



EDRG 559 Practicum in Teaching Reading and Language Arts  
California State University, Long Beach  
Department of Teacher Education  
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### **College of Education Vision and Mission Statement**

**Vision:** Equity & Excellence in Education

**Mission:** The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

### **Department Vision Statement**

The Department of Teacher Education at CSULB prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents, and families. Our inquiry- and experience-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

### **Course Description**

EDRG 559 Practicum in Teaching Reading/Language Arts (3).

Prerequisites: EDRG 551 and admission to the Reading Certificate program or consent of instructor. Includes methods and intervention approaches for meeting the needs of struggling readers and/or writers at both early and intermediate levels of reading acquisition, and the tutoring or small-group instruction of these students. Classroom field experience is required. Traditional grading only.

### **Syllabus**

You are responsible for the information and requirements in the syllabus, course calendar, criteria stated in assignment rubrics, and announcements and course material displayed on BeachBoard. The syllabus represents a contractual agreement between the student and the instructor. Maintaining enrollment in this class constitutes your agreement to accept the requirements and responsibilities for this class as stated in the syllabus.

## Student Learning Outcomes

Upon successful completion of the course, the student will be able to:

- A. Demonstrate an understanding of basic literacy principles.
- B. Demonstrate successful assessment, planning (based on students' needs as well as Common Core State Standards and ELD Standards), and teaching of reading/language arts for:
  - 1. Beginning readers experiencing difficulty with learning to read and write;
  - 2. Older students experiencing difficulty learning to read and write;
  - 3. English language learners who experience difficulty in learning to read and write in English;
  - 4. English language learners transferring native language literacy skills to English.
- C. Demonstrate competence in identifying and describing aspects of the phonological and morphological structure of English.
- D. Assess, plan, and implement instruction for emergent readers in the areas of foundational skills (concepts of print, phonemic awareness, phonics, decoding strategies), language skills (vocabulary development), and comprehension of literature and informational text.
- E. Demonstrate competence in selecting and using decodable texts and literature to help students acquire initial foundational skills, increased fluency, and automaticity in reading.
- F. Develop and use classroom intervention techniques for beginning readers with delayed literacy development.
- G. Develop and use assessment and intervention techniques appropriate for older students who have reading, writing, or language difficulties.
- H. Demonstrate advanced skills and in-depth knowledge for helping all students become strategic, independent readers and writers of varied texts (literature and informational text).
- I. Demonstrate advanced skills for teaching all students to be successful in reading content area and informational texts.
- J. Demonstrate understanding of home influences on reading and writing development.
- K. Interpret students' literacy growth and development for parents, specialists, and administrators.
- L. evaluates and reports on technology resources intended to improve students' reading/writing/language skills and strategies.
- M. Develop and implement effective management of flexible groups for explicit instruction, group work, and independent work.

## Outline of Subject Matter

Principles of Effective Literacy Instruction for Struggling Readers and/or Writers and English Language Learners in the Classroom

*This is a course with a dual emphasis: 1) teaching students who have been diagnosed with reading and/or writing problems; 2) teaching English language learners who demonstrate problems with reading and/or writing that may or may not have to do with their English language proficiency.*

- A. Effective literacy instruction for beginning readers and writers
  - 1. Role of the family in early literacy development
  - 2. Foundational skills (Concepts of print, Development of phonemic awareness, Effective phonics instruction, Decoding skills and strategies)
  - 3. Spelling and writing development

