



**RDG 448 ELL– Characteristics of English Language Learners
in Field-Based Settings**

**East Texas Center: Commerce, Paris Area, Sulphur Springs, Greenville, and Caddo Mills
COURSE SYLLABUS: Spring 2013**

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required: *The Best Teachers' Test Preparation for the TExES 191 Generalist EC-6.*
Luis A. Rosado. Research & Education Association. TestWare Edition, 2011.
ISBN-13:978-0-7386-0685-9 Cost: U.S. \$39.95 new

Required: East Texas Center Intern Handbook for Rdg 448 TExES preparation material.
This is available for purchase only in the campus bookstore.

The National Institute for Literacy handbook: Put Reading First The Research Building Blocks for Teaching Children to Read. Kindergarten through grade 3; and Preparation Manual: Texas Examinations of Educator Standards (TExES) Generalist EC-6 (191) along with other important documents are included in the handbook

Put Reading First is a 57 page document addressing the instructional requirements concerning the five areas of reading instruction: **phonemic awareness, phonics, fluency, vocabulary, and text comprehension.**

The preparation manual 191 as well as other preparation manuals may be viewed or downloaded from Preparation Materials section of the ETS TExES website at www.texas.ets.org

Suggested for reference: Not Required: Nath, J.L., & Ramsey, J. (2010). ***Preparing to Teach Texas Content Areas: The TExES EC-6 Generalist & the ESL Supplement*** (2nd Edition) [paperback]. Prentice Hall ISBN-13: 978-0-13-704028-5

Suggested for reference: Textbooks used for Rdg 350, Rdg 360, and Rdg 370. Knowledge of those courses is expected.

Course Description:

The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments will be studied.

Prerequisites: Admission to Teacher Education and Placement in NET CPDT Center.

All English Language Arts Standards and Texas Essential Knowledge and Skills for ELA/Reading K-6 which were initially taught in **RDG 350, 360 and 370** will be reviewed.

Student Learning Outcomes:

DOMAIN I – English Language Arts and Reading (approximately 32% of the test) Texas Examinations of Educator Standards (TExES) Generalist EC-6 (191) will be reviewed.

Assessment: Knowledge and application of the competencies relating to the standards will be assessed through individual and group activities assignments, and experiences both in the field based setting and in seminar.

Texas Education Association English Language Arts and Reading EC-6 Standards:
I Oral Language, II Phonological and Phonemic Awareness, III Alphabetic Principle,
IV Literacy Development and Practice, V Word Analysis and Decoding, VI Reading Fluency,
VII Reading Comprehension, VIII Development of Written Communication,
IX Writing Conventions, X Assessment and Instruction of Developing Literacy,
XI Research and Inquiry Skills, and XII Viewing and Representing

The description and assessable components of the standards are identified as the competencies which are the knowledge and skills that an entry-level educator EC-6 in Texas public schools must possess.

Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.

Competency 002 (Phonological and Phonemic Awareness): The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

Competency 003 (Alphabetic Principle): The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.

Competency 005 (Word Analysis and Identification Skills): The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provided many opportunities for students to practice and improve word identification skills.

Competency 006 (Reading Fluency): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 008 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 009 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 010 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 011 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

Competency 012 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction

At the completion of the course the students will have identified, analyzed, studied, applied, and demonstrated through activities and lessons their knowledge of the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

The seminar component of the course will be used to give guidance and assessment of student knowledge of the Language Arts and Reading competencies and the related Texas Education Association TEKS for grades K-6 as adopted and copied here:

110.11. English Language Arts and Reading, Beginning with School Year 2009-2010.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.

Reading, where students read and understand a wide variety of literary and informational texts;

Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail;

Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information;

Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and

Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing.

The field-based component of the course will require students to develop and teach lessons in their assigned classrooms that incorporate and identify the competency and TEKS that are implemented in the lesson.

Seminar session activities will require participation and/or written responses will be centered upon selected competencies and the related TEKS:

Seminar assignments and activities:

- **Seminar Session: Standard X. Competency 012 (Assessment of Developing Literacy) The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.**

Topic Reading assignment: Rosado test and Rdg Handbook

Written Assignment completed individually:

Assessment Practices in Public School

Procedure: Devise a questionnaire to be completed by the intern. Obtain the answers by interviewing or asking your mentors. **The mentor is not to do the writing for you. The information must be written in complete and thoughtful sentences in paragraph form reflecting an understanding of the information you have gained from interviewing the mentor and reading the text information. Must be written in your own words and not sentences taken from the text. Must be typed and a two page minimum.**

What you want to know: The following information will guide you in constructing the questions.

- ✓ The names and uses of the particular assessment instruments that are used in your school. They may be screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion-referenced state tests) and informal assessments (e.g., curriculum-based reading assessments and informal reading inventories). Elaborate and explain in complete sentences and paragraphs.
- ✓ What reading instruction materials (e.g., basals, supplemental programs, trade books) are used by the teachers and students. Discuss/explain how and when and in what ways in complete sentences and paragraphs, etc.
- ✓ How are the children guided in their selection of independent reading materials? Explain in complete sentences and paragraphs
- ✓ What is the process of choosing reading programs or materials by the school for reading instruction. Develop this information.
- ✓ What grouping plans are utilized and in what situations. Explain the grouping plans in complete sentences and paragraphs, etc..

DUE _____. Value is 20 points possible.

➤ **Seminar Session: Alphabetic Principle and related topics.**

Competencies 001 (Oral language), 002 (Phonological & Phonemic Awareness), 003 (Alphabetic Principle), and 004 (Literacy Development).

