

UCLA Teacher Education Program Objections to NCTQ Findings

ELEMENTARY (G) TEACHER PREPARATION PROGRAM

Other Standards	NCTQ Rating & Claims	Discrepancies	
Struggling Readers	0 - The program fails to meet the standard because there is no required reading course that delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.	<ul style="list-style-type: none"> The required reading methods course focuses on meeting the needs of struggling readers and ELLs. Candidates are required to practice strategies in the field during student teaching, and to debrief those strategies with their faculty advisor during weekly seminar and their reading methods instructor during ED315A. All elementary candidates observe reading instruction at the UCLA Lab School and use what they learn to inform their discussions about struggling readers during ED315 and in their student teaching. 	<ul style="list-style-type: none"> ED315A (K) syllabus ED315A (D) syllabus ED315A Read Aloud Collection assignment ED315A Book Box assignment ED315A Literacy Center assignment ED315A Community Literacy assignment

UCLA TEP ED315a
Elementary Literacy Methods
Fall 2011 Mondays 1:00-4:00 p.m. Moore Hall 3027

Overview of the Literacy Methods Course Sequence

Welcome to ED 315a Elementary Literacy Methods. This course focuses on the theoretical principles and pedagogical strategies necessary for developing and maintaining a balanced, comprehensive literacy program for elementary aged children. This course marks an important transition for you as you make the shift from thinking about teaching and learning from the perspective of a student, to thinking about teaching and learning from the perspective of a teacher. During this quarter, we will be deeply immersed in exploring what literacy is; how children learn to read, write, and use language in and out of school; and how teachers support the growth and development of their students as literacy learners. We will examine these areas as we read and discuss a variety of texts, meet in our university classroom, and work with teachers and children in school and classroom contexts.

Goals and Key Understandings:

- Develop an understanding of the components of a balanced, comprehensive literacy program, including appropriate assessments. (*TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11*)
- Develop an understanding of the theories, principles, and standards in California which guide and direct the teaching of reading and writing in elementary schools. (*TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11*)
- Develop and strengthen the connections between the TEP Guiding Principles emphasizing social justice, and the practice of teaching a balanced, comprehensive literacy program. (*TPEs 1, 4, 6, 7, 11, 12, 13*)
- Understand the interaction and significance of reading, writing, listening, and speaking in relation to literacy development. (*TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11*)
- Understand, interpret, and use the English Language Development standards and assessments that guide the instruction of English Language Learners. (*TPEs 1, 2, 3, 4, 5, 6, 7*)
- Participate in a variety of field experiences in order to bring together literacy theory and practice, and integrate principles of social justice-in-action. (*TPEs 1 – 11, 13*)

Specifically, our course readings, activities and projects this quarter are designed to help you explore and learn about the following key ideas:

Essential Questions for Fall Quarter:

- What does it mean to be literate?
- How is curriculum developed for teaching reading on a national, state, and district level?
- How do we use children's literature to develop listening, speaking, reading and writing skills?
- What does a balanced, comprehensive literacy program look like?
- How can teachers best support the reading development of English Language Learners and Standard English Language Learners?
- How are literacy instruction and assessment linked?
- How can we use our critical thinking skills when using adopted materials as tools based on our knowledge of literacy instruction?

REQUIRED TEXTS

Download the following On-Line:

California Department of Education. (2010). Common Core Standards for English Language Arts. (on-line). Available: www.cde.ca.gov/be/st/ss/index.asp

California Department of Education. (1999). English language development standards for California

Purchase at the UCLA bookstore or online:

Gunning, T. (2010). *Creating Literacy Instruction for All Students*. 7th Edition. Boston, MA: Allyn & Bacon.

Tompkins, G. (2009). *50 Literacy Strategies: Step by Step*. 3rd Edition. Upper Saddle River, NJ: Pearson Education, Inc.

Rossi, J. & Schipper, B (2007) *Case studies in preparation for the RICA* (4th ed.). Boston, MA: Allyn and Bacon.

