Conceptual Framework

1. Educators who are agents of individual growth and social change as well as models and advocates of the broader intellectual and social values of a democratic society.
   • Individuals who are “transformative intellectuals” committed to creating environments where individual and social change are possible and who promote a sense of community, encourage student self-governance, eliminate competition among students, and implement hands-on curriculum that emphasizes collaboration and concept-building rather than memorization of facts.
   • Individuals who are models of intellectual and social values in a democratic society, educators who individually, collectively, and consciously decide who they want to be as teachers, counselors, and administrators; what they care about; and what values they hold.
   • Individuals who see and recognize the social and cultural scripts that shape us all and that influence the ways in which we view the world, and are able to embrace thinking that reflects our stated belief in the social construction of knowledge and the collaborative nature of learning.

2. Educators who are knowledgeable and thoughtful about the content and methodology in their fields of emphasis.
   • Individuals with a strong liberal arts foundation, breadth and depth of study in the content major, experience that extends well beyond the boundaries of a single field, and a strong professional education program.
   • Individuals who are thinkers willing to examine critically their knowledge base, extend and advance their own learning, and establish important and challenging curriculum goals.
   • Individuals who know how and what to assess to understand student learning and progress in specific content areas and in school itself. They must understand and be able to use multiple assessment measures, understand the appropriate interpretation of each, and be able to implement appropriate action based on that interpretation.
   • Individuals with a conscious repertoire of problem-solving strategies that guide their teaching, decision making, and daily life in classrooms and schools. They must know the methodology appropriate to the content and to the students they teach, appropriate alternative actions to take when what they did didn’t work, and how to plan conscientiously, carefully, and thoughtfully to guide their students’ learning.

3. Educators who promote social, emotional, and moral growth and learning in their classrooms, schools, and communities, and respect and encourage the contributions of families and caregivers in the education of children and youth
   • Individuals who understand the social, emotional, and moral needs of students and are able to create classrooms and schools that meet those needs, classrooms and schools that are safe for all students; that provide daily exemplars of respect and caring for individuals and groups; that challenge and encourage students to take risks and support them when they do; and that create healthy, productive learning communities.
• Individuals who understand the moral implications of all that they do in schools: what they teach, how they interact with all members of the school and community, and the messages they convey daily to students.

2 3
• Individuals who understand the current knowledge base with respect to moral development of children and youth and who understand and interpret students’ moral dilemmas and decisions from multiple perspectives.
• Individuals who understand their responsibility in forging strong, lasting bonds with the families and communities their schools serve.

4. Educators who design and carry out inclusive educational practice that respects human differences and aims to educate all learners

• Individuals with the ability to teach an untracked class, even in a time when tracking policies and practices predominate, using the theory of multiple intelligences as a framework for such instruction.
• Individuals able to arrange learning experiences to provide full access to the curriculum for English language learners who need assistance in English by adapting instructional practice appropriately. In addition, they must have the requisite knowledge and pedagogical skills to assist students’ English language development in developmentally appropriate ways.
• Individuals who understand inclusivity as a value and set of practices in classrooms to refer to the inclusion of children and youth with special needs, who understand that “the least restrictive environment” is often the regular classroom, and who understand the legal and ethical underpinnings of and the classroom practices and accommodations for the successful inclusion of children and youth with special needs.
• Individuals who are committed to inclusive, multicultural education as an integral part of what they do—whatever their own personal belief systems—and make teaching and learning from multiple perspectives part of all that goes on in their classrooms and schools.

5. Educators who continually use inquiry, observation, study, and reflection to improve their practice as educators

• Individuals who systematically examine their practice through action research using multiple systematic methods to gather data about student understanding and ability and use these data, observations of teaching, and interactions with colleagues to reflect on and improve practice.
• Individuals who know many alternatives available for planning curriculum, recognize what it is that they themselves believe, and then see if what they believe reflects what they do in classrooms and schools.
• Individuals who understand how assessment can inform practice, appropriate uses of various assessments, and how to use assessment results appropriately to examine curriculum, pedagogy, and practice. Individuals who develop the habits of mind characteristic of action research and understand the importance of systematic, deliberate inquiry and reflection as a routine part of their professional lives, and that they recognize the value such inquiry has.
FIELDWORK INTRODUCTION

This semester, you will work in an ethnically and linguistically diverse classroom (grades K-8) as a part of this course. This is a wonderful opportunity to marry theory with practice while you develop your own set of effective reading and language arts procedures, strategies, mini-lessons and assessments. You are required to spend a minimum of 30 hours observing, teaching and reflecting on the language arts instructional period of your placement.

If you are not in EDMS 476 or an assigned classroom, you will need to arrange to be in a K-8 classroom for approximately 3 - 4 hours a week during the reading and language arts instructional block. Your EDMS 476 instructor can give you some suggestions for linguistically and culturally diverse schools. Remember to give a copy of the Letter of Introduction found on the LSEE webpage to your mentor teacher and the school principal.

In consultation with your mentor teacher, choose individuals and small groups of students to observe and work with in reading and writing. When possible, conduct whole class lessons, conversations and debriefing sessions related to reading, writing, and the arts. Please record your observations, activities and experiences in your Fieldwork Log. At the end of the semester, turn in the completed EDMS 463 Fieldwork Assignment to your reading instructor on the session indicated in your course schedule.
# Table of Contents

**Conceptual Framework for the School of Education**

**The Fieldwork Assignment**
- What you need to do
- What you need to Turn In

**RICA Fieldwork Criteria**

**California Standards for the Teaching Profession**
- Engaging and Supporting All Students in Learning
- Creating & Maintaining Effective Environments for Student Learning
- Understanding & Organizing Subject Matter for Student Learning
- Planning Instruction & Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator
THE FIELDWORK ASSIGNMENT

The following section provides guidelines for what you need to do and what you need to turn in. It is intended that you practice many types of reading, writing and language arts assessments, strategies, mini-lessons and skills instruction. It is expected that you have opportunities to plan for instruction based on informal assessments and work with individual students, small groups and the whole class. In addition, you will interview your mentor teacher and observe literacy and learning environments with the intention of collecting information for your own future classroom.