4. Comprehension strategies for literature and informational text
5. Writing development of beginning readers
- B. Effective literacy instruction for elementary and secondary readers and/or writers
  1. Decoding strategies, spelling, and vocabulary development
  2. Reading and writing in the content areas
  3. Comprehension strategies for literature and informational texts
  4. Effective study skills and strategies
  5. The writing process for developing readers
- C. Effective literacy and content instruction for English language learners
  1. Principles of effective sheltered instruction (SDAIE)
  2. Effective lesson preparation for ELL's (SIOP)
  3. Comprehensible input for ELL's
  4. Cognitive and metacognitive strategies
  5. Improving classroom interactions
  6. Review/assessment of key content and language concepts
- D. Instructional support programs and intervention for struggling readers and/or writers
  1. Essential elements of intervention for struggling readers and/or writers
  2. Intervention needs of English language learners with delayed literacy development
  3. Planning a program of intervention within the classroom
  4. Instructional support services, including appropriate selection and use of resources
  5. Evaluation and use of assessment instruments for determining student needs and progress
  6. Alignment of assessment, instruction, and program evaluation
- E. Curriculum and Instructional Practices
  1. Teaching English language arts (based on Common Core State Standards and/or ELD standards) to whole class, small groups, and individual students
  2. Selecting materials, including decodable texts, literature, content area and informational texts for struggling readers and/or writers
  3. Integrating special needs students into the regular classroom reading programs to provide equal access
  4. Implementing effective in-class and at-home independent reading programs to strengthen the home school literacy connection
  5. Delivering effective intervention strategies based on individual differences, knowledge of home and community literacy practices, and students' English language proficiency
  6. Using curricular approaches and intervention for older students with delayed literacy development, including motivation, decoding strategies, comprehension, vocabulary development, and study skills
  7. Diagnosing, planning, and providing appropriate instruction for a group of children in a classroom setting
  8. Analyzing and evaluating effective methods for elementary and secondary readers and/or writers and English language learners, experiencing difficulty with making literacy progress

### **Required Course Readings**

Common Core Standards State Standards: English Language Arts Literacy in History Social Studies Science, and Technical Subjects

<http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

Graham, S. (2018). *Best practices in writing instruction*. (3<sup>rd</sup> Edition). Guilford Press  
Available in hardcopy, digital and audio at:  
<https://bookshelf.vitalsource.com/books/9781462538010>

### **Technology**

The class will be using BeachBoard D2L for communication, dissemination of course materials, and access to web-based resources. To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and Beach ID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the BeachBoard link at the top of the page. Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

You will also be able to access email free of charge via <http://webmail.csulb.edu>. You need to use your CSULB email account for all correspondence.

### **Technical Assistance**

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their [online form - http://www.csulb.edu/divisions/aa/academic\\_technology/thd/contact/](http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/) or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

**Please do not contact the course facilitator with technology issues.**

### **Computer Access**

Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed in both computer labs.

### **Student Responsibilities**

1. Participation on the Discussion Boards
  - Students will respond to a weekly prompt on the Discussion Board by 11:59pm each Wednesday
  - Students will respond to at least one other classmate's post by 11:59pm that Friday
  - Initial posts must be substantial (a minimum of 200 words, include references to theory, personal practice, and/or readings). There is no word count minimum for replies to other posts.
  - **Students are required to read all posts. Initial posts and responses will be monitored for participation credit.**

2. Netiquette
  - Go to <http://www.albion.com/netiquette/corerules.html> to review how to interact with your peers online
  - When agreeing or disagreeing with a post, use evidence to support your opinion
3. Academic Honesty
  - <https://www.csulb.edu/academic-senate/policy-academic-integrity-regarding-cheating-and-plagiarism>
  - [Academic Integrity Policy](#)
4. Quality of Assignments
  - All your assignments must be created using 12-point Times New Roman Font and must be double-spaced
  - Assignments are expected to have correct grammar, spelling, and punctuation, and to follow the 7<sup>th</sup> edition APA style
5. Withdrawal Policy

This class requires considerable outside preparation time as well as fieldwork. If you find yourself unable to complete course requirements in a timely manner, refer to the course withdrawal policy and withdrawal dates in the CSULB Schedule of Classes. Incomplete grades are infrequently given in this course, only for dire emergencies. Please keep me informed if you are experiencing difficulty in meeting deadlines.