Zarillo, J. (2005). *Ready for RICA* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

PREPARATION AND PARTICIPATION

It is essential that you not only attend each class session (and be on time!), but that you are also prepared to be an ACTIVE participant. An important aspect of any classroom learning community is the active engagement of students and teachers around worthwhile content. Your contributions to class discussions and activities are essential to your learning as well as to the health and learning of our own classroom community. It is your responsibility to complete the assigned readings and related assignments before coming to class. Additionally, you will be expected to be an active participant who raises relevant questions, makes contributions that promote discussion, is sensitive to eliciting the ideas of others in the class, and actively engages in small group work. Your attendance, preparation, and participation will contribute to your successful completion of the class and a passing grade.

COURSE ASSIGNMENTS

You will be given further details and due dates for each of the following assignments/projects:

- Weekly Interactive Journal Writing
- Community Literacy Resources Exploration
- Literature Assignment (read aloud collection, book box, literacy centers, lesson plans)

GRADING CRITERIA

Attendance / Participation	20 pts.
Interactive Journal	20 pts.
Community Literacy Resources Exploration	10 pts.
Literature Assignment: Read Aloud Collection	10 pts.
Book Box	10 pts.
Literacy Centers	10 pts.
Lesson Plans	20 pts.

100 total points for the course

- You must earn at least 90 points to pass the course.
- All assignments must be completed and turned in on time.
- If you are absent, an electronic copy of the assignments must be sent to the instructor by 5 pm on Friday.

Date	Guiding Questions /Class Agenda		Readings	Tompkins Strategies	Assignments	Connections to RICA
Sept. 26	<ul style="list-style-type: none"> What does it mean to be literate? How do we build a classroom literacy community? How do we come to know our students' strengths and needs as readers and writers? What are the elements of balanced literacy instruction? 	<ul style="list-style-type: none"> Course Overview Getting to know each other as readers and writers Elements of balanced literacy instruction 	Gunning Ch 1 & 11	#33 Quick writes #40 Sketch to stretch #36 Reading Logs	Interactive Journal	Zarillo Introduction
Oct. 3	<ul style="list-style-type: none"> How does curriculum develop for teaching literacy? How are literacy assessments used in California How do teachers read books aloud most effectively? 	<ul style="list-style-type: none"> California Reading/Language Arts Framework and Common Core Standards Assessment Read Alouds 	Gunning Ch. 2 &3	#27 Mini Lesson #6 Book Talks #50 Interactive Read Alouds	Interactive Journal	Zarillo Ch. 1 & 2 Rossi Domain 1
Oct. 10	<ul style="list-style-type: none"> How do teachers foster emergent/early literacy skills (reading, writing, spelling)? How are phonological awareness and phonics skills assessed? How do families and communities impact the literacy learning of their children? 	<ul style="list-style-type: none"> Phonological awareness and phonics 	Gunning Ch. 4	#2 Alphabet Books #23 Language Experience Approach #21 Interactive Writing	Interactive Journal	Zarillo Ch. 3 4 & 5 Rossi Domain 2
Oct. 17	<ul style="list-style-type: none"> What are different approaches to phonics instruction? How do students become fluent readers? How is reading fluency assessed? How do teachers support students that struggle with reading fluency? 	<ul style="list-style-type: none"> Word Building Decodable Text Building Fluency 	Gunning Ch. 5	#26 Making Words #47 Word Ladders #48 Word Sorts #16 Goldilocks Strategy #35 Reader's Theater # 40 Running Records	Interactive Journal	Zarillo Ch. 6, 7, 8 & 9 Rossi Domain 2 & 3
Oct. 24	<ul style="list-style-type: none"> What is the relationship between vocabulary development and reading? What are effective ways of teaching vocabulary? 	<ul style="list-style-type: none"> Word study Vocabulary Development 	Gunning Ch.6	Predict-o-gram (see additional handout)	Interactive Journal Read Aloud Collection due	Zarillo Ch. 10 & 11 Rossi Domain 4

