



**EDMS 522 Section 2  
Elementary Literacy II  
CRN #28503  
Fridays  
8:30 am – 3:00 pm  
Bonsall Elementary School  
Spring 2014**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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Hours:	By appointment

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**School of Education Mission & Vision Statement**  
*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
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**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## COURSE DESCRIPTION

Focuses on developing an advanced understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary and middle school classrooms.

### Course Prerequisites

Admission to the Multiple Subject/CLAD Teacher Credential Program

### California Teaching Commission Standards Alignment

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:

3- Relationship between theory and practice

4-Pedagogical thought and reflective practice

5-Equity, Diversity & Access

7-Assessment: Multiple Subject Reading, Writing, and Related Language Instruction in English

### 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 and the knowledge of reading content including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to “deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
- Become familiar with “multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards.”
- Become familiar with “differentiated reading instruction and interventions to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds.”

#### **Skills –**

Teacher candidates will:

- Become sensitive observers of children’s language using behaviors.
- “Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.”
- “Be able to analyze and interpret results [of children’s reading and writing behaviors] to plan effective and differentiated instruction and interventions.”
- “Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.”
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use “State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.”
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds

### ***Attitudes and Values*** –

Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' 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/her individual needs.

### **Special Education**

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

### **Technology**

This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning

### **Required Texts**

- D. Ray Reutzel and Robert B. Cooter, Jr. (6<sup>th</sup> Edition) *The Essentials of Teaching Children to Read: The Teacher makes the Difference* Pearson (ISBN 13: 978-0-13-256606-3)  
[http://www.amazon.com/Teaching-Children-Read-Teacher-Difference/dp/0132566060/ref=pd\\_sxp\\_f\\_i/183-2289243-0454962](http://www.amazon.com/Teaching-Children-Read-Teacher-Difference/dp/0132566060/ref=pd_sxp_f_i/183-2289243-0454962)
- Jerry Johns (2008 or any recent edition). *Basic Reading Inventory* (ISBN: 9780757551277 for the 10<sup>th</sup> Edition)
- Zarrillo, James. (2010) *Ready for Revised RICA: A Test Prep Guide (3<sup>rd</sup> Edition)* (ISBN: 9780137008681) (\$ 30 new)

### **Recommended Texts**

- (For EDUC 521) Gail E. Tompkins. *50 Literacy Strategies: Step by Step* 4<sup>th</sup> edition (ISBN-10: 013294491X); (\$ 30).

### **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. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

## **STUDENT LEARNING OUTCOMES**

### **Teacher Performance Expectation (TPE) Competencies**

Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts implement 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.

### **California Teacher Performance Assessment (CalTPA)**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

## GENERAL CONSIDERATIONS

### Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

This course: Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. *Students missing more than two class sessions will not earn a passing grade.* Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

### Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

### All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

### CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in

accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism:**

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Use of Technology**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

### **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **Course Requirements and Grading Standards**

#### **Grading Standards (Points)**

		<b>A</b>	<b>100 – 93</b>	<b>A-</b>	<b>92 – 90</b>
<b>B+</b>	<b>89 – 87</b>	<b>B</b>	<b>86 – 83</b>	<b>B-</b>	<b>82 – 80</b>
<b>C+</b>	<b>79 – 77</b>	<b>C</b>	<b>76 – 73</b>	<b>C-</b>	<b>72 – 70</b>

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.



## LITERACY CASE STUDY

The Literacy Case Study is described in detail in the Literacy Case Study Handbook available on cougar course. Teacher Candidates conduct literacy assessments with **one** child who is a reader, analyze and interpret the resulting data, describe the child's strengths and needs in reading and develop recommendations in the form of specific instructional strategies that support the child's progress in reading. Please note that the case study child **must** already be reading. It is recommended that s/he be in the upper elementary grades (3–6) and be reading below his/her current grade level. The completed assessment forms are placed in a hard copy appendix that is handed in to the professor. A parent permission (consent) form must be included in the appendix. The Literacy Case Study consists of all the sections listed on the checklist (below).

