CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION

EDMS 522: Elementary Literacy II
Spring 2013
Location: San Marcos Elementary School

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SCHOOL OF EDUCATION
Mission Statement

The mission of the School 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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

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 elementary and middle school classrooms.

Course Prerequisite

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-A: 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.

(2007). *Reading/ Language Arts Framework for California Public Schools*. California
    Department of Education, Sacramento.

INFUSED COMPETENCIES
Authorization to Teach English Learners
This credential program was 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.)*

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.

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 TPA. 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 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 provided at the website provided: http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html

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.

UNIVERSITY REQUIRMENTS

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The office is located in Craven Hall 4300, and can be contacted by phone at 750.4905 or TTY 760.750.4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, to ensure confidentiality, in a more private setting.

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 or materials 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.

Plagiarism

As an educator, it is expected that each student 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.

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.

COURSE REQUIREMENTS

Grading Standards (Points)

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.

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

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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. *(Adopted by the SOE Governance Community, December, 1997)*

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.

Required Texts:
- D. Ray Reutzel and Robert B. Cooter, Jr. (**6th 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
- Jerry Johns (2008 or any recent edition). *Basic Reading Inventory* (ISBN: 9780757551277 for the 10th Edition)
- Zarrillo, James. (2010) Ready for Revised RICA: A Test Prep Guide (**3rd Edition**) (ISBN: 9780137008681) ($ 30 new)

Recommended Texts
Gail E. Tompkins. 50 Literacy Strategies: Step by Step 4th edition
(ISBN-10: 013294491X); ($ 30).

COURSE ASSIGNMENTS
Students are expected to: keep a digital copy of all assignments, complete assigned readings *prior* to the class sessions, edit word-processed assignments prior to submission, use American Psychological Association (APA) format and turn assignments in on time. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Assignments	Percentages
If - Then Chart & Instruction Flow Chart (x 5)	25 %
Expository Fluency & Vocabulary: Before reading fluency routine & (AW2, BKA, VKS, VRT, VAM)	20 %
Expository Comprehension Retelling: oral, graphic organizer & written (summary, SWR, WALS)	20 %
Literacy Case Study	25 %
Literature Circle (role preparation, participation & reflection)	10 %

Descriptions of Assignments

EXPOSITORY FLUENCY & VOCABULARY

Teacher Candidates develop materials for supporting reading fluency of expository text. Teacher Candidates complete a "Before reading fluency routine" and a series of vocabulary activities (AW2, BKA, VKS, VRT, VAM) for a science text. Templates for each activity are on cougar course or in the text. The completed materials are submitted to the cougar course.

EXPOSITORY COMPREHENSION RETELLING

Teacher Candidates Work with partner(s) to develop and demonstrate an expository text oral retelling, a graphic organizer retelling and a written retelling plan for science text using one of the following methods: (summary, SWR, WALS). Templates for each are on cougar course or in the text. The completed materials are submitted to the cougar course.

<u>IF-THEN CHART AND INSTRUCTION FLOW CHART</u>

Teacher Candidates complete an "IF- THEN" thinking chart & an "INSTRUCTION FLOW" chart for each of the five (5) literacy topics: word recognition, fluency, vocabulary, comprehension & writing. The completed charts are submitted to the cougar course.

- **IF-THEN Chart Template**

Literacy TOPIC	IF Student has this learning need**….**	THEN Try using a strategy like**…**	Rationale why strategy works (pick 1 strategy)
		• … • … • …	

- **INSTRUCTION FLOW Chart Template**

"If then" objective >	Explanation >	Modeling >	Student practice > with teacher guidance	Independent Practice & Assessment

<u>LITERACY CASE STUDY</u>

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).

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

LITERATURE CIRCLE

Examples of Literature Circle Roles

1) Discussion Director   2) Passage Master   3) Word Wizard

4) Connector   5) Summarizer   6) Investigator

- *Preparation (before class):*
Teacher Candidates, choosing the same novel from the options that the instructor makes available, form literature circle groups. Each group member takes one or two literature circle roles, which he/she fulfills as he/she reads the novel, individually completing his/her role materials, using the role worksheets as a guide. Please note that materials created for a literature circle role must be typed a digital format for submission. No hand-written work will receive credit. Submit completed materials to cougar course.

- *Participation (in-class):*
Participants bring their role materials to share while discussing the novel at the literature circle meeting during class session.

- *Reflection (after class):*
Each Teacher Candidate reflects on his/her experience of preparing for and participating in the lit circle and references that experience to explain one of the following:
1) how lit circles could be used to teach literary response and analysis, or
2) how lit circles could be used to teach reading in content areas (science, math, social studies), or
3) the potential benefits & challenges of literature circles for participants or teachers.
Submit completed reflection to cougar course.

Spring 2013 COURSE SCHEDULE EDMS 522
The instructor reserves the right to modify the schedule.

