

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

**EDMS 521 - Elementary Literacy  
Summer Semester 2007**

**Instructors: Alice M.L. Quioco,  
Ed.D. Associate Professor  
Dr. Suzanne Moineau, Ph.D.  
Assistant Professor  
Class Hours: 8:00 A. M. – 3:00 P.M.**

**Office Location: University Hall 327**

**Office Location: University Hall 323**

**Office Phone: (760) 750-4035 (Quioco)**

**Office Phone: (760) 750-8505 (Moineau)**

**Office Hours: Arranged**

**Class Location: Alvin Dunn  
Elementary**

**Email: [aquicho@csusm.edu](mailto:aquicho@csusm.edu)**

**Email: [smoineau@csusm.edu](mailto:smoineau@csusm.edu)**

**Class Dates: June 5, 6, 7, 8 (1/2 day), 26, 27,  
28 (work day), July 18**

**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)

**GENERAL CONSIDERATIONS**

**Outcomes and Standards**

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

**Ability**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

### **Academic Honesty**

It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question about academic honesty, consult the University Catalog.

### **Appeals**

**Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.**

### **Writing**

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (DSS). The DSS 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.

### **Attendance Policy**

Due to the dynamic and interactive nature of EDMS 521 and the short time span in which the course is offered, all students are expected to attend all classes and participate in all class activities. Each day absent is equal to two class sessions on a regular course schedule. **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. *(Adopted by the COE Governance Community, December, 1997)*

## **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:

## **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**

Johns, J. (2005). 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 – available online  
Tompkins, G.E. (2005). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach, 3rd Edition*.  
Prentice Hall.

Zarrillo, J. J. (2005). *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 (i.e., **posted on taskstream as attachments**) on the due date. **Assignments not posted on taskstream on the due date will lose 10% of earned credit per day.**

- Attendance and participation 20 points
- Beginning Assessment 75 points
- Modification of intervention 30 points
- Taskstream Responses 25 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:

**Beginning Assessment. (75 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. An informational handout is attached to this syllabus.

**Modification of Intervention.** Use the intervention you have developed for your case study. Assume that you are going to be using that intervention for other students who different learning strengths. You will differentiate the intervention by developing modifications using:

- Tactile activities
- Pictorial materials
- Concrete kinesthetic materials
- Transition to text using graphic organizers

**Taskstream. (25 points)** This is the electronic portfolio in which you post your responses to the TPEs (1 and 4) and where you place your attachments – the required work for this course and the

evidence that you have met the TPEs or Teacher Performance Expectations. An informational handout is attached to this syllabus.

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

Date	Topic	Assignment
Session 1 June 5 8:30 – 2:30 P.M.	Orientation to the Course A Balanced Approach The Role of Assessment as a means to inform instruction  Beginning oral language development, sound and word work: Phonology and Phonemic awareness – theory, research and practice Phonics	Tompkins Chapter 1  ELA Standards [available online at <a href="http://www.cde.ca.gov">www.cde.ca.gov</a> ]
Session 2 June 6 8:30-2:30 P.M.	The Language of School/The Language of Learning  The lexicon of English Vocabulary strategies  The alphabetic code Concepts about print	Tompkins, Chapters 3 & 5
Session 3 June 7 8:30-2:30 P.M.	Theory, research and practice of grammar and other components of the structure of the English language	Tompkins Chapter 7  The English Language Arts Standards
Session 4 June 8 8:30 – 12 P.M.	Assessment: Planning, organizing and managing reading instruction  The Case study	Johns – Basic Reading Inventory  Tompkins, Chapter 5
Session 5 June 26 8:30-2:30 P.M.	Assessment  Spelling as a demonstration of understanding the sound system and using other brain processes	Tompkins Chapters 3 & 5  Johns
Session 6 June 27 8:30-2:30 P.M.	Reading in a Second Language  Fluency, Comprehension strategies and response to literature	Tompkins, Chapter 7  ELD Standards [available online at <a href="http://www.cde.ca.gov">www.cde.ca.gov</a> ]
Session 7 June 26	Work day to complete case study drafts	Tompkins, Chapter 6 & 8

Session 8 July 18 8-2:30 P.M.	Presentation of case studies  Closure Evaluation of instructor	
-------------------------------------	---	--

## Case Study

### **Template:**

Pseudonym of the student  
Grade level, Chronological age  
Conditions of the testing  
RICA domains tested

### **Tests to be given and placed in the grid:**

Word lists  
Graded Paragraphs  
Retelling  
Questions  
Anecdotal notes

Under the grid place: your interventions and two supports for parents.

We will be adding:

Standards that will support your interventions  
A brief description of the student  
The conditions in which the assessments were administered

Progress of your work:

1. Give the assessments
2. Place the results in the grid
3. Analyze the data
4. Develop the interventions step by step and say how the intervention will improve the reading achievement of your student.

