academic Affairs. Sanctions will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach. Any form of academic dishonesty may result in dismissal from the program.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions as determined appropriate by the Provost.

Pearson Library

At Cal Lutheran we won't tell you what to think — we'll teach you how to think. You'll learn how to gather information, analyze and synthesize. Don't worry about the "gathering"... that's the easy part. We have technicians, information specialists, and trainers to help you find the information you need. Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/iss/research/>. Librarians are available to assist you at the Thousand Oaks campus or via LibChat on the Library's home page or emailing CLUlibrary@callutheran.edu. You may contact the library at (805) 493-3250. If you attend classes at one of CLU's satellite locations, see <http://www.callutheran.edu/iss/research/satellite.php> for the full range of services provided.

CLU Writing Center

Experienced Writing Center tutors help CLU's undergraduate and graduate students with their writing projects: reading free writes to find the best ideas; refining thesis statements; showing students how to structure paragraphs; and using specific exercises to improve sentence syntax. They work with whole classes as well as with individual students on the style guidelines required for papers in the various disciplines.

All enrolled CLU students are invited to make use of our services. For additional information, please visit http://www.callutheran.edu/writing_center/, call 805-493-3257, [book online](#), email writingcenter@callutheran.edu or stop by the Writing Center (The Darling Collaboration Suite in the library) to schedule an appointment.

Course Schedule of Activities and Assignments

The assignments, presentations, and examinations are all designed to help the teacher candidate demonstrate his or her understanding of the knowledge and concepts covered in class and the required readings. Additional details of the assignments will be documented in the handouts provided in class, posted on Blackboard, and will be further explained by the instructor. **The assignments are due on the specified dates discussed during the first class meeting.** Completed assignments will be assessed and graded by the instructor, peer-evaluated, self-evaluated or any combination of these methods. **The instructor reserves the right to make changes, if necessary, to the assignments listed below.**

1. Student Literacy Case Study

The Teacher Candidate will select formal and informal diagnostic assessments to determine students' specific instructional needs. The student selected will be an English Language Learner or a speaker of nonstandard English, who is an elementary student who is a struggling reader or a student with reading difficulties or disabilities, or special needs or an advanced learner.

The Teacher Candidate will determine the independent, instructional and frustration reading level and develop and communicate how to use this information to plan an intervention. The ADEPT assessment will be utilized to assess and analyze the specific English language development strengths and weaknesses. The case study will contain assessment results, identify a standard from the Common Core State Standards and the English Language Development Standards, describe a strategy/activity and how it benefits the student, use RICA content areas as criteria for analysis, include a graphic or chart on the computer to show assessment results visually, and include a portfolio of assessments and work samples. The case study will identify and include appropriate entry-level assessment, monitoring of student progress and summative assessment suggestions. Class time will be used to prepare students for giving assessments and for assistance with interpreting results. The final report will be in case study format, suitable for communicating with students, parents/guardians, and relevant school and district personnel. Please demonstrate your understanding of privacy and security issues by assuring confidentiality.

Final Due date: December 2, 2014

50 Total Points Possible

TPE 1A, 2, 3, 4, 6 (A-B), 7, 8, 9, 11, 12, 13

CLU Student Learning Outcomes: Field Specific Knowledge and Experience, Principled leadership, Critical Thinking, Cultural Competency, Appreciation of diversity, Service to Community, Written Communication, Oral Communication, Apply ethical and professional judgment

2. Reading Instruction Competence Assessment Portfolio

You will organize a binder with seven sections that correspond to the RICA domains and fifteen additional sections for each of the RICA Competencies. In each section, you will place the assessments and resources you have been given; the discussion/lecture handouts that relates to the topic; and research articles that would help you in a review for the RICA. The binder will be professionally done and brought to each class session.

Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment

- Competency 1: Planning, Organizing, and Managing Reading Instruction
- Competency 2: Reading Assessment

Domain 2: Word Analysis

- Competency 3: Phonological and Phonemic Awareness
- Competency 4: Concepts About Print, Letter Recognition, and the Alphabetic Principle
- Competency 5: Phonics and Sight Words: Terminology and Concepts
- Competency 6: Phonics and Sight Words: Instruction and Assessment
- Competency 7: Syllabic Analysis, Structural Analysis, and Orthographic Knowledge

Domain 3: Fluency

- Competency 8: Fluency: Role in Reading Development and Factors That Affect the Development of Fluency
- Competency 9: Fluency: Instruction and Assessment