### **Statement Regarding Students with Disabilities**

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request (**within the first week**) to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of Disabled Student Services on campus.

### **Course Assignments**

#### ***Group Presentation on a Strategy (20 Points) (RLS 2.3 Practiced and Assessed)***

The purpose of this assignment is for you to explore and experience instructional strategies for effective literacy instruction for English Language Learners, struggling students, and/or students with special needs.

1. On the due date, your group will share a PowerPoint presentation or Prezi (**with a minimum of 20 slides**) of your research on ONE instructional strategy. Your presentation needs to be interactive and engaging. One team member will upload the presentation to the Discussion Board **and** Dropbox.
2. In addition to the presentation, upload (to the Discussion Board **and** Dropbox) a copy of a **one-page** handout. In the handout, provide:
  - 2.1. Name of the strategy;
  - 2.2. Bibliographical information about the strategy;
  - 2.3. Brief steps of the strategy;

- 2.4. The material(s) used with the strategy (if applicable); and
- 2.5. A group summary of comments and critique of the strategy

### ***Scoring Guide***

- 2 Points Quality of Project
- 2 Points Description of Strategy
- 2 Points Steps of Strategy
- 2 Points Group Comments and Critique
- 2 Points Bibliographical Information

***Writing Intervention Project (RLS 2.6, RLS 3.2.3, RLS 3.2.4, RLS 3.2.5, RLS 3.2.6, RLS 3.3, RLS 3.4, RLS 3.5, RLS 3.7, RLS 3.8, RLS 3.9 Practiced and Assessed)***

The purpose of this assignment is for you to assess, analyze, and plan a writing intervention project for a small group of students (four to six). At least one participant should be an English Language Learner and one should be a student who presents an instructional challenge (IEP, GATE, learning challenge, etc.). Your final paper will be between five and 10 pages, typed in 12-point, Times New Roman font, and double-spaced. See below for assignment expectations.

### ***Intervention Plan (30 Points)***

Brief plan for each of the six weeks follows:

- A. **Writing Strengths and Needs of the Group (Two Weeks)**  
Drawing from the assessment data on the students in your intervention group you have completed during the current school year, summarize students' writing strengths and needs (that should be supported by a concise presentation of evidence from the assessment data). In writing your summary, think about the five stages of the writing process and various components of each stage. Pay particular attention to the variations of strengths and needs of individual students. Briefly reflect on the process.
- B. **Writing Intervention Goals for the Group and Goal Variations for Individual Students (One Week)**  
Identify one or two writing intervention goals for the group. Do keep in mind that the goal(s) may vary differently for each student in the group. Therefore, it is important to identify a general goal or goals for the group AND some variations of the goal(s) for individual students. For example, the goal for the group may be sentence variety. For some students, you will teach complex sentence patterns (e.g., the ones with present and past participles or with appositives). For others, you will focus on simple sentence patterns (e.g., the ones with vivid details). Your goals should be aligned with Common Core State Standards and/or ELD Standards. Briefly reflect on the process.
- C. **Writing Intervention Plan (Three Weeks)**
  - Instructional Approaches/Strategies, and Activities and Rationales for the Selections
  - Instructional Materials and Rationales for the Selection
  - Assessment and Rationale for the Selection
  - A brief plan for three weeks of focused instruction

Even though this is a writing intervention plan, other aspects of literacy intervention can be relevant to your students. For example, if a student cannot decode words in a text or is lacking in reading fluency, he or she will have trouble comprehending the content of the text. Consequently, it is difficult for the student to understand how an author/authors use language to convey messages. In this case, your plan needs to include mini-lessons or activities to address this need within the context of teaching writing. While designing your plan, consider your students' needs in such areas as listening and reading comprehension, vocabulary, grammar, which are key to your students' learning about authors' craft and to emulating such craft in their own writing. Reflect on all three phases of the intervention plan.