This fieldwork guide is a collection of materials that you can use in your field placement. It is organized around the California Standards for the Teaching Profession. These standards are the same ones that you will be evaluated on in your first few years of teaching. The idea is to make your field practice congruent with your first teaching experiences and responsibilities as much as possible. A CAUTIONARY NOTE: There are many items in this field guide, but you do NOT need to feel compelled to use all of them this semester. Do as much as you can in your particular classroom setting. Be confident in substituting or adding items to any of these categories from the course materials, your readings, Internet exploration of curriculum links or from your field placement. For example, if the school you are at has an assessment that is different than the ones in the 463 Fieldwork Guide or the ones highlighted in class—of course you should use it. When in doubt, check with your instructor.

At the end of the semester, you will turn in a sample of the work that you did in your field placement. This sample should represent the type of work that you have carried out during the semester. This assignment is intended as a way for you to document and reflect on your fieldwork experience as it relates to EDMS 463.
What You Need to Do

1. INTERVIEW WITH CLASSROOM TEACHER
In EDMS 476 you will receive an extended teacher interview, some questions focus on literacy instruction. If you are on a FLEX path use the interview in the appendix of this assignment.

2. CLASSROOM LITERACY ENVIRONMENT OBSERVATION
Early in the semester, do a few focused observations of the classroom language and literacy environment. It is a good idea, if time and opportunity allow, to repeat these observations in other classrooms as well.

Use these tools to help complete this portion of the 463 assignment

<table>
<thead>
<tr>
<th>Classroom Observations</th>
<th>Literacy Environment Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire to support diversity</td>
<td>Interview of teacher</td>
</tr>
<tr>
<td>DIMENSIONS OF LEARNING*</td>
<td>Note: these documents appear in the appendix</td>
</tr>
</tbody>
</table>

3. YOUNG READER / WRITER STUDY
With the assistance of the classroom teacher, select a young reader whom you will work with individually, and in small and large groups throughout the semester. Focus on this student for one hour of observation during Reading Instruction. Every five minutes, make a notation about what he/she is doing. Try to envision the classroom from this child’s point of view. Write down how you think this child may feel about the lesson being taught and how successful you think the child feels based on outward signs and participation. How would you change instruction to better meet the needs of this child?

Using a variety of reading assessments, conduct an analysis of this student’s reading and writing strengths, as well as areas for growth. There are several informal measures included in this 463 Fieldwork Guide available to assist you in identifying a struggling reader’s strengths. It is suggested that you teach through the student’s greatest avenues of success—or use what is working to get at what might not be in operation at the expected level. Work with the student using a variety of instructional strategies. Keep a record of the student’s work and your insights regarding the student. The following literacy strategies and assessments are found in this guide and/or are highlighted in class:

Use these tools to help complete this portion of the 463 assignment

<table>
<thead>
<tr>
<th>Burke Reading Interview</th>
<th>Story Retelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer Interview</td>
<td>Getting to Know</td>
</tr>
<tr>
<td>Marie Clay’s Concepts About Print</td>
<td>IRI’s: graded word lists, passages in oral and silent reading followed by comprehension questions.</td>
</tr>
<tr>
<td>Exploration of Environmental Print Knowledge</td>
<td>Information shared in 463 class</td>
</tr>
<tr>
<td>Name Literacy</td>
<td></td>
</tr>
<tr>
<td>Transaction with wordless picture books</td>
<td>Running Records of oral reading</td>
</tr>
<tr>
<td>Information shared in 463 class</td>
<td>Information shared in 463 class</td>
</tr>
<tr>
<td>Transaction with patterned and predictable Texts. Information shared in 463 class</td>
<td>Individual and group surveys and interviews</td>
</tr>
<tr>
<td>A Phonemic Awareness Inventory</td>
<td>Checklists: prepared or teacher-constructed</td>
</tr>
<tr>
<td>Skill Analysis such as Results assessment</td>
<td>Anecdotal records</td>
</tr>
<tr>
<td>Language Experience Approach</td>
<td>Other Strategies/Assessments you would like to try / are used at placement</td>
</tr>
<tr>
<td>Miscue Analysis and Retelling</td>
<td></td>
</tr>
</tbody>
</table>
4. **TEACHING LITERACY & THE ARTS TO WHOLE CLASS AND SMALL GROUPS**

Teach reading and language arts lessons to whole class and small groups using course materials, instructional strategies and theoretical concepts under the direction of the classroom teacher. Remember the arts are part of everyone’s meaning construction. To the best of your ability integrate the arts into these lessons. Make sure the arts are reflected in your plan. Keep a record of your experiences. Reflect on what the students learned and what you learned from each experience. Your fieldwork should include at least:

- **A reading lesson:** Bring lesson plans for the shared reading lesson on __________.
  - You will share your plans with classmates who will ask you important questions and give you valuable ideas.
- **A writing lesson:** Bring lesson plans for an interactive writing lesson on __________. You will share your plans with classmates who will ask you important questions and give you valuable ideas.
- **A language arts lesson of choice:** Bring lesson plan on __________. You will share your plans with classmates who will ask you important questions and give you valuable ideas.

At the end of the Fieldwork Guide (and on your course syllabus) you will find the websites for the:
1. Reading and Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve;
2. English - Language Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve;
3. Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve; and
4. Visual and Performing Arts Content Standards for California Public Schools: Prekindergarten through Grade Twelve

Dance, Music, Theatre, Visual Arts

You will become familiar with these documents throughout the semester. Use the, to identify the standards your lesson plans address.