Date	Guiding Questions /Class Agenda		Readings	Tompkins Strategies	Assignments	Connections to RICA
	<ul style="list-style-type: none"> What are some ways to assess vocabulary learning? 					
Oct. 31	<ul style="list-style-type: none"> How do students use comprehension strategies to understand what they are reading? How do teachers teach comprehension strategies? How is reading comprehension assessed? 	<ul style="list-style-type: none"> Comprehension strategies instruction 	Gunning Ch. 7 & 8	#20 Guided Reading #49 Word Walls	Interactive Journal Community Literacy Resources artifact due	Zarillo Chpt. 12, 13 & 14 Rossi Domain 5
Nov. 7	<ul style="list-style-type: none"> How do students use comprehension strategies to understand what they are reading? How do teachers teach comprehension strategies? How is reading comprehension assessed? How can teachers support students that struggle with comprehension? 	<ul style="list-style-type: none"> Comprehension strategies instruction Conferencing with readers 	Gunning Ch. 7 & 8	#13 Double Entry Journals #32 Storyboards	Interactive Journal Book Box due	Zarillo Chpt. 12, 13 & 14 Rossi Domain 5
Nov. 14	<ul style="list-style-type: none"> How do readers use comprehension strategies with content area texts? How are writing strategies used to learn in the content areas? 	<ul style="list-style-type: none"> Content Area Literacy (text features, instructional techniques) 	Gunning Ch. 9	#22 KWL #24 Learning Logs	Interactive Journal Literacy Centers Due	Zarillo Ch. 15 Rossi Domain 5
Nov. 21	<ul style="list-style-type: none"> How and why do teachers use book clubs and literature circles to foster reading development? 	<ul style="list-style-type: none"> Reader Response Theory Types of Literature Building Classroom Libraries 	Gunning Ch. 10	#28 Open Minded Portraits	Interactive Journal Lesson Plans due	
Nov. 28	RICA study day					
Saturday Dec. 3 RICA exam						

Course Assignment: Choosing and Using High Quality Children's Literature

Rationale: Your novice fieldwork takes place in urban schools that currently adopt the California Treasures curriculum. While this mandated curriculum introduces students a variety of text selections, it is important that you supplement what the anthology offers with high quality children's literature that promotes student interest and engagement, reinforces the strategies and skills they are currently learning, and increases their comprehension. The goal of this assignment is to help you to understand how to identify and use high quality, grade level appropriate picture books and novels to develop listening, speaking, reading and writing skills.

Procedure: This four-part assignment asks you to: identify a series of books appropriate for read-aloud; create a "book box" suitable for instruction; and write a series of standards-based literacy lesson plans.

1. **Read Aloud Collection:** According to the US Department of Education's Commission on Reading report, *Becoming a Nation of Readers* (1985), "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." (Anderson, Heibert, Scott and Wilkinson, p. 23). Children must listen to high quality children's literature read aloud to them many times and for many purposes, in order to become strong readers themselves. Identify the current California Treasure's theme currently underway at your grade level, or later in the year during your winter student teaching time. Visit the public library in your assigned neighborhood to locate and checkout children's books related to the California Treasure's theme. Create a Read Aloud Collection that includes five (5) high quality children's literature titles that help students connect literature with concepts, themes, or content related to the California Treasure's theme (all selected books must be checked out from the neighborhood library). Your read aloud collection must include selections for above, on-grade, and below grade readers, at least one informational text selection, and appeal to the students in your classroom. Prepare an annotation handout which includes: title; author; illustrator/photographer; publisher and year; number of pages; grade level/span and a descriptive annotation, for each book. Bring your library collection and handouts to class on **10/24**. Electronic copies of the handout must be posted to the CCLE course website. A hard copy must be submitted to the instructor.
2. **Book Box:** "Book boxes are visual representations that enhance students' comprehension of books they read". (Tompkins, 2009, p. 12). Select one of the books from your Read Aloud Collection that has high interest and instructional utility. Create a "Book Box" for the selection. The contents of the book box should introduce the book and provide background information students need before, during and after reading the selection. Prepare a handout that includes the name of the California Treasure's theme; an annotation (see #1 above); a list of contents; and a picture of the book box and its contents. Bring a copy of the selection, the completed book box and handouts to class on **11/7**. Electronic copies of the handout must be posted to the course CCLE website. A hard copy must be submitted to the instructor. Be prepared to read your book aloud to a small group.
3. **Literacy Center:** "Literacy centers provide opportunities for students to explore interests, practice strategies and skills they're learning, and personalize their learning." (Owoki, 2005). Create a literacy center where students explore and practice grade level appropriate literacy strategies and/or skills independently or in small groups. Prepare a handout for your center that includes: a picture of the center; goals and objectives; materials needed; and directions for students. Electronic copies of the handout must be uploaded to the CCLE course website. A hard copy must be submitted to the instructor. Bring the completed centers and handout to class on **11/14**. Be prepared to set up your completed center for use by 3 – 5 students. Include all necessary materials.
4. **Literacy Lesson Plans:** Focused lessons on literacy strategies and skills are essential for students to become strong, independent readers. Literacy lessons "enable teachers to introduce a topic/skill and connect it to the reading or writing students are doing, provide information, and supervise students as