### ***Scoring Guide***

- 10 Points Writing Strengths and Needs of the Group
- 10 Points Writing Intervention Goals for the Group and Goal Variations for Individual Students
- 10 Points Writing Intervention Plan

### ***Recorded Lesson and Reflection (20 Points) (RLS 2.2 Practiced and Assessed)***

You will submit a recorded lesson of teaching the intervention group in an individualized, small group, and/or whole class setting, depending on elements of your writing intervention plan and curriculum design. The length of a lesson should be 10-20 minutes. You will post your lesson to the Dropbox **and** the Discussion Board. You will write which five minutes of the lesson you would like us to view (a strong section or an area you would like to improve). For example, you will write, "Please begin the video at 4:23." In addition, you will complete and upload the Recorded Lesson Reflection Sheet (see Appendix A).

### ***Scoring Guide***

- 10 Points Recorded Lesson
- 20 Points Reflection on Lesson

### ***Discussion Board Topics (20 Points) (RLS 2.2, RLS 2.5 Practiced and Assessed)***

**Week 1:** Citing theory, research, and/or personal experience why do you feel it is important for primary grade teachers to be knowledgeable of upper grade standards or for upper grade teachers to be knowledgeable of primary grade standards?

**Week 2:** Based on the course readings and materials, what was most significant for you as an educator and why?

**Week 3:** Provide feedback on the group project presentations.

**Week 4:** Based on the course readings and materials, what was most significant for you as an educator and why?

**Week 5:** This week provides you with the opportunity to practice peer coaching. After viewing your peers' videotaped lessons, please briefly share your comments on the viewed lessons. I strongly encourage you to provide constructive, positive comments that would assist your peers

in making their teaching more effective and that would prompt them to become more reflective of their own teaching.

***Remember, the more you interact the more you will learn from and with each other!***

### Scoring Guide

#### Grading

1. Group Presentation on a Strategy	20
2. Writing Intervention Project	30
3. Recorded Lesson and Reflection	30
4. Discussion Board Participation	20
Total Points	100

#### Evaluation

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

### Course Calendar (Subject to Change)

**Assignment Due on or Before 11:59pm on Sunday**

**Assignment Due on or Before 11:59pm on Wednesday**

Week	Topics	Required Reading	Assignments Due
One	Effective literacy instruction for beginning readers and writers -Role of the family in early literacy development -Emergent and Developing Literacy -Spelling development -Comprehension strategies for literature and informational text	All documents in the Week One Content Tab  <i>Best Practices in Writing Instruction: Chapters 1-3</i>	Review the syllabus and begin to outline your assignments  Begin to write your Writing Intervention Plan (Part A) <b>(Due Week Two)</b> <b>(RLS 2.6, RLS 3.2.3, RLS 3.2.4, RLS 3.2.5, RLS 3.2.6, RLS 3.3, RLS 3.4, RLS 3.5, RLS 3.7, RLS 3.8, RLS 3.9 Practiced and Assessed)</b>  Begin to work with your group on the presentation <b>(Due Week Three)</b>