Your fieldwork should include opportunity to explore teaching students in literacy and the arts areas using:
- Rich, children’s literature to decodable texts
- Prediction/Confirmation Strategies
- Strategies that highlight the four cueing systems of language: Semantics, Syntax, Pragmatics and Grapheme-Phoneme.
- Reading materials such as Pocket Charts, Sentence Strips, Chart Stories, etc.
- Transmediation experiences integrating language and the arts

Additional assignments related to teaching reading, writing, spelling, any aspect of language arts, dance, drama, music and the visual arts should be included as appropriate.
What You Need to Turn In

1. INTERVIEW AND OBSERVATION REFLECTION
After your interview(s) and observation(s), write a 2-3 page summary of the teacher’s philosophy and how you see this philosophy reflected in the classroom environment and instruction. Note congruencies, anomalies, and other salient points. Be sure and highlight how what you have learned in class in EDMS 463 relates to what you are observing in your fieldwork or what is happening in your own classroom.

2. CLASSROOM LITERACY ENVIRONMENT OBSERVATION
How is the class organized for Language Arts Instruction? Write your observations and include a section on how lessons are taught? Consider what happens before, during and after instruction. What methods of instruction were used? What kinds of texts and materials are used? Did the teacher assess learning after the lesson? How would you assess student learning? How does the teacher set up groups? Are the groups flexible (i.e., do they change to meet individual student needs)?
- What kinds of activities does the teacher use during the Reading Group time? What kinds of activities are assigned to children at their seats? What do they do when they need help?
- What kinds of writing activities are taking place? Is there a writer’s workshop? Is invented spelling accepted during the composing process? Who revises and edits the students’ work? Is the Writing Process taught explicitly by the teacher?
- Observe the class for a thirty-minute period during Reading/Language Arts. Write down all the opportunities children have for oral language development.
- How is phonics taught in your classroom?

3. YOUNG READER/WRITER REFLECTION
At the end of the semester, write about your work over the semester with one primary-aged reader. Summarize your findings and your ideas for future directions for this student in a two-three page reflective paper. Include the following information:
- An introduction/description to your young reader
- Assessments and teaching strategies you used (from the Fieldwork Guide and other sources) and why you used them
- A reflection on your experience
- Your analysis of this student’s literacy strengths and next steps for instruction

4. WHOLE AND SMALL GROUP INSTRUCTION SUMMARY AND REFLECTION
Describe one of the reading, writing, arts or language arts activities you conducted with a whole class or a small group. Feel free to include annotated samples of student work. Your annotations should describe what you see in these artifacts. Include the lesson plan you developed. Write a 1-2 page reflection piece about your lesson. Consider:
- What went well?
- What would you change?
- What important insights did you gain?
- How did you address English language learners?
- How did you link the lesson with appropriate grade level Language Arts standards?
- How did the lesson incorporate course concepts?
**RICA Fieldwork Criteria**

*Students:*

*Use these pages to track the in-class and field learning experiences that are in parallel with CCTC and RICA requirements.*

**RICA/Student Teaching Objectives:**

This course will address the following elements of literacy development:

1. **Phonological Awareness**
2. **Concepts About Print and Letter Recognition**
3. **Systematic, Explicit Phonics & Other Word Identification Strategies**
4. **Spelling Instruction**
5. **Vocabulary Development**
6. **Reading Comprehension**
7. **Student Independent Reading and Its Relationship to Improved Reading**
8. **Relationships Among Reading, Writing, and Oral Language**
9. **Diagnosis of Reading Development: Use of assessment and Evaluation Data**
10. **Structure of the English Language**

In column 1, write the date you first are introduced to the concept or you first learned about it through your reading, observations, conversations with practitioners, fellow candidates, etc. In column 2, write the date when you practice or demonstrate fuller understanding of the concept in your fieldwork.

As a result of taking this course and participating in the accompanying fieldwork, the students will be able to:

1. Explain the nature of the reading process and discuss how teachers can help children use multiple cue sources and a variety of strategies to problem-solve as they read and write. (I, II, III, X)

2. Develop instructional practices based on their beliefs about reading and writing processes. (I, II, III, IV, V, VI, VII, VIII, IX, X)

3. Assess students using miscue analysis, the Observation Survey, anecdotal notes, writing samples, and observational checklists, in order to determine each student’s instructional reading level and knowledge about writing. (X)

4. Design and employ activities which foster the development of emergent literacy behaviors by working with emergent readers. (I, II, III)

5. Explain what is meant by independent, instructional and difficult reading levels and be able to select texts at the appropriate levels for independent reading materials and for reading instruction. (VII, IX)

6. Be able to articulate the differences between shared reading, guided reading and independent reading, and design and teach a shared reading lesson. (VI, VIII)
7. Describe and develop strategies and materials which promote reading skill development in the following areas: 1) fluency 2) comprehension; 3) vocabulary and concept development; and 4) work identification through four cueing systems—semantic, syntactic, schematic, and grapho-phonics, and be able to articulate and design instruction to address each area. (I, III, V, VI, VII)

8. Demonstrate familiarity with a broad range of literature, including cross-cultural pieces, which can be used to stimulate interest in and positive attitudes toward reading and one another, as well as develop reading skills. (VII)

9. Select a range of reading materials and instructional strategies appropriate for meeting the needs and interests of elementary students, including gifted, linguistically different, English language learners, and students with reading difficulties. (VI, VII, VIII, IX, X)

10. Describe and develop methods for fostering writing development including interactive writing, independent writing, spelling, and penmanship; and design and teach an interactive writing lesson. (III, IV, VIII)

11. Develop ways of organizing and managing a classroom for individual, small-groups, and large group instruction in reading and language arts. (VII, VII)

12. Use a variety of sources of knowledge about reading and language arts, including professional organizations, community resources, journals, and texts.

13. Apply his/her knowledge of reading and language arts within a school setting by 1) observing, describing, and reflecting upon the reading and language arts programs 2) planning, implementing, and analyzing lessons taught to individual children, small groups or the whole class.


15. Begin to compile a portfolio section in your resource notebook containing evidence regarding your understandings about and demonstrations of success in teaching reading and language arts.
California Standard for the Teaching Profession: 
ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

Getting to Know You Interviews

The following interviews can be conducted orally, one-on-one with a student or can be completed by whole groups in writing. The information you gain can be used in many ways including curriculum and assessment planning, book selection and collaborative group formation. Feel free to revise the questions in any way in order to gather information about your students that you need for planning.