DATE	TOPICS	ASSIGNMENT & READING

Session 1
Jan 22
	Assessment:
	    Compare/contrast 4 types of lit assessment;
	"If-then" thinking:
	    Observe modeled activity of "if-then" thinking & "instruction flow chart" for literacy instruction
	PP: Observe power point on common core standards & developmental trajectories
	<u>Lit Case Study check-in</u>: identify components & describe procedures for case study assignment
		Read:
		Reutzel: Ch 10 (lit assessment) & Ch 9 (reading program)
		Bring to class:
		Computer or Ipad
		Session 1 Activities:
		Create "if-then" chart templates & " instruction flow chart" templates for 5 lit topics
		Compare/contrast progress monitoring & diagnostic assessment in relation to Tier 1 and Tier 2 RTI instruction
		Create "data analysis grid" template for lit case study & participate in jigsaw presentation of lit case study components

Session 2
Jan 29
	Word Recognition: (topic1)
	    Engage in shared activity developing topic 1 instruction and complete a "strategy sort" on "if-then" & "instruction flow chart"
	Fluency: (topic 2)
	    Engage in shared activity developing topic 2 instruction and complete a "strategy sort" on "if-then" & "instruction flow chart"; practice choral rdg strgy: unison, echo, antiphonal
	PP: Observe power point on building fluency in upper grades with expository texts, wide & repeated rdg, choral reading, phrasing, struggling rdrs
	<u>Lit Case Study check-in</u>: student profile, RAS, anecdotal notes, scheduling IRI
		Read:
		Reutzel:
		Ch 4 (phonics) & Ch 5 (fluency) & 533 (before-rdg strgy)
		Bring to class:
		Computer or Ipad, templates for If-Then & Instruction Flow
		Session 2 Activities:
		Complete a topic 1 strategy sort for "If-then" & "instruction flow chart"
		(post to cougar course)
		Complete a topic 2 strategy sort for "If-then" & "instruction flow chart"
		(post to cougar course)
		Develop & demonstrate a choral reading, before-reading fluency routine for science text (533, 542-3)
		(post to cougar course)

Session 3
Feb 5
	Vocabulary (topic 3)
	    Engage in interactive activity developing topic 3 instruction to complete an "instruction flow chart"; complete an "if-then" chart for topic 3;
	    Create an AW2, BKA, VKS, VRT & VAM for science txt
	    Explore the expository text frame assessment; compare/contrast KWL & RAN strategy;
		Read
		Reutzel:
		Ch 12 (academic lit) & Ch 6 (vocab) & 531 & 433 & 295-296 (reciprocal tch)
		Bring to class:
		Computer or Ipad, templates for If-Then & Instruction Flow
		Session 3 Activities:
		Complete a topic 3 "If-then" & "instruction flow chart"
		(post to cougar course)

	demonstrate reciprocal teaching with science text PP: Observe power point on (ch 12) academic lit, expository text, frames, structures, RAN, reciprocal teaching, b-d-a (skills, assessment & instruction) <u>Lit Case Study check-in:</u> administering an IRI	Create an AW2, BKA, VKS, VRT, VAM for science text (229&531, 433, 523-7) *(post to cougar course)* Compare /contrast KWL & RAN (354) Demonstrate Reciprocal Teaching strategy (295)

Session 4
Feb 12
	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"
	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)
	PP: Observe power point & video on cc comprehension focus, rdg/wrtg reciprocal processes, graph org, deconstructing & reconstructing texts, model texts
	<u>Lit Case Study check-in</u>: IRI, writing sample
		<u>Read:</u>
		Reutzel:
		Chapter 7 (comprehension)
		<u>Bring to class:</u>
		Computer or Ipad, templates for If-Then & Instruction Flow
		<u>Session 4 Activities:</u>
		Complete a topic 4 "If-then" chart & "instruction flow chart"
		(post to cougar course)
		Prepare & demonstrate the following: expository text oral retelling (271, 527); graphic organizer retelling (279, 281-2)
		(post to cougar course)

Session 5
Feb 19
	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
	Choose novel & role for lit circle
	<u>Literacy Case Study Check-In</u>: using the grid to conduct data analysis
		<u>Read:</u>
		Reutzel:
		Chapter 8 (writing)
		<u>Bring to class:</u>
		Data gathered from case study assessments, data analysis grid, children's literature piece
		<u>Session 5 Activities:</u>
		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)
		(post to cougar course)
		Conduct data analysis w/case study data

Session 6 Feb 26	Based on an analysis of a student writing sample, complete an "if-then" chart & complete an "instruction flow chart" to show how to help the	**<u>Read:</u>** Chapter 8 www.poetry4kids.com **<u>Session 6 Activities:</u>** Complete a topic 5 "If-then" chart &

	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	"instruction flow chart" based on a student writing sample *(post to cougar course)* Complete a poem to paragraph Write recommendations section for your literacy case study
Session 7 March 5	Literature Circles: participate in literature circle, fulfilling chosen role PP: Observe power point & video on literary response and analysis to response to literature	**<u>Read:</u>** vimeo.com/1195054; www.youtube.com/watch?v=wlJJhP3frUQ ; www.lauracandler.com **<u>Session 7 Activities:</u>** Prepare & participate in Literature Circle; Write reflection on lit circles *(post to cougar course)*
Session 8 Mar 12	Course Debrief	**DUE:** Literacy Case Study *(post to cougar course)*