Domain 4: Vocabulary, Academic Language, and Background Knowledge

- Competency 10: Vocabulary, Academic Language, and Background Knowledge: Role in Reading Development and Factors That Affect Development
- Competency 11: Vocabulary, Academic Language, and Background Knowledge: Instruction and Assessment

Domain 5: Comprehension

- Competency 12: Comprehension: Concepts and Factors Affecting Reading Comprehension

- Competency 13: Comprehension: Instruction and Assessment—Before Children Read, While Children Read, and After Children Read
- Competency 14: Comprehension: Instruction and Assessment—Understanding and Analyzing Narrative/Literary Texts
- Competency 15: Comprehension: Instruction and Assessment—Expository/Informational Texts and Study Skills

Assignments Due date: December 16, 2014

5 Total Points Possible

TPE 1-A, 2, 3, 4, 5, 6 (A-B), 9, 10, 12, 13

CLU Student Learning Outcomes: Field Specific Knowledge and Experience, Information Literacy, Written Communication, Oral Communications, Critical Thinking.

3. Reading Lesson Plan

Utilizing the CLU lesson plan template, each Teacher Candidate will create a research based fluency or phonics lesson that is age appropriate for their field placement. The lesson should demonstrate direct, systematic, and explicit instruction. Universal access and differentiation should be addressed in detail.

Assignment Due date: November 4, 2014

30 Total Points Possible

TPE 1 – 13

4. Text Talk Activities

During this class, you will have six opportunities to observe read-aloud comprehension and vocabulary activities. You will observe a read-aloud and a vocabulary lesson and after each observation, you will write a one-page, double-spaced observation overview and reflection. In addition, you will participate in read aloud and vocabulary activities after which you will also complete a reflection to turn in on Blackboard. Details for this assignment will be available on Blackboard for you along with instructions to upload your work through Blackboard.

Assignment Due date: See Text Talk Schedule

30 Total Points Possible

5. RICA Competency Outlines

To help you study for the RICA Exam, you will fill out an outline for each RICA competency. The outline template for the RICA Competency is available for you on Blackboard after each class session. Fill out the outline electronically and submit it on Blackboard by the Sunday after each class session. If you submit your outline late, you will not receive the 2 points. After the semester is over, you will have a great packet to study from for the RICA Exam!

Due date: The Sunday after each class session

30 Total Points Possible

(2 points per outline)

6. Exams: Mid-term, Final Exam

There will be two exams based on readings from the texts and class lecture and discussion. The exams will incorporate theory and its relationship to effective classroom instruction in reading in multicultural classrooms. These exams will also serve as preparation for the California Reading Instruction Competency Assessment (RICA). The exams will be multiple choice and essay format, and will focus on both content and application of reading theory and practice.

100 Total Points Possible

TPE 1A-13

Learning Activities and Assignments

ALIGNMENT OF STRIVE, CLU STUDENT LEARNING OUTCOMES, and TPEs

STRIVE Conceptual Framework	S erve as a mentor and model for moral and ethical leadership	T hink critically to connect theory with practice	R espect all individuals
CLU Learning Outcomes	<ul style="list-style-type: none"> • Communication • Identity and values • Interpersonal and teamwork skills • Principled leadership 	<ul style="list-style-type: none"> • Creative and Critical thinking • Information Literacy 	<ul style="list-style-type: none"> • Cultural Competency • Identity and Values
Teaching Performance Expectations	<ul style="list-style-type: none"> • TPE 11, 12 	<ul style="list-style-type: none"> • TPE 4, 5, 6, 7, 9, 10 	<ul style="list-style-type: none"> • TPE 4, 8, 11, 12
STRIVE Conceptual Framework	I nclude and respond to the needs of all learners	V alue diversity	E mpower individual to participate in educational growth and change
CLU Learning Outcomes	<ul style="list-style-type: none"> • Creative and Critical Thinking • Information Literacy • Quantitative Literacy • Cross Cultural Competence • Communication 	<ul style="list-style-type: none"> • Identity and Values • Cultural Competency 	<ul style="list-style-type: none"> • Communication • Interpersonal and teamwork skills • Principled Leadership
Teaching Performance Expectations	<ul style="list-style-type: none"> • TPE 2, 3, 4, 5, 6, 7, 8, 9 	<ul style="list-style-type: none"> • TPE 4, 6, 7, 8, 11, 12, 13 	<ul style="list-style-type: none"> • TPE 12, 13

Grading Policy

For each course requirement points will be awarded. All academic achievement grades will be based on the criteria published in this syllabus or on the supplemental handouts provided in class. Points will be awarded for each course requirement and the cumulative points at the end of the semester will be converted to an academic achievement letter grade based on the final percentage. All course work should be completed by the due date assigned and a hard copy should be handed in to the instructor (and posted on Blackboard if necessary). Make sure when you hand in your course work that you have done your best work. Incomplete or “IN” grades are strongly discouraged and must be agreed to by the instructor.