Getting to Know You

1. What do you like to do on the weekend?
2. What is your favorite TV program? Video game?
3. Tell me about your pets, if you have any.
4. What is the best thing you’ve ever done on vacation?
5. Tell about the best gift you ever received.
6. Tell about the best gift you ever gave.
7. What would you like to do on your birthday this year?
8. What sport do you like best?
9. What would you like to be able to do very well?
10. Do you have any hobbies? If not, what hobbies interest you?
11. What new subject would you like to see taught in school?
12. Tell something about your family.

****

Getting to Know You as a Reader

1. Do you like to read?
2. What is the best book you’ve ever read?
3. What kind of books do you like to read? (biography, mysteries, animal stories, fantasy, information books, science fiction, other)
4. Do you own any books? Tell about them.
5. How often do you read?
6. Do you like to be read to?
7. Is it easy or difficult for you to find books you like?
8. Do pictures help you read the story?
9. Who is your favorite author?
10. Who is your favorite illustrator?
11. Do you have a library card?
12. How often do you go to the library?
13. Name a character you have read about and tell why you like that character.
14. If someone were to select something for you to read, what should that person keep in mind so that he or she will pick out the perfect thing for you?
Language Experience Approach or LEA
LEA can be conducted with a whole class, small group or individual child.

Start with one or two children.  
Have a conversation with the child(ren). Get to know them. Let them know a bit about you.  
The child recounts a story.  
You record the story in a prepared booklet.  
I often begin with a large chart page for the whole story.  
Then I copy each sentence on a single page.  
Let the child discuss and illustrate the story.  
After you have recorded the story, read it back to the child.  
Ask if you got it right? Is there anything they would like to change?  
Then reread the story together, matching voices if possible.  
Ask the child if he/she would like to read all or part by themselves.

Play with the language available. Ask what words they would really like to learn to spell, for example.

The experience also has a reflective component that allows for teachers to examine the actual events of the day (if the child chooses to write about school) as well as to allow for time to analyze the underlying language principles observed in the child.

Exploration of Environmental Print Knowledge  
Children first read the world (Friere) and then they come to read the word. In other words, the print found in our everyday lives is the first graphic text that young children read.

Using the information provided in class, make an environmental print book with your student.  
The book can follow the simple, I Like . . . format or be specifically tailored to the student you are working with on this activity.

Observe the student’s reaction to being capable of reading their school’s name in print or McDonald’s golden arches and the like.

Exploration of Name Literacy  
Using the information provided in class, create some name literacy opportunities. Some ideas include reading classmates names on sign-up sheets or student work displayed in the classroom. Another idea is to have the student make a family book and draw and name each member of their family and their friends.

Transaction with wordless picture books, patterned and predictable texts  
Using the information provided in class, create some literacy opportunities using wordless, patterned and predictable texts.  
Create chart stories, cloze activities with rhyming text and the like. Observe the student’s progress with these literacy opportunities.

What are you seeing?  
What ideas do you have about the student’s capabilities?  
Where might you need to teach certain strategies and concepts to the student?  
What course of action for instruction do you recommend?
RECORD OTHER STRATEGIES THAT YOU HAVE LEARNED THIS SEMESTER
California Standard for the Teaching Profession:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

DIMENSIONS OF LEARNING*
Classroom Observation Tool

Confidence and Independence
Are students encouraged
I. to ask question, initiate topics for discussion, and select new texts to read?
II. to risk error and to make better miscues?
III. to volunteer information and possible solutions to their reading difficulties?
IV. to feel a growing pleasure and involvement in their own literacy development?

Experience
How are students encouraged to use prior knowledge to make sense of reading?
In what ways do students apply their experiences to a range of authentic texts and activities?
What evidence is there that students are expanding their range and variety of experiences?

Skills and Strategies
Are students learning to use a wide range of meaning-making skills and strategies to figure out unknown concepts and terms they meet in print?
In what ways are students learning not to rely too heavily on any one particular strategy?
Do students have opportunities to demonstrate effectiveness in reading, writing, speaking and listening across a range of genre?

Knowledge and Understanding
In what ways do students show what they have come to know through reading?
What evidence is there that students are adding to personal knowledge and understanding?
What does voluntary reading reveal about students’ knowledge of purposes of literacy?

Reflectiveness
Are students increasingly able to describe what they are learning to do and what they understand?
What kinds of questions do students pose?
Are students increasingly aware of their own responses to a text? To the writer’s intentions? The way the text is written? Commonalities among texts they have read?
Do students understand that their miscues provide “windows” on their reading process?
Can students provide criteria for assessing their own literacy?

# California Standard for the Teaching Profession:

## UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR

### STUDENT LEARNING

### CONVENTIONS OF PRINT

<table>
<thead>
<tr>
<th>Name_________________________</th>
<th>Date_________________</th>
<th>Grade__</th>
</tr>
</thead>
</table>

### PRINT AWARENESS

<table>
<thead>
<tr>
<th>knows letter names</th>
<th>knows letter sounds</th>
<th>recognizes/uses space between words</th>
<th>understands letter-to-letter/word-to-word correspondence</th>
<th>reads left to right/top to bottom</th>
</tr>
</thead>
</table>

### SPELLING

<table>
<thead>
<tr>
<th>uses pretend spelling (scribbling, strings of letters)</th>
<th>uses temporary spelling with initial and final consonants</th>
<th>temporary spelling easily read</th>
<th>uses temporary spelling with vowels</th>
<th>high frequency words show standard spelling</th>
<th>most words show standard spelling</th>
</tr>
</thead>
</table>

### PUNCTUATION AND CAPITALIZATION

<table>
<thead>
<tr>
<th>uses proper punctuation at end of each sentence</th>
<th>uses capital &quot;I&quot; and capitals on proper names</th>
<th>uses capitals at beginning of each sentence</th>
<th>uses proper punctuation</th>
</tr>
</thead>
</table>