they practice the topic/skill" (Tompkins, 2009, p. 74). Develop a series of 2 connected lessons on phonics, word knowledge, vocabulary and/or comprehension using one of the Read Aloud Collection focus books you have selected. One of the lessons must be on comprehension. Use the TEP lesson plan template to organize your lesson plans. Bring your handouts to class on **11/21**. Copies of your lessons must be uploaded to the course CCLE website.

Resources

Tompkins, G. (2009). 50 Literacy Strategies: Step by Step. 3rd Edition. Upper Saddle River, NJ: Pearson Education, Inc.

COURSE ASSIGNMENT: COMMUNITY LITERACY RESOURCES

Rationale: The goal and purpose of this assignment is to continue your inquiry into the communities of the LAUSD local districts that are served by TEP. Using a community cultural wealth framework (Yasso, 2005), you will explore many different aspects of the Los Angeles community throughout your novice year. Through these experiences, you will develop perspectives on the cultural knowledge, skills, abilities and contacts of urban families and communities and how to bring these forms of capital into your classroom and school. In this assignment, you will explore the literacy resources of the community and how teachers draw on the knowledge students bring from their home and community into the classroom.

Procedure: This assignment has two different components: an *exploration* of the libraries, bookstores, and/or other organizations in your local district, and *interviews* with your guiding teacher and a community literacy resource person(s). You may work in groups to gather information.

1. *Exploration of literacy resources:* Do some searching on-line and on-foot of the literacy resources around the local district area. What kinds of organizations, activities, and events are offered for children, teens, and adults?
2. *Interviews:* Identify an individual at one of the literacy resources you find and ask them about their work. Prepare several questions such as: How is their organization supporting literacy in the community? What are the literacy needs in the community? What are the successes and challenges of working on literacy issues in the community? Also talk with your guiding teacher about how he/she brings in the students' families, homes, and community into the school and classroom.

Evidence: Please bring one artifact from your exploration/interviews that illustrates your learning about the literacy resources in the community to class on 10/31.

UCLA TEP ED315a
Elementary Literacy Methods
Fall 2011

ED 315 Principles and Methods for Teaching Reading for Multiple Subject Instruction