	<b>Literacy Case Study checklist (see handbook for descriptions, graphic organizers &amp; rubrics)</b>
<input type="checkbox"/>	Student Profile: (paragraph summary based on items listed in handbook)
<input type="checkbox"/>	Anecdotal Notes / Teacher's notes: (at least 3 notes)
<input type="checkbox"/>	Reading Attitude Survey: (summary of findings)
<input type="checkbox"/>	Writing Sample Analysis: (rubric score accompanied by example/evidence)
<input type="checkbox"/>	Other... (optional)
<input type="checkbox"/>	IRI Word Recognition: (table of levels for independent, instructional, frustration)
<input type="checkbox"/>	IRI Comprehension: (table of levels for independent, instructional, frustration)
<input type="checkbox"/>	Data Analysis Grid
<input type="checkbox"/>	Description of Student's Literacy strengths: (paragraph summary)
<input type="checkbox"/>	Description of Student's Literacy needs: (paragraph summary)
<input type="checkbox"/>	Recommendations (use graphic organizer in handbook to organize this section)

RICA Warm ups and Constructed Responses: Learning the writing format of two types of constructed responses.

### Spring 2014 COURSE SCHEDULE EDMS 522

The instructor reserves the right to modify the schedule.

DATE	TOPICS	ASSIGNMENT & READING
Session 1	<p>RICA Warm up Review #1 Assessment:     Compare/contrast 4 types of lit assessment;     “If-then” thinking:         Review and apply to students work PP: Observe power point on common core standards &amp; developmental trajectories <u>Lit Case Study check-in</u>: identify components &amp; describe procedures for case study assignment</p>	<p><b>Read:</b> Reutzel: Ch 10 (lit assessment) &amp; Ch 9 (reading program)</p> <p><b>Session 1 Activities:</b> Review and create “if-then” chart templates &amp; “instruction flow chart” templates for lit topics Compare/contrast progress monitoring &amp; diagnostic assessment in relation to Tier 1 and Tier 2 RTI instruction Create “data analysis grid” template for lit case study &amp; participate in jigsaw presentation of lit case study components</p>
Session 2	<p>RICA Warm up Review # 2 Word Recognition: (topic1)     Engage in shared activity developing topic 1 instruction and complete a “strategy sort” on “if-then” &amp; “instruction flow chart” Fluency: (topic 2)     Engage in shared activity developing topic 2 instruction and “if-then” &amp; “instruction flow chart”; practice choral rdg strgy: unison, echo, antiphonal PP: Observe power point on building fluency in upper grades with expository texts, wide &amp; repeated reading, choral reading, phrasing, struggling readers  <u>Lit Case Study check-in</u>: student profile, Reading Attitude Survey, anecdotal notes, scheduling IRI</p>	<p><b>Read:</b> Reutzel: Ch 4 (phonics) &amp; Ch 5 (fluency) &amp; 533 (before-rdg strgy)</p> <p><b>Bring to class:</b> Answers to review #2, computer or Ipad, templates for If-Then &amp; Instruction Flow</p> <p><b>Session 2 Activities:</b> Develop &amp; demonstrate a choral reading, before-reading fluency routine for science text (533, 542-3)</p>
Session 3	<p>Follow the Student Day at Bonsall Elementary: 8:30 to 12 Take anecdotal notes, copies of student work. Debrief and begin case study: 1-3</p>	<p><b>Read</b> Reutzel: Chapter 2 – Oral Language Development. Apply to the writing process. Collect writing samples. Read Chapter 8.</p>
Session 4	<p>RICA Warm up GLAD Strategies: Dionna Fitch, Professional Developer/Teacher, Sycamore Academy  Common Core – You Know this Stuff: Kristian Quioco, District Common Core Teacher on Special Assignment/Teacher</p>	<p><b>Notetaking</b> We will relate what you learned today to your lesson plans, case study, and understanding of how to provide for universal access and differentiate instruction.</p>