### GRAMMAR

<table>
<thead>
<tr>
<th>uses complete sentences</th>
<th>knows rhyming words</th>
<th>knows opposites</th>
<th>uses proper word order in sentences</th>
<th>knows/uses singular/plural</th>
<th>knows/uses correct verb tense</th>
<th>knows contractions</th>
<th>knows root words</th>
<th>knows prefixes/suffixes</th>
<th>identifies parts of speech</th>
<th>uses a variety of sentence structures</th>
<th>uses paragraph structure</th>
</tr>
</thead>
</table>

Notes/Observations

Copyright © 1994 Lois Bridges Bird, Kenneth S. Goodman and Yetta M. Goodman.
RECORD HOW THE CALIFORNIA ENGLISH—LANGUAGE ARTS CONTENT STANDARDS EVIDENCED IN YOUR FIELD PLACEMENT CLASSROOM
**California Standard for the Teaching Profession:**

**PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

**GENERIC PLANNING GUIDE**

**SUGGESTED 463 LEARNING PLAN FORMAT**

<table>
<thead>
<tr>
<th>Title</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Background</td>
<td>Goals</td>
</tr>
<tr>
<td>Anticipated Outcomes</td>
<td>Time</td>
</tr>
<tr>
<td>Materials</td>
<td></td>
</tr>
</tbody>
</table>

**THE PLAN:**
- The Hook (Into)
- Procedures (Through)
- Extensions (Beyond)
- Differentiated Aspects of Lesson (2\textsuperscript{nd} LL, Special Needs Learner, Adjustments and Plans for Students Exceeding Level)

**Assessment:**
Were the outcomes realistic? Achieved? For whom?

CA Language Arts Content Standards — introduced or practiced
SAMPLE:

LEARNING PLAN TITLE: A Monkey of a Poem

GRADE LEVEL: 2nd

CLASSROOM BACKGROUND: All students speak, read, and write in English. Though students vary in reading skills, they are all making great strides as they learn to read. Most students have been exposed to poetry and/or have read poetry, although this is the first time we are formally talking about poetry in this class.

GOALS: Students will identify and discuss rhyme and rhythm in poetry.

ANTICIPATED OUTCOMES: I expect that students will identify rhyming words in the poem, though they may have difficulty seeing that some of the numbers in the poem are also part of a rhyming pair. Also, I anticipate that students will enjoy the poem, talk amongst themselves, be curious about the format of the poem and the way the author wrote it, and excited to learn more about the poem.

TIME: 1/2 hour lesson, 1 hour centers.

MATERIALS: overhead projector, transparency of the poem, a copy of the poem for each student with scratch paper stapled to it, clipboards, pencils

THE PLAN:
The Hook (Into):
• Tell students: Have a seat. Come join the fun.
  This morning’s class has begun.
  You’ll get to read, you’ll get to see
  A monkey that got sick when he climbed a tree.
  It’s now. It’s here. It is the time.
  To learn about how poems rhyme.
• Ask the students: What do you think we are going to learn about today? If you have read poetry before, give me a thumbs up. What do you know about poetry? Have you heard of a poet named Shel Silverstein?

Procedures (Through):
• Whole group
  • Tell students: Today we are going to read one of Shel Silverstein’s poems. This poem is called The Monkey. We are going to talk about this poem all week. But now I just want you to listen. When I read it I want you to listen for rhyming words.
  • Have students share any rhyming words they heard.
  • Tell students: Now you will get your own copy of the poem. (Hand out pencils and poems on clipboards.) Put your name on it. Now let’s read the poem all together.
  • Tell students: What I’d like you to do now is to circle a pair of rhyming words. Who would like to share what I mean by that? (Two words, or a pair of words, that rhyme.) Who would like to share the pair that they circled? (Have one student circle their words on the overhead and tell the students who are seated to share with a neighbor.)
  • Ask: Who circled the same words? Give me a thumbs up. Who circled a different pair of words that they would like to share?
• Tell students: Look at your paper. Were the rhyming words you circled spelled the same? How did you know that they rhymed? (sound the same)
• Tell students: Let’s make a list of all the rhyming words that are in the poem. You can write them down with me on your scratch paper. Do you notice anything about any of these rhyming words? Do any of them have an ending that is spelled the same?
• Now you get to practice using rhyming words at your centers. Explain the centers. Check for understanding by having students tell you what they are supposed to do at the centers.
  * If some students ask about why there are numbers in the poem, ask them what they think the poets’ reason was for putting numbers in the poem. Then tell them to hold that question because we will talk about that more later in the week and see if their ideas have changed.

**Extensions (Beyond):** Students will have four centers to go to throughout the week where they will read and write poetry and practice rhyme and rhythm. Students are put into 4 heterogeneous groups of 3 to 4 students.

1) Listening Center: Students will look over 3 poems and then listen to them. They will choose one of the poems and make a picture using paint, tear arts, or markers, about how that poem made them feel. They will then make their own poem, or write describing words, about their picture. Students can share their pictures.
2) Poem Sequencing Center: Students will choose from two poems. They will read the poem to themselves, then read it with a partner. After they read, they put the poem away. The partners will then take a bag. The bag contains cards and each card has one line of the poem written on it. The students have to sequence the cards. Then they have to write down the poem that they made.
3) Create a Poem Center: Students can choose from 5 poems. When they choose a poem they will read it. Then they will use words from the poem and their own words to create their own poem. They can draw a picture if they like. Students can share their poems.
4) I Spy Rhyming Words Center: Students will read a poem. They will then write down pairs of rhyming words on a worksheet. They will write down their own word that rhymes with the pair. Then they will choose 3-4 words from the page and create sentences using the words.

**Assessment:** Observation during whole group and independent practice. Assess student responses to questions during whole group activity. Observe student work. Can students pick out rhyming words in a poem?

**California Language Arts Content Standards:** PUT APPROPRIATE STANDARDS HERE.
**READING INSTRUCTION - PLANNING FORMATS**

The following are typical reading plans. Each can be adapted or changed to meet learners’ needs.