A sample grid with headings FYI:

Assessments	What I learned and where (what student can do and where that is demonstrated/what the student is struggling with and where that is in your data)	Patterns	Strengths and Areas of Need

**Interventions explained step by step – detailed so they can be replicated.**

**Two Suggestions for Parents to Support Your Efforts**

Attachments for TPE 1A: Case Study

Attachments for TPE 4: Modifications of the Intervention.

- Take the intervention from your case study and modify it for other students
- Modify using tactile instruction
- Modify using pictures and/or drawings, diagrams
- Modify using concrete kinesthetic activities
- Modify using graphic organizers

Sample Response and attachments to a TPE:

Students' ability to learn is influenced by the general patterns of their development. For a child who is in Kindergarten, the expectations may be to recognize letters of the alphabet and begin to read simple words, whereas a child in third grade should not only know how to read words but development a larger vocabulary and begin writing multiple sentences within to make a paragraph.

In order to assess students' prior mastery of academic language abilities and content knowledge, I would make anecdotal notes and conduct an interest inventory, observing students' behavior and discovering their reading and writing interests. Informal reading inventories can also help me to determine a student's reading level, using graded word lists and graded passages. Communication with parents is also critical to improving student learning. I can find out what the parents do at home to assist the student and what more can be done in the home to compliment what the student is doing in the classroom. For example, if I am teaching my students concepts about print, I will suggest that the parents read to their students and point out where the cover and title is, track the reading with their fingers, and point out clues from the pictures to assist with the text, if the parents are not doing so already. Multiple factors can influence students' behavior which can affect their ability to learn. For example, a student who has diabetes and is not eating proper snacks can have great difficulty in concentrating during a lesson. Therefore, the parents/guardians and I need to cooperate to make sure the student is bringing a healthy snack to school. Various forms of assessment, reflection, and consultation are needed to make critical adaptations or adjustments to the curriculum, teaching style, and/or environment of the classroom for students who may need specialized instruction. For example, a student who has autism may need a small schedule posted on his/her desk to improve on-task behavior. A student who is in a wheelchair may need equipment placed at a lower table or space between desks to easily move around the room. A student who is gifted may need extension activities prepared.

In my in-depth case study, I conducted several assessments on a Kindergarten student, including anecdotal notes, alphabet knowledge, graded word list, literacy knowledge, wordless picture reading, and a writing sample (see Case Study Patterns and Interventions). With each assessment, I was able to identify patterns of strength and areas of need for the student. The anecdotal notes and other informal observations, for example, helped me to learn that the student can match sound to letter and understand directionality (see Anecdotal Notes). The results from the graded word list re-affirmed the student's ability to match sound to letter and revealed his need in assistance for blending the sounds to make a word. The assessment on his knowledge of concepts about print and his writing sample both shared his understanding of directionality. Based on his narration of the wordless picture reading, he seemed to understand the sequence of a story, describing what he saw in each picture from beginning to end.

After analyzing the patterns among the assessments and considering the student's strengths and areas of need, an intervention strategy designed specifically for the student can be made (see Case Study Patterns and Interventions). In order to assist the student blend individual sounds to make a word, I would play a game with him where I would describe characteristics of an object, like a frog, make each letter sound (/f/-r/-o/-g/), and ask him to put the sounds together and identify the object. This would help the student understand that individual sounds can be out together to make a word. After using the intervention strategy, it would be important for me to evaluate its effectiveness, make any necessary modifications, and use the modified intervention. It would also be helpful if I encouraged the parents to support the strategies used in the classroom with the child at home for greater efficacy and student mastery of language abilities.

In order to meet the needs of each my students, I need to first assess and continue to assess in various format, analyze the assessments, look for patterns, design an intervention strategy, evaluate the intervention, make necessary modifications, and carry out the revised intervention strategy. Parents/guardians and family members should be encouraged to be involved in the efforts to improve student learning because, otherwise the student will not be receiving unified help among the people he/she trusts most. When students are assessed, I need to be looking at how I can use their areas of strength to address their areas of need. Disabilities do not make a student broken or deficient in any way. It is my responsibility to work with what students do have to help them master the skills they need to learn in the classroom. Ongoing assessment helps me to decide whether goals have been met and where instruction needs to be changed. I will be failing my students if I do not listen, observe, and learn from them.



**File Attachments:**

1. [Anecdotal Notes](#) These are four observations of the student taken over the course of several weeks in a variety of settings.
2. [Biographical sketch and Conditions](#) This is a brief biographical sketch of the student and a description of the conditions in which the assessments were conducted.
3. [Case Study Patterns and Interventions](#) This contains a grid organizing the student's strengths, areas of need, and patterns found among the assessments. Also, three intervention strategies are identified step-by-step.
4. [Case Study Reflection](#) This is a reflection of what I learned and still need to learn from conducting this in-depth case study.
5. [Individualized Education Program](#) This is a copy of a couple pages of the student's Individualized Education Program (IEP).
6. [Interest Interview](#) This contains questions I prepared to ask the student regarding reading and writing and his responses.
7. [Wordless Picture Reading](#) This is a dictation of the student's wordless picture reading.
8. [Writing Sample #1](#) This is a writing sample from the student's daily journal.
9. [Writing Sample #2](#) This is a sample of the student writing his name.