Email	
Office hours	Office hours should be arranged by appointment via email with the instructor
Overview of the Literacy Methods Course Sequence <p>This series of two courses focuses on the theoretical principles and pedagogical strategies necessary for developing and maintaining a balanced, comprehensive literacy program for elementary aged children in California. This course marks an important transition for you as you make the shift from thinking about teaching and learning from the perspective of a student, to thinking about teaching and learning from the perspective of a teacher. During these two quarters, we will be deeply immersed in exploring what literacy is; how children learn to read, write, and use language in and out of school; and how teachers support the growth and development of their students as literacy learners. We will examine these areas as we read and discuss a variety of texts, meet in our university classroom, and work with teachers and children in school and classroom contexts.</p>	
Goals and Key Understandings: <p>*This is not a RICA prep course. The expectation is that this course will support you as you prepare and study for the RICA.</p>	<ul style="list-style-type: none"> • Develop an understanding of the components of a balanced, comprehensive literacy program, including appropriate assessments. (<i>TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11</i>) • Develop an understanding of the theories, principles, and standards in California which guide and direct the teaching of reading and writing in elementary schools. (<i>TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11</i>) • Develop and strengthen the connections between the TEP Guiding Principles emphasizing social justice, and the practice of teaching a balanced, comprehensive literacy program. (<i>TPEs 1, 4, 6, 7, 11, 12, 13</i>) • Understand the interaction and significance of reading, writing, listening, and speaking in relation to literacy development. (<i>TPEs 1, 3, 4, 5, 6, 7, 8, 9, 11</i>) • Understand, interpret, and use the English Language Development standards and assessments that guide the instruction of English Language Learners. (<i>TPEs 1, 2, 3, 4, 5, 6, 7</i>) • Participate in a variety of field experiences in order to bring together literacy theory and practice, and integrate principles of social justice-in-action. (<i>TPEs 1 – 11, 13</i>)
Essential Questions for Fall Quarter	<ul style="list-style-type: none"> • What does it mean to be literate in California? • How is curriculum developed for teaching reading on a national, state, and district level? • How do we use children's literature to develop listening, speaking, reading and writing skills? • What does a balanced, comprehensive literacy program look like? • How can teachers best support the reading development of English Language Learners? • How are literacy instruction and assessment linked? How can we use our critical thinking skills when using adopted materials as tools based on our knowledge of literacy instruction

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Required Text	<p>Download the following On-Line: California Department of Education. (1999). English language arts standards for California public schools: Kindergarten-grade twelve. (on-line). Available: www.cde.ca.gov/be/st/ss/index.asp</p> <p>California Department of Education. (1999). English language development standards for California public schools: Kindergarten-grade twelve. (on-line). Available: www.cde.ca.gov/be/st/ss/index.asp</p> <p>Purchase at the UCLA bookstore or online: Tompkins, G. (2009). <i>50 Literacy Strategies: Step by Step</i>. 3rd Edition. Upper Saddle River, NJ: Pearson Education, Inc.</p> <p>Gunning, T. (2010). <i>Creating Literacy Instruction for All Students</i>. 7th Edition. Boston, MA: Allyn & Bacon</p> <p>Zarillo, J. (2005). <i>Ready for RICA</i> (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.</p> <p>Rossi, J. & Schipper, B (2007) <i>Case studies in preparation for the RICA</i> (3rd ed.). Boston, MA: Allyn and Bacon.</p> <p>Fall 2011 ED 315a Course Reader.</p>
Preparation and Participation	<p>It is essential that you not only attend each class session (and be on time!), but that you are also prepared to be an ACTIVE participant. An important aspect of any classroom learning community is the active engagement of students and teachers around worthwhile content. Your contributions to class discussions and activities are essential to your learning as well as to the health and learning of our own classroom community. It is your responsibility to complete the assigned readings and related assignments before coming to class. Additionally, you will be expected to be an active participant who raises relevant questions, makes contributions that promote discussion, is sensitive to eliciting the ideas of others in the class, and actively engages in small group work. Your attendance, preparation, and participation will contribute to your successful completion of the class and a passing grade</p>