<table>
<thead>
<tr>
<th>Guided Reading</th>
<th>Language Experience (LEA)</th>
<th>Whole to Part to Whole</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grouping</strong> - students are grouped according to assessed level or ability often using published materials and guidelines. Typical group size is 3-5.</td>
<td><strong>Grouping</strong> - Based on interest, self-selection or teacher’s awareness of social, emotional or learning needs. Can be ind, small group or whole.</td>
<td>Literature Circles/Book Clubs <strong>Grouping</strong> - Based on interest, self-selection or teacher’s awareness of social, emotional or learning needs.</td>
</tr>
<tr>
<td><strong>Into</strong> - Access prior knowledge and teach new skills and vocabulary including phonemic awareness and phonics</td>
<td><strong>Into</strong> – Access prior knowledge by discussing a shared event or common experience</td>
<td><strong>Into</strong> - Access prior knowledge: a web, k-w-l chart, teacher reads a related text, poem, etc.</td>
</tr>
</tbody>
</table>
| **Through** -  
1) Teacher reads and models fluency.  
2) Students take turns reading sections of the text aloud.  
3) Students answer questions about the text posed by the teacher. | **Through** -  
1) Students recount story.  
2) Teacher records story on chart paper.  
3) Teacher reads story. Group edits, revises, reads until group is satisfied.  
4) Group reads/rereads in turn and rewrites story for themselves. | **Through** -  
1) Group reads silently.  
2) Students stop from time to time and discuss their understandings, questions, thoughts and ideas and resumes reading.  
3) Teacher facilitates multiple groups w/ a variety of strategies. |
| **About** –  
After many readings, attention is drawn to textual features: phonics, onset/rime, sound/letter, words, word parts. The focus is on patterns in the text. Focus on predetermined sequence of skills. | **About** -  
After reading, the students’ attention is drawn to the parts they contributed, the features of the text. Focus on personal connections w/the text and learning how text operates. Teacher highlights skills based on observed needs. | **About** -  
After reading, the students’ attention is focused on meaning transactions. Students read to learn, read to learn about reading and language and read to become better readers. Teacher highlights skills based on observed needs. |
| **Beyond** -  
Exercises w/words, word cards, story strips, matching activities, worksheets followed by: drama, art, music, etc. | **Beyond** -  
Students create their own personal story book from the LEA chart. Illustrate it and add it to class or home library. Story is reread often. | **Beyond** - Students present understanding of text via reader’s theater, story play, storyboards, art, music, drama, etc. AND read similar texts independently. |

**Common Features of All Models**
- Writing -- should be integrated into all of the reading plans.
- Storytelling – everyday there should be a time for the teacher to read great stories.
- Sustained, silent reading - everyday, every child should read independently a text of choice.
- Mini-Lessons or Skill Instruction – everyday children should think about reading and language and how they operate.
RECORD OTHER PLANNING FORMATS THAT YOU LEARNED THIS SEMESTER
California Standard for the Teaching Profession:

ASSESSING STUDENT LEARNING

• Teachers establish and clearly communicate learning goals for all students.

• Teachers collect information about student performance from a variety of sources.

• Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students.

• Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.
CONCEPTS ABOUT PRINT TEST — MARIE CLAY

Here are the most pertinent excerpts from an early literacy perspective. Administration and scoring: Before starting, thoroughly familiarize yourself with this assessment instrument. Use the exact wording given below in each demonstration. Say to the child: “I’m going to read you this story but I want you to help me.”

**Item 1** Cover Test: For orientation of book. Pass the booklet to the child holding the book vertically by outside edge, spine towards the child.
Say: “Show me the front of this book.”
Score: 1 point for the correct response.

**Item 2** Test: Concept that print, not picture, carries the message.
Say: “I’ll read this story. You help me. Show me where to start reading. Where do I begin to read?”
Read the text.
Score: 1 for print. 0 for picture.

**Item 3** Test: For directional rules.
Say: “Show me where to start.”
Score: 1 for top left.

**Item 4** Say: “Which way do I go?”
Score: 1 for left to right.

**Item 5** Say: “Where do I go after that?”
Score: 1 for return sweep to left. (Score items 3-5 if all movements are demonstrated in one response.)

**Item 6** Test: Word by pointing.
Say: “Point to _____ while I read it.” (Read slowly, but fluently.)
Score: 1 for exact matching.

**Item 7** Test: Concept of first and last.
Read the text.
Say: “Show me the first part of the story.” “Show me the last part.”
Score: 1 point if BOTH are correct in any sense, i.e. applied to the whole text or a line, a word or a letter.

**Item 10** Test: Line sequence.
Say: “What’s wrong with this?” (Read immediately the bottom line first, then the top line. Do NOT point.)
Score: 1 for comment on line order.

**Item 11** Test: A left page is read before a right page.
Say: “Where do I start reading?”
Score: 1 point for left page indication.
**Item 21**  Test:  Letter concepts.
Say: “This story says “The waves splashed in the hole” (or “The stone rolled down the hill”). I want you to push the cards across the story like this until all you can see is (deliberately with stress) just one letter.” (Demonstrate the movement of the cards but do not do the exercise.)
Say:  “Now show me two letters.”
Score:  1 point if BOTH are correct.

**Item 22**  Test:  Word concept.
Say: “Show me just one word.” “Now show me two words.”
Score:  1 point if BOTH are correct.

**Item 23**  Test:  First and last letter concepts.
Say: “Show me the first letter of a word.” “Now show me the last letter of a word.”
Score:  1 point if BOTH are correct.

**Item 24**  Test:  Capital letter concepts.
Say: “Show me a capital letter.”
Score:  1 point if correct.

---

**BURKE READING INTERVIEW — CAROLYN BURKE (1987)**

- When you are reading and you come to something you don’t know, what do you do?
- Do you ever do anything else?
- Who do you know who is a good reader?
- What makes him/her a good reader?
- Do you think she/he ever comes to something she/he doesn’t know when reading? If your answer is yes, what do you think she/he does about it? If no, what do you think she/he would do if she/he came to something she/he didn’t know?
- How would you help someone who was having difficulty reading?
- How would your teacher help that person?
- How did you learn to read? What do you remember? What helped you to learn?
- What would you like to do better as a reader?
- Describe yourself as a reader.