<p>Session 5</p>	<p>RICA Warm up – Case Study</p> <p>Vocabulary (topic 3) (9:45-12) Engage in interactive activity developing instruction on vocabulary</p> <p>Explore the expository text frame assessment and apply to student work.</p> <p>Compare/contrast KWL &amp; RAN strategy; demonstrate reciprocal teaching with science text</p> <p>PP: Observe power point on (ch 12) academic lit, expository text, frames, structures, RAN, reciprocal teaching, b-d-a (skills, assessment &amp; instruction)</p> <p>Analyzing student writing samples from observations. Providing feedback.</p> <p><u>Lit Case Study check-in:</u> administering an IRI</p>	<p><b><u>Read</u></b> Reutzel: Ch 12 (academic lit) &amp; Ch 6 (vocab) &amp; 531 &amp; 433 &amp; 295-296 (reciprocal tch) <b><u>Respond on Cougar Course:</u></b> Answer review Qs <b><u>Bring to class:</u></b> Computer or Ipad, templates for If-Then &amp; Instruction Flow <b><u>Session 5 Activities:</u></b> Complete “instruction flow chart” on vocabulary</p> <p>Compare /contrast KWL &amp; RAN (354) Demonstrate Reciprocal Teaching strategy (295)</p>
<p>Session 6</p>	<p>RICA Warm up Review #4: Comprehension (topic 4) Engage in guided activity developing topic 4 instruction, working with partner(s) to complete an “if-then” chart and an “instruction flow chart”</p> <p>Retelling expository text Work with partner(s) to prepare and demonstrate the following: expository text oral retelling (271, 527); graphic organizer retelling (279, 281-2)</p> <p>PP: Observe power point &amp; video on cc comprehension focus, reading/writing reciprocal processes, graph org, deconstructing &amp; reconstructing texts, model texts</p> <p><u>Lit Case Study check-in:</u> IRI, writing sample</p>	<p><b><u>Read:</u></b> Reutzel: Chapter 7 (comprehension)</p> <p><b><u>Bring to class:</u></b> Templates for If-Then &amp; Instruction Flow Charts</p> <p><b><u>Session 6 Activities:</u></b> Complete a topic 4 “If-then” chart &amp; “instruction flow chart” Prepare &amp; demonstrate the following: expository text oral retelling (271, 527); graphic organizer retelling (279, 281-2);</p>

<p>Session 7</p>	<p><u>RICA Warm up</u> <u>Review # 5:</u> Writing (topic 5) Identify qualities of written text (6 traits), evaluate quality with 6 traits rubric, writing sample analysis Determine text complexity using criteria Reciprocal processes using a children's literature piece, describe how you could use it to support a writing activity Develop written retelling plan  <u>Literacy Case Study Check-In:</u> using the grid to conduct data analysis Session Based on an analysis of a student writing sample: complete an "if-then" chart &amp; complete an "instruction flow chart" to show how to help the student move forward in his writing. Poetry and writing Use a poem frame to write a poem, then use the poem as a frame to write a paragraph. <u>Lit Case Study Check-In:</u> writing the recommendations section</p>	<p><b><u>Read:</u></b> Reutzel: Chapter 8 (writing)  <b><u>Bring to class:</u></b> Answers to review # 5, Data gathered from case study assessments, data analysis grid, children's literature piece <b><u>Session 7 Activities:</u></b> Describe how you could use a children's literature piece to support a writing activity  Develop a written retelling plan for a science text (291, "swr", 357; "wals", 537-40) <i>(post to cougar course)</i> Conduct a data analysis with case study data  Complete a topic 5 "If-then" chart &amp; "instruction flow chart" based on a student writing sample <i>(post to cougar course)</i>  Complete a poem to paragraph  Write recommendations section for your literacy case study</p>
<p>Session 8</p>	<p>RICA Constructed Responses  PP: Observe power point &amp; video on literary response and analysis to response to literature</p>	<p><b><u>Session 8 Activities:</u></b> Write RICA constructed responses <i>(post to cougar course)</i> <b><u>DUE:</u></b> Literacy Case Study <i>(post to cougar course)</i></p>