Minimum Grade Requirement

The Teacher Candidate must receive a B or better in this class (and all courses) to move forward in the California Lutheran University, Graduate School of Education. Failure to do so will result in retaking the class or being dropped from the program.

Course Assignments	Due Date	Points Possible
Literacy Case Study	12/2/14	50
Reading Instruction Competence Assessment Portfolio	12/16/14	5
Reading Lesson Plan	11/4/14	30
Text-Talk Feedback and Reflections	See Text Talk Schedule	30
RICA Competency Outlines	The Sunday following each class	30
Exams		
Midterm (50)		100
Final Exam (50)		
Total Possible Points		245
Grades Assigned Percentage		
A = 93 - 100% 228-245 points	B- = 80 - 82%	196-203 points
A- = 90 - 92% 221-227 points	C+ = 77 - 79%	189-195 points
B+ = 87 - 89% 214-220 points	C = 73 - 76%	179-188 points
B = 83 - 86% 204-213 points	C- = 70 - 72%	172-178 points

Each student is expected to add EDTP 521 to her/his Blackboard Portfolio and place the required assignments in his/her portfolio in order to be evaluated. Parts of the Case Study assignment will be submitted as a hard copy to the instructor. The complete Case Study will be handed in electronically and as a hard copy. Unless otherwise specified, all assignments are handed in via Blackboard.

Accountability/Assessment

Attendance Policy: It is expected that you will attend all class sessions. Should you be unable to attend a specific class, you must notify the instructor by email prior to the scheduled class. Also, notify the instructor prior to the scheduled class if you will be late in arriving or if you must leave early. Assignments are due as scheduled even if there is an absence. Missed classes (partial or whole) will impact the final grade. Student learning depends on full participation in all course activities. Only one absence is permitted per semester.

Teacher candidates are expected to complete required readings and assignments *before* the class session during which they are addressed. The text(s) should become a part of your professional reference library, as well as the many handouts that you will receive.

Expectations: Weekly preparation and reading assignments are critical to success. Teacher candidates are expected to complete required readings and assignments for the class session during which they are addressed. In those areas where you lack knowledge or a genuine excitement for the topic, you need to read with care. This will help you build a positive foundation as a professional who *will teach all areas of the curriculum*, not just the parts you know or like. The text should become a part of your professional reference library as well as the many handouts that you will receive.

This is a graduate level course. Quality of written work must represent high standards. Professional quality work is thoughtful, neat, **free of errors**, and professionally presented. **Any late assignments will have points deducted from the final score unless the instructor's permission was granted prior to the due date.**

Course Evaluations

Please note that all course evaluations are now conducted on-line. Your feedback is important to us. You will receive an e-mail message reminding you when the website is open for your feedback. The link is: <http://courseeval.callutheran.edu>

Carnegie Hours

The expectation for this course is that you will spend 3 hours per week in class (either face to face or online). A Carnegie hour is defined as 50 minutes. You will also be expected to spend at least 6 hours per week studying and completing assignments for this course.

Fieldwork

EDTP 523 Introduction to Student Teaching/Elementary or EDTP 552 Field Study-Elementary provides opportunity to observe, **implement**, and reflect upon methods taught in this course.

TPEs (Teaching Performance Expectations)

Although many of the TPEs are addressed throughout the various assignments designed for this course, there is special emphasis of TPE 1A. Included below is an excerpt from the TPE document that highlights the specifics of TPE 1A for the fields of language arts in a multiple subject assignment.

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS
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TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to

determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Included below are the STRIVE, Special Education Standards, and RICA Domains. All are connections to the EDTP 521 course.

STRIVE

S: Serve as mentors and models for moral and ethical leadership
T: Think critically to connect theory with practice
R: Respect all individuals
I: Include and respond to the needs of all learners
V: Value diversity
E: Empower individuals

Special Education Standards

#10: Professional, Legal, and Ethical Practices
#12: Educating Diverse Learners

#15: Managing Learning Environments
#16: Effective Communication

#19: Knowledge & Skills Assess. Gen. Ed
#20: Curricular and Instructional Skills in General Education
#22: Assessment and Evaluation
#24: Positive Behavior Support
#25: M/M- Characteristics and Needs
#25: M/S- Communication and Social
#26: M/S- Curriculum

RICA

Domain 1: *Planning, Organizing, and Managing Reading Instruction based on Ongoing Assessment*

