

**California State University San Marcos
College of Education**

EDMS 521 - Elementary Literacy

Instructor: Alice M.L. Quioco,
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College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

(adopted by COE Governance Community, October 1997)

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards, August 02))

Students with Disabilities Requiring Reasonable Accommodations.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

COURSE DESCRIPTION

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive K-8 school classrooms. This class is aligned with the California 2042 standards.

STANDARDS ALIGNMENT

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are a primary emphasis in this course:

Standard 3-Relationship between theory and practice
Standard 4-Pedagogical thought and reflective practice
Standard 5-Equity, Diversity, & Access to the Core Curriculum
Standard 7-Equity, Preparation to Teach Reading Language Arts

TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching

TPE 2-Monitoring Student Learning

TPE 3-Interpretation and Use of Assessments

TPE 4-Making Content Accessible

TPE 6-Developmentally Appropriate Teaching Practices

TPE 6a-Developmentally Appropriate Practices in Grades K-3

TPE 6b-Developmentally Appropriate Practices in Grades 4-8

TPE 6d-Teaching Special Education Populations in General Education Environments

Secondary Emphasis:

TPE 5-Student Engagement

TPE 7-Teaching English Learners

TPE 8-Learning About Students

TPE 9-Instructional Planning

TPE 10-Instructional Time

TPE 11-Social Environment

TPE 13-Professional Growth

TPE 14-Educational Technology

TPE 15-Social Justice and Equity

OBJECTIVES

KNOWLEDGE

Teacher candidates will:

gain an understanding of how a first and second language is acquired.

gain an understanding of the reading process and its relationship to thought, language and learning.

gain an understanding of how people learn to read and write in their first and second language become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.

become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms

become familiar with classroom diagnostic techniques and evaluation procedures.

become familiar with current approaches to the teaching of reading and writing to children with special learning needs

SKILLS

Teacher candidates will:

become sensitive observers of children's language using behaviors.

analyze children's reading and writing behavior as a basis for making instructional decisions

translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plans

develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students

learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

ATTITUDES AND VALUES

Teacher candidates will:

- develop an appreciation for the natural language abilities children possess for processing and producing print
- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for children with special learning needs
- develop an appreciation for the importance of reading and writing for their own personal and professional growth
- develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

REQUIRED TEXTS:

- Choate, J. (2000). *Successful Inclusive Teaching*. Allyn and Bacon (3rd edition)
Sound practices in teaching reading: The national reading panel recommendations come alive in the classroom. Fisher, D., Lapp, D. & Flood, J, eds. Costa Mesa, CA: California Reading Association.
- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.
- Reading/language Arts Framework for CA Public Schools* CA Dept of Ed
- Tompkins, G.E. (2001). *Literacy for the 21st Century: A Balanced Approach, 3rd Edition*. Prentice Hall.
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced .

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| • Attendance and participation | 20 points |
| • Resource Notebook Sections (10 sections) | 50 points |
| • Reading Strategy Lesson Plan | 15 points |
| • Interactive Journal | 15 points |

Grading

A	96–100
A-	90–95
B+	89-87
B	86-83
B-	80–82
C+	77-79

C 73-76
C- 70-73

ASSIGNMENTS:

Language Arts Resource Notebook--Part 1 (50 Pts)

Each of you will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. The Resource Notebook has two main objectives. First, is to demonstrate your learning and understanding of the reading and language arts. Second is to start building a resource for your own learning. Be creative and thoughtful in the compilation of the notebook—it will be a demonstration that you are ready to teach the language arts to a diverse student population.

The Notebook will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45) and include additional sections on:

- A personal statement of your philosophy of the teaching reading and writing
- Special Needs Students

Each section of the notebook should contain the following:

- A RICA analysis sheet including: (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description and accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development.
- An lesson observation form (except for section 1)
- A technology-rich assignment that enhances your teaching and student learning
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

For the first semester you will need to complete the following content areas:

- Planning, Organizing, and Managing Reading Instruction
- Phonemic Awareness
- Concepts About Print
- Systematic, Explicit Phonics and Other Word Identification Strategies
- Spelling Instruction
- Reading Comprehension - Narrative
- Vocabulary Development
- Structure of the English Language

You should include a grid that is organized so that you can clearly state your understanding of the content area you are addressing, two ways to assess the content area and two ways to teach it. The only content area that does not fit into the grid is Planning, Organizing, and Managing Reading Instruction. A sample of the grid is attached to this syllabus.

You may include course assignments (lesson plan, case study, classroom observations and interactive email journals), course handouts and materials from your classroom/school site, examples of lesson plans and student work, information from internet sources or professional journals. You may want to include strategies you will use to teach these content areas.