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Classroom Agreements	<ul style="list-style-type: none"> • Schedule: Classes will meet on (1:00-4:00pm). There will be a 15-minute break. • Submitting work: All assignments are due at the start of class, no late work will be accepted • Grading: Satisfactory or Unsatisfactory. To pass this class, attendance and participation are essential and all the assignments must be completed on time. If you miss an entire day, you will not be able to pass the class. If you must miss a class, you will need to talk with the instructor about making-up the missed class. • Tardiness: Some of the most important announcements occur during the first 15 minutes of class – therefore, <u>it is critical that you arrive to class on time</u>. Please see instructor as soon as possible if you are experiencing personal difficulties with getting to class on time. • Peer Support: Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. • Email: Students are expected to check their email account and the course website daily. 	
Assignments	<ul style="list-style-type: none"> • Weekly Reading Log 	Due:
	<ul style="list-style-type: none"> • Weekly Chapter reading with assignment 	Due:
	<ul style="list-style-type: none"> • Weekly in-class assignment 	Due:
	<ul style="list-style-type: none"> • RICA study groups 	Due:
	<ul style="list-style-type: none"> • Community Exploration of Literacy Resources 	Due:
	<ul style="list-style-type: none"> • Literature Assignments • Book Box • Lesson Plans • Literacy Centers 	Due:
Grading Criteria <ul style="list-style-type: none"> • You must earn at least 100 points to pass the course. 	Attendance Participation In Class work	50 pts.
	Weekly Reading Log	10 pts.
	Weekly Chapter reading with assignment	10 pts.
	RICA study groups	10 pts.
	Community Exploration of Literacy resources	10 pts.
	Literature Assignment <ul style="list-style-type: none"> • Book Box • Lesson Plans • Literacy Centers 	20 pts.

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Week	Topic	Readings listed are to be completed before the class meeting.	Assignment(s) are to be completed and brought to class each week
September 26	Class Organization <ul style="list-style-type: none"> Major Theories Role of Language Highly Effective Teachers Ready for the Rica Strategies that Work 	Read Gunning Ch. 1 and 11 Read Zarillo Ch. Introduction	Reading Log
October 3	California R/LA Framework	Read California R/LA Framework Chapter 2 Read Gunning Ch. 2 Read Zarillo Ch. 1 and 2	1. Complete Reading Log 2. Complete Framework Organizer
October 10	Fostering Emergent/Early Literacy <ul style="list-style-type: none"> Essential skills and understanding for Emergent Literacy <ul style="list-style-type: none"> Reading, Spelling, Writing Phonological Awareness Working with parents 	Read Gunning Ch. 4 Read Zarillo Ch. 3 and 4 Read Rossi Content Area 3 and 4	1. Complete Reading Log 2. Bring a copy of a book that you would use for developing phonological awareness
October 17	Rationale and Approaches to Phonics Instruction <ul style="list-style-type: none"> Word building Decodable text Building Fluency 	Read Gunning Ch. 5 Read Zarillo Ch. 5 and 6 Read Rossi Content Area 5 and 6	1. Complete Reading Log 2. Using the book ____ select a strategy that you might use in phonic or fluency instruction
October 24	Assessing for Learning <ul style="list-style-type: none"> Assessment in California <ul style="list-style-type: none"> CELDT CST CAPPA CMA Classroom monitoring and assessment 	Read California R/LA Framework Ch. 6 Read Gunning Ch. 3 Read Zarillo Ch. 13 Read Rossi Content Area 1,2,13	<ul style="list-style-type: none"> Complete Reading Log Bring a book that you are considering using in your Book Box and share the lexile level. You can go to lexile.com for information

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October 31	Building Vocabulary <ul style="list-style-type: none"> • Seven principles of developing vocabulary • Teaching techniques • Structure Language Practice 	Read Gunning Ch. 6 Read Zarillo Ch. 12 Read Rossi Content Area 11 and 12	1. Complete Reading Log 2. Make a Predict-o Gram for a book you are considering using in your Book Box
November 7	Comprehension <ul style="list-style-type: none"> • A process model • Most successful Strategies • How does this all connect? • Questioning • Critical literacy • Enabling Text 	Read Gunning Ch. 7 and 8 Read Zarillo Ch. 7 and 8 Read Rossi Content Area 7 and 8	1. Complete Reading Log 2. Create a critical guided reading lesson using the given story passage and planner
November 14	Content Area Literacy <ul style="list-style-type: none"> • Text Features • Instructional Techniques • Metacognitive strategies 	Read Gunning Ch. 9 Read Zarillo Ch. 9 and 10 Read Rossi Content Area 9 and 10	1. Complete Reading Log 2. Create a Think-Aloud lesson using an expository book from your book box
November 21	Reading Literature <ul style="list-style-type: none"> • Experiencing literature • Types of literature • Which books do I put in library? 	Read Gunning Ch. 10 Read Zarillo Ch. 11	Complete Reading Log Complete Book box
November 28	Creating and Managing a Literacy Program	Read Gunning Ch. 13 Read Zarillo Ch. 14	Complete Reading Log Complete Lesson Plan
December 5	Connecting the Dots of Literacy Sharing of Lesson plan through Lesson Study	Article	Complete Reading Log