---

**MISCUE ANALYSIS**

Miscue analysis is a procedure for assessing student’s reading comprehending process and comprehension based on analysis of oral reading behaviors. Miscue analysis is a notion advanced by Ken Goodman, and it is predicated on the belief that students’ mistakes when reading are not random errors but, actually reflect their attempts to make sense of the text using their experiences and language skills. Therefore close attention to what students are saying can become a rich source of information on what a student is capable of, where he/she may need to go next and what we might teach.

Miscue Analysis of oral reading yields:
1. research-based information about the reading process
2. a window into a student’s reading strategies
3. a path for in making decisions for strategy instruction
4. evaluative information about the text

When students substitute one word for another (or more than a single work), skip a word, regress to correct, and so on, teachers decide what this tells them about the reader’s strengths and strategies and what it suggests about teaching opportunities. The instructional decisions teachers make are based on whether they think the student’s miscue is significant to the whole meaning of the reading at hand.

<table>
<thead>
<tr>
<th>Miscues</th>
<th>Potential Instructional Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student substitutes one word for another. EX:</td>
<td>Teacher decides if the substitution is significant. If insignificant; t. does nothing.</td>
</tr>
<tr>
<td>house for home or house for horse</td>
<td>If significant (i.e., disruption of meaning) t. encourages student to read further (e.g., to the end of the paragraph)</td>
</tr>
<tr>
<td></td>
<td>and use context to figure it out.</td>
</tr>
<tr>
<td>Student skips a word</td>
<td>See above. Teacher can focus student’s attention on word features, such as initial letter, sound, prefix, suffix etc.</td>
</tr>
<tr>
<td>Student hesitates (more than 5 seconds) the</td>
<td>Teacher attempts to determine what caused the student brings to the act of reading.</td>
</tr>
<tr>
<td>hesitation and what strategies</td>
<td></td>
</tr>
<tr>
<td>Student changes meaning of the text</td>
<td>To what extent is meaning lost or maintained? Discuss the meaning of the text with the reader.</td>
</tr>
</tbody>
</table>

The following questions will assist you in describing the strategies the reader is using, as well as the effectiveness and efficiency of these strategies:

- Does the reader self-correct for meaning?
- Does the reader substitute a word or words with the same meaning as the text?
- Does the miscue affect the grammatical acceptability of the sentence?
- Does one miscue cause another miscue(s) to occur?
- What overall patterns of reading behavior emerge?
- How do the reader’s miscues relate to the retelling?

You may find it useful to take your understandings of the reader and insights into the reading process, and write up a description of the readers’ strategies, strengths and needs. Consider another professional (e.g., next year’s teacher) as the audience. Also consider how you would share your insights with the reader’s parent or guardian.

**STORY RETELLING**
A miscue analysis is never complete until the retelling is done. Analyzing readers’ miscues provides valuable insights into the *comprehending process*. That is, what readers do as they make meaning from text. The retelling provides information about *comprehension*; it focuses more on the product of reading. Information about how the
reader processes the text and what the reader understands/remembers from the reading provides the teacher/researcher with a comprehensive picture of that reader. Story retelling is significantly different from asking a predetermined list of “comprehension questions.” Retelling gives readers the opportunity to share what they remember and what they consider important. Giving readers the space to retell the story provides you with much more information about their understandings, insights and confusions. Retelling allows the reader to lead and the teacher/researcher to follow. It’s never easy the first time(s) because we are often so used to asking questions. As you gain experience and reflect on your performance, you’ll improve (this is why audiotaping is so important). An important tip: when in doubt, try to be quiet.

Other Story Retelling Tips
1. Get to know each other
2. Be sure you know the story
3. Ask the student to tell you what they remember. (Don’t give cues to the reader. e.g., “What was the dog’s name?” Later, when the reader has told all they can, you might ask, “Can you tell me more about the dog?”
4. Don’t rush—wait for answers and think through your questions. When the reader stops talking, ask “Do you remember anything else?” If they say “no,” then you should go back to information they have already provided and ask for more information/clarification/etc. (see Tip #3)
5. Always ask for more information with prompts like: Tell me more about that. or That’s interesting. What else do you think about that?
6. Other prompts might include: What really interested you? What made you happy, nervous, scared, sad, etc.?
7. Don’t ask lots of specific questions, but never take I don’t know, yes, no for final answers. Explore further!
8. Follow up on questions you have based on the reader’s miscues (i.e., confusions, name changes, misinterpreted facts, omissions, substitutions and nonwords).
9. When all is said and done, ask anything you want! For example, “How did you figure out that he was the mayor?” or “Do you know what a ‘swashbuckler’ is?”
QUESTIONNAIRE TO SUPPORT THE DEVELOPMENT 
OF TEACHERS WORKING IN LINGUISTICALLY DIVERSE SETTINGS

TEACHER'S NAME: _______________________

DATE: _______________

Effective Literacy Practices for Second Language Learners

USING LANGUAGE PURPOSEFULLY TO MAKE MEANING

<table>
<thead>
<tr>
<th>___yes</th>
<th>___no</th>
<th>___sometimes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I provide opportunities for students to work together in mixed groups?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>While working together, do students discuss assignments?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do assignments have clear purposes given beforehand?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is comprehension the goal of the work students do?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I emphasize the context of the written materials?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I encourage students to read at their reading level (not their oral proficiency level)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I teach comprehension strategies?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUPPORTING COMMUNICATION IN YOUR CLASSROOM

<table>
<thead>
<tr>
<th>___yes</th>
<th>___no</th>
<th>___sometimes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I encourage joint or cooperative student responses during instruction?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I speak clearly, provide plenty of wait time, and give clear directions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>While reading, do I pause or use exaggerated intonation to make a point?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>While reading, do I use facial expressions and gestures or point to illustrations?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I encourage students to substitute their native language for unknown participation clearly English words (orally or in writing)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the classroom rules and expectations for success and stated?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are classroom patterns and routines structured so that they are predictable?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I let students know that I think they are able to do well?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I use visual approaches to instruction (e.g. tables, charts, demonstrations)?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUPPORTING INSTRUCTION IN YOUR CLASSROOM