- Competency 001: Planning, Organizing, and Managing Reading Instruction
- Competency 002: Reading Assessment

Domain 2: *Word Analysis*

- Competency 003: Phonological and Phonemic Awareness
- Competency 004: Concepts About Print, Letter Recognition, and the Alphabetic Principle
- Competency 005: Phonics and Sight Words: Terminology and Concepts
- Competency 006: Phonics and Sight Words: Instruction and Assessment
- Competency 007: Syllabic Analysis, Structural Analysis, and Orthographic Knowledge

Domain 3: *Fluency*

- Competency 008: Fluency: Role in Reading Development and Factors that Affect the Development of Fluency
- Competency 009: Fluency: Instruction and Assessment

Domain 4: *Vocabulary, Academic Language, and Background Knowledge*

- Competency 010: Vocabulary, Academic Language, and Background Knowledge: Role in Reading Development and Factors That Affect Development
- Competency 011: Vocabulary, Academic Language, and Background Knowledge: Instruction and Assessment

Domain 5: *Comprehension*

- Competency 012: Comprehension: Concepts and Factors Affecting Reading Comprehension
- Competency 013: Comprehension: Instruction and Assessment—Before Children Read, While Children Read, and After Children Read

- Competency 014: Comprehension: Instruction and Assessment—Understanding and Analyzing Narrative/Literary Texts
- Competency 015: Comprehension: Instruction and Assessment—Expository/Informational Texts and Study Skills

References and Recommended Readings:

Additional readings and resources will be provided by the instructor.

Adams, Marilyn J. (1994). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Adams, Marilyn, Foorman, Barbara R., Lundberg, Ingvar, & Beeler, Terri. (1998). *Phonemic Awareness in Young Children*. Baltimore, MD: Paul H. Brookes.

Allington, Richard. (1999) *Classrooms that work*. Addison-Wesley.

Au, Kathryn H. (1993). *Literacy Instruction in Multicultural Settings*. Orlando, FL: Harcourt Brace.

Bear, Donald R. et al. (2000) *Words their way: Word study for phonics, vocabulary, and spelling instruction, 2nd Edition*.

Calkins, Lucy M. (1984). *The art of teaching writing*. Portsmouth, NH: Heinemann Press.

Calkins, Lucy M. (2001). *The art of teaching reading*. Portsmouth, NH: Heinemann Press.

Clay, Marie. (1987) *Becoming literate*. Portsmouth, NH: Heinemann Press.

Cunningham, P.M., Allington, R.L. (2007). *Classrooms That Work: They Can All Read and Write*. Boston, MA: Pearson Education, Inc.

Cunningham, Patricia M. (1995). *Phonics they use*. Harper-Collins College.

Cunningham, Patricia M. and Hall, Dorothy P. (1994) *Making words*. Good Apple, Inc.

Fountas, Irene C. and Pinnell, Gay Sue. (1996) *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann Press.

Fountas, Irene C. and Pinnell, Gay Sue. (2001). *Guiding readers and writers: Grades 3-6*. Portsmouth, NH: Heinemann Press.

Graves, D.H. (1994). *A fresh look at writing*. Portsmouth, NH: Heinemann Press.

Gregory, J.M. (1989). *The Seven Laws of Teaching*. Grand Rapids, MI: Baker Book House.

Harvey, Stephanie and Goudvis, Anne. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Stenhouse Publishers.

Marzano, R.J., Pickering, D.J., Pollock, J.E. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Moats, L.C. (2000). *Speech and Print*. Baltimore, MD: Paul H. Brooks Publishing.

National Reading Panel Report, Teaching Children to Read, January 2001.

Pressley, M., Allington, R.L., Wharton-McDonald, R., Block, C.C., Morrow, L.M. (2001). *Learning to Read: Lessons from Exemplary first-Grade Classrooms*. New York, NY: The Guilford Press.

Pressley, Michael. (1998). *Reading instruction that works: The case for balanced teaching*. Guilford Press.

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Instructional Approaches and Strategies

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Test Reports- STAR

<http://star.cde.ca.gov/star2006>

The Reading Genie

<http://www.auburn.edu/~murraba/>

Report of the National Reading Panel
<http://www.nationalreadingpanel.org>

Constructivist Teaching Practices
<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading>

English Language Arts/English Language Development Standards
<http://www.cde.ca.gov/ci/rl/cf/index.asp>

Reading Instruction Competence Assessment
http://www.rica.nesinc.com/RC_preparation_materials.asp

RICA-Homepage
<http://www.rica.nesinc.com>