Since we are developing Taskstream portfolios that can serve as benchmarks for us, please note that the samples here are just that. You should use “I” statements and in essence be aggressive as you inform the evaluators of your knowledge of the TPEs and the work you are submitting demonstrates that you have mastered the content of each TPE.

**Rubrics: EDMS 521**  
**Instructor: Dr. Alice Lujan Quiocho**

**Case Study**

**Use the following as a check list. This will be used as rubric in that the quality of the work you submit will be analyzed and scored accordingly.**

The process for administering an IRI has been followed and documented by evidence of:

- A biographical sketch of the student
- A clear description of the conditions under which the assessment was administered.
- Graded word lists and the results
- Miscues from graded paragraphs
- Retelling assessment tool has been selected and used.
- Independent and Instructional levels have been determined at the decoding level and the comprehension level and are listed.
- At least six anecdotal notes have been taken and evidence of analysis is provided.
- Evidence of analysis of student response to literature in writing and drawing is provided where appropriate
- Evidence of analysis of student oral response to literature is provided where appropriate
- The assessment grid has been filled in with specific and clear examples from the data
- The interventions cover each of the required areas
- Each intervention is clear and specific. Each contains a description of the intervention (what you are going TO DO with the student based on your analysis).
- Each description is followed by a step by step description of the what the intervention looks like and sounds like
- Each intervention is followed by a statement that indicates HOW this intervention will support the student in becoming a better reader.
- There is a letter to the parents with a clear suggestion for home support. The suggestion is clearly explained and can be implemented by parents.
- There is a reflection that describes what the student has learned from the assessment process and how he or she will use it in teaching.

Score of 4: 60 points	Score of 3: 45 points	Score of 2: 30 points	Score of 1: 15 points
<p>The elements of the above checklist are included in the case study and are presented clearly:</p> <ul style="list-style-type: none"> <li>• The case study is well organized and flows logically.</li> <li>• The case study contains headings that separate and identify the necessary elements of the case study.</li> <li>• Each section of the case study data indicates that an analysis has been conducted.</li> <li>• Specific examples from the data are</li> </ul>	<p>The elements of the case study are included and presented:</p> <ul style="list-style-type: none"> <li>• The case study flows fairly well, but with difficulties with flow of information.</li> <li>• The case study contains some headings, yet not all of the data is clearly separated.</li> <li>• An analysis has been done, but in general in nature and not specific enough.</li> <li>• Each section of the analysis contains some specific</li> </ul>	<p>Most of the elements of the case study have been included:</p> <ul style="list-style-type: none"> <li>• The case is a little difficult to follow because of poor organization.</li> <li>• Items in the case study are not clearly labeled with information mixed together.</li> <li>• An attempt at analysis has been done; however, few examples are provided for elaboration.</li> <li>• Overall, the reader is unsure of exactly what has been done</li> </ul>	<p>The case study is incomplete:</p> <ul style="list-style-type: none"> <li>• The case study is disorganized and difficult to follow.</li> <li>• Labeling is obscure and it is difficult to locate data in the case study.</li> <li>• It is unclear whether an analysis of the data has been done.</li> <li>• No elaboration has been provided as support.</li> <li>• The case study is not useful for instructional purposes.</li> </ul>

<p>used in the analysis to provide elaboration.</p> <ul style="list-style-type: none"> <li>The case study is very useful for instructional purposes and will support improved student achievement.</li> </ul>	<p>examples that support elaboration; however, some examples have not been provided.</p> <ul style="list-style-type: none"> <li>The case study data is useful for instructional purposes but unclear about how it would support improved student achievement in literacy..</li> </ul>	<p>and what will be done for the student assessed.</p> <ul style="list-style-type: none"> <li>The case study may be used for instructional purposes but does not support logical improvement in student achievement.</li> </ul>	
---	---	---	--

**Retelling Rubric Criteria**

1. Retelling should contain all of the critical elements of the story read.
2. The elements of the story should be placed in proper sequence.
3. The student remembers and identifies the main characters of the story appropriately (uses names)
4. The retelling contains a beginning, middle and end.

**Drawing Criteria**

1. The picture should be related to the story read.
2. The picture should not contain unrelated objects.
3. The student should be able to clearly describe the picture and note how it is related to the story.

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
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)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second- Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	<b>IV. Cultural Diversity in U.S. and CA</b>
		A. Historical perspectives
		B. Demography
		C. Migration and Immigration