<table>
<thead>
<tr>
<th>___yes</th>
<th>___no</th>
<th>___sometimes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I activate/build what students know on the topic they are learning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I activate/build students’ knowledge about textbooks?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I use elements of the minority culture to widen students’ perspective?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I show interest in and respect for diverse cultures?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am I aware of prerequisite concepts needed for learning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I present concepts in different ways?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I use oral reading?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do students have chances to discuss and elaborate new word meanings?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I avoid idioms and other figurative language during teaching?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The Whole Language Catalog © 1991 edited by Kenneth S. Goodman, Lois Bridges Bird and Yetta M. Goodman, form by David Hartle-Shutte*
Literacy Environment Observation Sheet

Teacher _______________________________  School

Is the functional use of print for the entire classroom observed in

- daily messages, schedules, assignments, notices
- labels (on cabinets, containers, equipment) to identify needed materials and storage areas
- current child-written messages, labels, etc.
- sign-up, sign-in, sign-out sheets
- different charts
- classroom rules
- songs
- nursery rhymes
- class or group original stories
- calendars
- class log or diary
- recipes
- project directions
- instructions. for pet care
- physical arrangement of classroom and materials

Is the functional use of print on an individual basis observable in

- student labeling of own work
- individual journals or log books
- student-published materials
- physical and temporal access to a variety
  of writing materials and equipment
  (markers, pencils, pens, chalk, paper, chalkboard, etc.)
- letter writing or pen pals
- individual messages to parents
- teacher notes to students
- opportunity and encouragement to write

Is a variety of printed material available/accessible in

- children's literature
- references (dictionaries, encyclopedias, charts, pictures, etc.)
- nonfiction information books

- miscellaneous print (comics, newspapers, maps, globes, student-authored books, magazines)

Is the modeling of literacy behaviors by the teacher observable in

- writing
- notes to parents
- notes to students
- notes to other adults
- notes to self
- classroom lists, signs, etc
- revising and editing
- reading
- communicating with others
- reading books to children
- notices, announcements to kids
- attitudes
- trying new things
- making and pointing out own errors
- referring to books or other references
- modeling enjoyment of reading and writing
- responding to message over form
- encouraging children to attempt reading and writing

Areas to avoid

- Is there a reliance on basals and other textbooks?
- Is there a heavy use of ditto masters and workbooks?
- Is there emphasis on sequential skills and mastery?"
- Is there an emphasis on immediate error correction?
- Are all students engaged in identical activities?

Comments:
<table>
<thead>
<tr>
<th>Year</th>
<th>1st qtr</th>
<th>2nd qtr</th>
<th>3rd qtr</th>
<th>4th qtr</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Approaches</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• uses pictures to tell story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• uses scribbles to signify meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• copies environmental print</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• uses random letters to signify meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• uses inventive spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• uses conventional spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• attempts unknown words by using language patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• uses left-to-right movement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension Approaches</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• formulates ideas for personal writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• builds a story line (beginning, middle, end)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• stays on topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• uses new vocabulary terms in writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• expands descriptive language in writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• revises for clarification of meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Behavioral Approaches</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• takes risks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• enjoys writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• writes independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sees self as a writer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sits for a time and writes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• writes for different purposes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• writes for different audiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• is developing correct use of capitalization, punctuation, and sentence structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• is beginning to edit for mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• shares writing-published and unpublished</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• likes to have others edit writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• likes to edit work of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other Assessments

There are many other informal/formal assessment tools available to assist a teacher in identifying a struggling reader’s strengths. It is suggested that you teach through students’ greatest avenues of success—or use what is working to get at what might not be in operation at the expected level.

- Interviews: Individual and group surveys and interviews
- Checklists: prepared or teacher-constructed observational tallies
- Observational Measures: anecdotal records
- IRI's (Informal Reading Inventories): graded word lists, passages in oral and silent reading followed by comprehension questions
RECORD OTHER ASSESSMENTS THAT YOU HAVE LEARNED THIS SEMESTER
California Standard for the Teaching Profession:

DEVELOPING AS A PROFESSIONAL EDUCATOR

• Teachers reflect on their teaching practice and actively engage in planning their professional development.

• Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community.

• Teachers learn about and work with local communities to improve their professional practice.

• Teachers communicate effectively with families and involve them in student learning and the school community.

• Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff.

• Teachers balance professional responsibilities and maintain motivation and commitment to all students.
Selected Professional Organizations for Language Arts Teachers

California Association of Bilingual Education
http://www.bilingualeducation.org/

California Association of Teachers of English (CATE)
http://www.cateweb.org/

California Association of Teachers of English to Speakers of Other Languages (CATESOL)
http://www.catesol.org/

California Reading Association (CRA)
http://www.californiareads.org/

The California Writing Projects
http://sg.dir.yahoo.com/regional/u_s__states/california/education/california_writing_project/

International Reading Association (IRA)
http://www.reading.org/

National Association of Bilingual Education (NABE)
http://www.nabe.org/

National Councils of Teachers of English (NCTE)
http://www.ncte.org/

National Reading Conference
http://www.oakland.edu/~mceneane/nrc/nrcindex.html

National Writing Project
http://www.writingproject.org/

Phi Delta Kappa International, Inc.
http://www.pdkintl.org/

Teachers of English to Speakers of Other Languages (TESOL)
http://www.tesol.edu/

State Educational Agencies

CA Department of Education:
http://www.cde.ca.gov/index.html

   Reading and Language Arts Information and Resources:
   http://www.cde.ca.gov/ci/reading.html

   Reading and Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve

   English—Language Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve
   http://www.cde.ca.gov/board/pdf/reading.pdf

ADD THE ARTS

Sonoma County Office of Education
http://www.sonoma.k12.ca.us/x
LIST PROFESSIONAL LITERACY ARTICLES AND JOURNALS YOU HAVE READ OR DISCOVERED