As you learn about assessment, phonemic awareness, the use of phonics, comprehension strategies and other components crucial to effective literacy instruction, compiling your resource notebook will help you prepare and review the content areas assessed by the RICA test. More importantly, it will serve as a resource for you in the future, and may be used for job interviews to illustrate your knowledge and experiences.

Note: Besides the course readings, Dr. Alice Quioco's web site can also serve as a resource. The address is: <http://www.csusm.edu/Quiocho>. Click on "reading instruction portfolio." See the [section on accommodations](#) for ideas on ways to support second language learners.

Note: See www.ed.gov/free/ for free Educational Materials.

Reading Strategy Lesson Plan (Critical Assessment Task). (20 points)

You will write and present a reading strategy lesson plan for a small group activity that takes into account student needs. They can be mini-lessons, direct instruction, inquiry, or any format you choose. Make your lesson active, interesting, fun and meaningful. Because lesson planning may be unfamiliar to some of you, but is so important to teaching, you will learn how to write a language arts lesson plan in class. You may use the format that you are learning about in your teaching and learning class. Choose a reading standard for your grade level to guide your objectives. You may download the standards from the California Department of education at www.cde.ca.gov Sample lessons include:

- Monitoring Reading
- Comprehension
- Content area reading
- Phonics
- Phonemic Awareness
- Organizing information while you read
- Relating what you are reading to what you already know
- Finding the main idea of a story
- Identifying patterns in a text
- Using graphic organizers for comprehension

We will examine how lesson plans must start with assessment. Therefore, we will be learning how to assess students and use the assessment information to make informed decisions about instruction that specifically addresses the standards.

Most of the lesson planning work will be done during class workshop sessions, however, you will be responsible for submitting a clean, typed copy for review and grading. *Keep in mind when writing your lesson:*

- Who your students are; what you know about them
- The purpose of your lesson
- How knowledge about students and the purpose of the lesson relate to real reading and/or writing
- The cognitive/learning goals
- The language development goals do you have planned for students
- Alignment with the CA Reading/Language Arts standards (check the Reading/Language Arts framework for CA public schools – see url above)
- How you present the lesson (instructional strategies, resource materials, time frame) step by step
- How students will be grouped for the lesson
- How you will assess your students?
- Alternative scaffolds and strategies for re-teaching
- Accommodations will you provide for students who need additional help?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students experiencing difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold for second language learners' learning during the lesson? How will your lesson provide enrichment for accelerated students and students who have qualified for special education support? Will you meet with students individually or in a small group while other students work independently?

Beginning Assessment. (20 points) In this assignment you will be taught how to observe students reading, to listen to them read and to make instructional decisions for students based on observations and assessment.

You will be taught how to conduct the assessment in class workshops. You will be asked to work with a student and to conduct assessments with this student. The format in which you will submit your assessment will be shared with you in class.

Attendance Policy

Due to the dynamic and interactive nature of EDMS 521, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or "early exits" will be the equivalence of an absence. **A passing grade will not be issued for students who do not attend 80% or more of the class sessions.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

Course Outline
(Timeline and reading assignments are subject to change pending needs of students)

Date	Topic	Assignment
Session 1 June 17 8-3:30 P.M.	A Balanced Approach The Role of Assessment	Tompkins Chap 1
Session 2 June 19 8-3:30 P.M.	The Language of School/The Language of Learning The alphabetic code Concepts about print	Tompkins, Chapter 5
Session 3 June 24 12:30-3:30	The Processes Assessment	Tompkins Chap 2 The English Language Arts Standards
Session 4 June 26 803:3:30 P.m.	Assessment	Johns
Session 5 July 1 12:30-3:30	Oral Language Development	Tompkins Chap 3 Handout
Session 6 July 8 12:30-3:30	The Writing Process Reading in a Second Language	Tompkins, Chapter 7 Choate ELD Standards
Session 7 July 10 12:30-3:30	Fluent Readers and Writers	Tompkins, Chapter 6
Session 8 July 15 8-3:30	Comprehension Writing Process	Tompkins, Chapter 8 Tompkins Chap 4
Session 9 July 31 8-3:30	Closure	

Authorization to work with English Learners Competencies

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Education	I. The Nature 3. Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Context
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	E. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDMS 555 stresses competencies highlighted in bold.

The following grid should help you organize your RICA Resource Notebook

RICA Components Chart

Content Area	Two Ways to Asses	Two Ways to Teach	Accommodations

The following example of a grdia should help you plan assessment.

Data Collection Grid

Assessment	What I Learned	+ or -	Instructional Intervention

+ = Strength
- = Weaknes