			<p><b>(RLS 2.3 Practiced and Assessed)</b></p> <p>Discussion Board: Initial post on or before 11:59 Wednesday and responses due on or before 11:59pm Friday <b>(RLS 2.2, RLS 2.5 Practiced and Assessed)</b></p>
Two	<p>Effective literacy instruction for elementary and secondary readers and/or writers</p> <ul style="list-style-type: none"> <li>-Reading and writing in the content areas</li> <li>-Effective study skills and strategies</li> </ul>	<p>All documents in the Week Two Content Tab</p> <p>Based on the purpose of your writing intervention, read one or more of the following: <i>Best Practices in Writing Instruction</i>: Chapter(s) 4, 5, 6, 7, 8, 9, or 10</p>	<p>Writing Intervention Plan (Part A) <b>(Due on or before 11:59pm on Sunday, 5/30/21)</b> <b>(RLS 2.6, RLS 3.2.3, RLS 3.2.4, RLS 3.2.5, RLS 3.2.6, RLS 3.3, RLS 3.4, RLS 3.5, RLS 3.7, RLS 3.8, RLS 3.9 Practiced and Assessed)</b></p> <p>Discussion Board: Initial post on or before 11:59 Wednesday and responses due on or before 11:59pm Friday <b>(RLS 2.2, RLS 2.5 Practiced and Assessed)</b></p>
Three	<p>Effective literacy and content instruction for English language learners</p> <ul style="list-style-type: none"> <li>-Sheltered Instruction Observation Protocol (SIOP)</li> <li>-Specially Designed Academic Instruction in English (SDAIE)</li> <li>-English Language Development (ELD)</li> </ul>	<p>All documents in the Week Three Content Tab</p> <p><i>Best Practices in Writing Instruction</i>: Chapters 11 and 12</p>	<p>Group Presentation on a Strategy <b>(Due on or before 11:59pm on Wednesday, 6/9/21)</b> <b>(RLS 2.3 Practiced and Assessed)</b></p> <p>Discussion Board: Initial post on or before 11:59 Wednesday and responses due on or before 11:59pm Friday <b>(RLS 2.2, RLS 2.5 Practiced and Assessed)</b></p>

<p>Four</p>	<p>Instructional support programs and intervention for struggling readers and/or writers -Research-Supported Intervention and Assessment</p>	<p>All documents in the Week Four Content Tab</p> <p>Video Vignette: Response to Intervention: A Tiered Approach To Instructing All Students <b>OR</b> RTI at the Secondary Level</p> <p><i>Best Practices in Writing Instruction</i>: Chapters 13-16</p>	<p>Writing Intervention Plan (Parts A and B) <b>(Due on or before 11:59pm on Sunday, 6/13/21)</b> <b>(RLS 2.6, RLS 3.2.3, RLS 3.2.4, RLS 3.2.5, RLS 3.2.6, RLS 3.3, RLS 3.4, RLS 3.5, RLS 3.7, RLS 3.8, RLS 3.9 Practiced and Assessed)</b></p> <p>Discussion Board: Initial post on or before 11:59 Wednesday and responses due on or before 11:59pm Friday <b>(RLS 2.2, RLS 2.5 Practiced and Assessed)</b></p>
<p>Five</p>	<p>Curriculum and Instructional Practices -Differentiated Instruction</p>	<p>All documents in the Week Five Content Tab</p>	<p>Videotaped lesson and reflection <b>(Due on or before 11:59pm on Wednesday, 6/23/21)</b> <b>(RLS 2.2 Practiced and Assessed)</b></p> <p>Writing Intervention Plan (Parts A, B, and C) <b>(Due on or before 11:59pm on 6/27/21)</b> <b>(RLS 2.6, RLS 3.2.3, RLS 3.2.4, RLS 3.2.5, RLS 3.2.6, RLS 3.3, RLS 3.4, RLS 3.5, RLS 3.7, RLS 3.8, RLS 3.9 Practiced and Assessed)</b></p> <p>Discussion Board: Initial post on or before 11:59 Wednesday and responses due on or before 11:59pm Friday</p>

			<b>(RLS 2.2, RLS 2.5 Practiced and Assessed)</b>
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Appendix A

**Recorded Lesson Reflection Sheet**

<b>Your Name</b>	<b>Date</b>
<b>Content Objectives of the Lesson (Use Common Core State Standards and ELD Standards)</b>	
<b>Language Objectives of the Lesson (Use Common Core State Standards and ELD Standards)</b>	
<b>Strategies and Activities</b>	
<b>Materials</b>	
<b>Assessment</b>	
<b>What Worked in the Lesson? WHY?</b>	
<b>What Didn't Work in the Lesson? WHY?</b>	
<b>Plan for Improvement</b>	