* Suggested RICA DATE

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COURSE ASSIGNMENT: COMMUNITY LITERACY RESOURCES

Rationale:	The goal and purpose of this assignment is to continue your inquiry into the communities of the LAUSD local districts that are served by TEP. Using a community cultural wealth framework (Yasso, 2005), you will explore many different aspects of the Los Angeles community throughout your novice year. Through these experiences, you will develop perspectives on the cultural knowledge, skills, abilities and contacts of urban families and communities and how to bring these forms of capital into your classroom and school. In this assignment, you will explore the literacy resources of the community and how teachers draw on the knowledge students bring from their home and community into the classroom.
Procedure:	<p>This assignment has two different components: an <i>exploration</i> of the libraries, bookstores, and other organizations in your local district, and <i>interviews</i> with your O & P teacher and a community literacy resource person(s). Working in groups of 4 you will gather information and create a presentation and handout summarizing and describing your experiences and the resources you found.</p> <ol style="list-style-type: none"> 1. <i>Exploration of literacy resources:</i> Do some searching on-line and on-foot of the literacy resources around the local district area. What kinds of organizations, activities, and events are offered for children, teens, and adults? Include necessary contact information about each resource and a summary of their services. 2. <i>Interviews:</i> Identify an individual at one of the literacy resources you find and ask them about their work. Prepare several questions such as: How is their organization supporting literacy in the community? What are the literacy needs in the community? What are the successes and challenges of working on literacy issues in the community? Also talk with your O & P guiding teacher about how he/she brings in the students' families, homes, and community into the school and classroom.
Resources:	<p>Neuman, S. B. (1999). Creating continuity in early literacy: Linking home and school with a culturally responsive approach. In L.B. Gambrell, L.M. Morrow, S.B. Neuman, & M. Pressley (Eds.), <i>Best practices in literacy instruction</i> (258-270), New York: Guilford.</p> <p>Powell, R. & Davidson, N (2005). The Donut House: Real World Literacy in an Urban Kindergarten Classroom. <i>Language Arts</i> 82(5). 248-256.</p> <p>Purcell-Gates, V., L'Allier, S., & Smith, D. (1995). Literacy at the Harts' and the Larsons': Diversity among poor, inner-city families. <i>Reading Teacher</i> 48. 572-579.</p>
Presentation:	Your group will summarize and describe your experiences gathering information and conducting the interviews. You should connect your learning to the ideas presented in the research articles and suggests ways that you will be able use these community literacy resources in your classrooms and school. Each member of your group should participate in the presentation. Some type of visual image or images should be used to enhance your spoken presentation. (15-20 minutes).
Handout:	A 2-page handout should be prepared and copies made for each member of the class. One page will list the name, contact information, and a brief summary of services for each literacy resource your group found. The second page should suggest ideas for including and incorporating these resources into your classroom and school.