Competencies and related TEKS will be explored. Focus on terminology and teaching process. An example of phonemic awareness testing will be given followed by instructor explanations. Interns will find this an opportunity for self-assessment for understanding of these competencies.

Related Topic **Reading assignment: Rosado Text**

RDG 448 handbook Read carefully taking notes before seminar

➤ **Seminar Session: Word Analysis and Fluency.**

Competencies 005 (Word Analysis & Identification Skills), and 006 (Reading Fluency).

Terms and knowledge related to these competencies with the appropriate TEKS in phonics and fluency will be addressed. Phonics knowledge was pre-assessed the first seminar and will be discussed as needed. This is an opportunity for self-assessment of your study progress.

Related Topic **Reading assignment: Rosado Text**

RDG 448 handbook Read carefully taking notes before seminar

➤ **Seminar Session: Comprehension, Vocabulary, and Content Area Reading.**

Competencies 007 (Reading Comprehension & Application), and 008 (Reading, Inquiry, and Research)

TEKS from 5th grade and Comprehension TEKS from all grades

Activity: Groups of no more than three interns review this and use the English Language Arts competencies from their handbook to identify highs and lows in their own comprehension. (High is known information and lows are need-to-study this.) AND for today's seminar you have different Social Studies TEKS American hero stories to use for comparison and an activity to highlight a selected TEKS (aligned with a competency) to share with the group.

Suggested steps: Survey the material. Read the stories. Select a specific TEKS relating to the competencies focused on today and using the stories (one or all) plan a short activity that you could explain or teach to the other interns. We will use about 30 minutes to plan and the remaining time for sharing.

Related Topic **Reading assignment: Rosado Text**

RDG 448 handbook Read carefully taking notes before seminar

Handout: The genre quiz found online is an activity example.

➤ **Seminar Session: Writers Workshop:**

Competencies 009 (Writing Conventions), 010 (Written Communication), and 011 (Viewing and Representing).

Interns will experience the writing process and the stages of writing and the aligned TEKS with conventions of spelling, grammar, and punctuation. Interns are to bring examples of children's writing from their classrooms for evaluation using the STAAR writing information.

Related Topic Reading assignment: Rosado Text

RDG 448 handbook **Read carefully taking notes before seminar**

Grading

The final grade for this course will be based upon completion of the assigned requirements (each assignment will receive a value) and performance in the application and teaching of English language arts and reading in content areas or reading instruction in the public school assigned classes. At the end of the semester the points received for the RDG 448 assignments will be applied along with the recommendations of the mentors and liaison.

The total of the points gained from assignments minus any absences averaged with the final announced reading exam will be the seminar grade. That will be averaged with the field grade to make the final course grade.

Attendance at the seminars is required to maximize the learning. Many activities will be conducted during seminar and only those students present at the time will receive the points assigned to the activity. A final reading knowledge exam will be administered and will be significant to the final grade. **Those not present in seminar during each Reading Language Arts session will have 5 points deducted from their seminar RDG 448 point total for each session missed.**

TECHNOLOGY REQUIREMENTS

Specific activity assignment: Intern pairs will design and demonstrate a lesson on the Promethean board with any identified TEKS from English Language Arts and Reading.

1. TExES Preparation Manual 117 English Language Arts & Reading 4-8
2. TExES Preparation Manual 191 Generalist K-6
3. All released STAAR tests related to English language arts, reading and writing; through grade 8.

See the **Intern Rubric** form for technology documentation.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Contact information is given on this form. In addition the instructor is available during and after seminar. E-mail is encouraged to address any concerns and questions. All instructors are available by appointment to be scheduled with the individual student.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Questions and concerns about seminar specific assignments may be addressed with Dr. Raine.

University Specific Procedures:

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services, Texas A&M University-Commerce
Gee Library 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu **Student Disability Resources & Services**

COURSE OUTLINE / CALENDAR

During seminar the stated standards and competencies of the course will be chunked for maximum coverage and to offer a variety of learning and teaching experiences for the students. Seminar time will be actively used to experience a varied application of the course content.

Field-based experiences will be an extension and application of the knowledge gained by the interns.

Disclaimer: The instructor reserves the right to make changes to the activities and schedule of the class. Such changes or additional information concerning the assignments will be announced in class. Each student is responsible to know what is expected from each class. Attendance and participation are essential.

Seminar Schedule / Calendar

The first seminar session is Wednesday, January 16, 2013. Beginning at 9:30 in EdS 104.

All intern seminars will be on Wednesdays from January 16 through April 24 except for Spring break March 13. The last seminar will be Friday May 3 attending the Bill Martin Symposium. The seminar schedule will be 9:30-11:30, a 30 minute break to go to purchase lunch and bring it to seminar for a working lunch period 12:00-12:45 and then 1:00-3:00.

Any changes or adjustments to the schedule will be announced in seminar. You will also be working closely with your University liaison.

Intern Grade Evaluation from Field Experience

The following scoring format will be used and adapted for field evaluation:

A = 3 = Exceptional: Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes.

Monitors, adjusts, and manages independently.

B = 2 = Proficient: Functional in terms of initiative, thought, organization, reflection, and implementing professional choices, but in need of instruction. Evidences control of own decision-making and learning processes. Monitors, adjusts, and manages.

C = 1 = Needs Improvement: Some lack of initiative, thought, organization, reflection, and responsibility. Demonstrates some lack of awareness of professional choices. Evidences some control of own decision-making and processes. Does not continually monitor, adjust, or manage without intervention.

D/F = Unacceptable.

Name: _____ Subject/grade: _____ Mentor _____