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Fall 2011

Rationale:	<p>Your novice fieldwork takes place in urban schools that currently adopt the Open Court Reading curriculum. While this mandated, scripted curriculum introduces students a variety of text selections, it is important that you supplement what the OCR anthology offers with high quality children's literature that promotes student interest and engagement, reinforces the strategies and skills they are currently learning, and increases their comprehension. The goal of this assignment is to help you to understand how to identify and use high quality, grade level appropriate picture books and novels to develop listening, speaking, reading and writing skills.</p>
Procedure:	<p>This four-part assignment asks you to: identify a series of books appropriate for read-aloud; create a "book box" suitable for instruction; write a series of standards-based literacy lesson plans; and create a grade level appropriate literacy center.</p>
1.	<p>Read Aloud Collection: According to the US Department of Education's Commission on Reading report, <i>Becoming a Nation of Readers</i> (1985), "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." (Anderson, Heibert, Scott and Wilkinson, p. 23). Children must listen to high quality children's literature read aloud to them many times and for many purposes, in order to become strong readers themselves. Identify the current OCR theme currently underway at your grade level. Visit the public library in your assigned neighborhood to locate and checkout children's books related to the OCR theme. Create a Read Aloud Collection that includes five (5) high quality children's literature titles that help students connect literature with concepts, themes, or content related to the OCR theme (all selected books <u>must</u> be from the neighborhood library). Prepare an annotation handout which includes: title; author; illustrator/photographer; publisher and year; number of pages; grade level/span and a descriptive annotation, for each book. Bring your library collection and handouts to class on [redacted] be prepared to read your book aloud to a small group. Electronic copies of the handout must be sent to instructor and each member of the class.</p>
2.	<p>Book Box: "Book boxes are visual representations that enhance students' comprehension of books they read". (Tompkins, 2009, p. 12). Select one of the books from your Read Aloud Collection that has high interest and instructional utility. Create a "Book Box" for the selection. The contents of the book box should introduce the book and provide background information students need before, during and after reading the selection. Prepare a handout that includes the name of the OCR theme; an annotation (see #1 above); a list of contents; and a picture of the book box and its contents. Bring a copy of the selection, the completed book box and handouts to class on [redacted]. Electronic copies of the handout must be sent to instructor and each member of the class.</p>
3.	<p>Lesson Plans: Focused lessons on literacy strategies and skills are essential for students to become strong, independent readers. Literacy lessons "enable teachers to introduce a topic/skill and connect it to the reading or writing students are doing, provide information, and supervise students as they practice the topic/skill" (Tompkins, 2009, p. 74). Develop a series of 3 connected lessons on phonics, word knowledge, vocabulary and/or comprehension using the Read Aloud Collection focus book you have selected. One of the lessons must be on comprehension. Use the TEP lesson plan template to organize your lesson plans. Bring your handouts to class on [redacted]. Electronic copies of the handout must be sent to instructor and each member of the class.</p>
4.	<p>Literacy Center: "Literacy centers provide opportunities for students to explore interests, practice strategies and skills they're learning, and personalize their learning." (Owoki, 2005). Create a literacy center where students explore and practice grade level appropriate literacy strategies and/or skills independently or in small groups. Prepare a handout for your center that includes: a picture of the center; goals and objectives; materials needed; and directions for students. Electronic copies of the handout must be sent to each member of the class. A hard copy must be submitted to the instructor. Bring the completed centers and handout to class on [redacted]. Be prepared to set up your completed center for use by 3 – 5 students. Include all necessary materials. Electronic copies of the handout must be sent to instructor and each member of the class.</p>

UCLA TEP ED315a
Elementary Literacy Methods
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Resources	<p>Tompkins, G. (2009). <u>50 Literacy Strategies: Step by Step</u>. 3rd Edition. Upper Saddle River, NJ: Pearson Education, Inc.</p> <p>Gunning, T. (2010). <i>Creating Literacy Instruction for All Students</i>. 7th Edition. Boston, MA: Allyn & Bacon</p> <p>California Department of Education. (1999). English language arts standards for California public schools: Kindergarten-grade twelve. (on-line). Available: www.cde.ca.gov/be/st/ss/index.asp</p> <p>California Department of Education. (1999). English language development standards for California public schools: Kindergarten-grade twelve. (on-line). Available: www.cde.ca.gov/be/st/ss/index.asp</p>
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