

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
COLLEGE OF EDUCATION**

**EDMS 522B: Elementary Literacy II  
Spring 2013**

**Location: CSUSM – UNIV 237 (1:00 – 3:45 P.M.)**

**Instructor: Dr. Alice M.L. Quioco**

**Office Hours: by appointment**

**Email: aquiocho@csusm.edu**

**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.

### ***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.

### ***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. You will be using these TPEs as you begin your first semester of field work or your practicum. Become acquainted with the TPEs as they are based on the CA standards for the teaching profession and directly related to the dispositions expected of all of California teachers and all of our teacher candidates at CSUSM.

#### ***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>

This is for your information. You do not have to take any TPAs this semester; however, know that they will be on the horizon and that you should connect what you are doing in your class with the skills required of you to do well on your TPAs.

### ***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.

**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 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  
is expected  
student will  
own work,  
contribute  
group

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

educator, it  
that each  
do his/her  
and  
equally to  
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.

**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.

**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:**

- J. David Cooper, Nancy D. Kiger, Michael D. Robinson (**8<sup>th</sup> Edition**) Literacy: Helping students construct meaning. Wadsworth Cengage Learning (ISBN 13: 978-1-111-35392-6)
- 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)



check point of where you are in your understanding of content or where you are in completing your assignments. The classes in which learning logs are due are clearly marked in the syllabus.

### 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)

LEARNING LOGS. Learning logs have been assigned at the end of specific classes. These logs are not meant to be minimal. They must be thoughtful. They are meant to support the process of personal reflection in terms of your own learning of the content of the class as well as what you are seeing in your field observations. The learning logs are a place for you to plan your work as you complete the critical assessment for this class- the literacy case study. Learning logs may be handed in at the end of class or sent to the instructor via email no later than the day after the class has been completed.

### **Spring 2013 COURSE SCHEDULE EDMS 522**

The instructor reserves the right to modify the schedule based on class needs.

<b>DATE</b>	<b>TOPICS</b>	<b>ASSIGNMENT &amp; READING</b>
Session 1 Jan 28	<b>Review</b> of critical understandings about the components of a literacy program.  Make connections to RICA	<b>Bring to Class:</b> John’s Basic Reading Inventory, Ready for RICA book and Cooper et al text.

	<p>Begin with Assessment: If-Then Thinking</p> <p>Begin learner.org website on assessment</p> <p>CHECK POINT -Case Study: Get a student</p>	<p><b><u>Activities</u></b> Duplicate If-The Charts</p> <p><b><u>Read FOR HOMEWORK:</u></b> Cooper et al: Ch 11 (lit assessment) for homework and be ready to discuss it next class. Print article from learner.org: Focused anecdotal records assessment (Grades 3-5)</p>
<p>Session 2 Feb 4</p>	<p><b><u>Assessment:</u></b></p> <p>Continue If-Then thinking examples.</p> <p>Review what you remember about assessment – types of assessment (last class)</p> <p>Observe authentic assessment on learner.org (K-2, Session 5; Grades 3-5, Session 8)</p> <p>Work with a partner to identify as many of the assessment tools the teachers are using</p> <p><u>Lit Case Study beginning check-in:</u> identify components &amp; describe procedures for case study assignment</p> <p><b><u>Closure:</u></b> Learning Log and action plan for your case study with a timeline. Data must be collected by Session 10.</p>	<p><b><u>Bring to class:</u></b> Your questions on assessment Assessment tools you found useful from learner.org Resources and Cooper et al.</p> <p><b><u>Session 2 Activities:</u></b> Identify assessment tools Work with a partner Rotate partners Provide feedback Rotate to partners Provide feedback Back with original partner Share out and record</p> <p><b><u>Read for HOMEWORK:</u></b> John Basic Reading Inventory: read the process of administering an IRI. Take notes on the process, that is, how it is administered step by step.</p>
<p>Session 3 Feb 11</p>	<p><b><u>Assessment</u></b></p> <p>Power Point: Observe power point on common core standards. How do we relate these standards to assessment?</p> <p><u>Lit Case Study check-in:</u> student profile, anecdotal notes, scheduling IRI Where are you in the process?</p> <p><b><u>Closure: Learning Log</u></b> - and progress in your case study plan</p>	<p><b><u>Bring to class:</u></b> Bring notes to class on assessment Bring questions to class on IRI</p> <p><b><u>Session 2 Activities:</u></b> Look up (Cooper et al) and suggest an assessment for word recognition. With whom would you use it and why would you use it?</p> <p>Use Assessment Resource Chart from learner.org as a tool to record assessment activities</p> <p><b><u>Homework</u></b> Cooper et al, Chapter 5. Read, make notes of terms, ideas with which you need support.</p>

<p>Session 4</p>	<p>John’s Basic Reading Inventory – process of administration, look over early literacy assessments in John’s with a partner.</p> <p>RICA Domain on Word Analysis</p> <p>What does a direct phonics program look like and sound like?</p> <p><b>Word Recognition:</b> Engage in shared activity developing topic 1 instruction and complete a “strategy sort” on “if-then” &amp; “instruction flow chart”</p> <p><u>Lit Case Study check-in:</u> administering an IRI – Word list, placement in graded passage. Where are you in the process?</p> <p><b>Closure: Learning Log:</b> What you have learned so far, what you are struggling with, and where you are in the case study process.</p>	<p><b><u>Bring to class:</u></b> Questions to John’s IRI Sequence for administering an IRI</p> <p><b><u>Session 3 Activities:</u></b> Complete two “If-then” &amp; “instruction flow charts”: 1) on word recognition and 2) on word study Use RICA Specifications Refer to Cooper, Ch.5 for word recognition resource</p> <p><b><u>HOMEWORK: Frontload information on fluency.</u></b> View Fluency session 2, Grades 3-5 on learner.org If possible, view it with a partner. Make notes as you watch the videos, and bring questions on fluency to class.</p>
<p>Session 5</p>	<p>Turning If - then charts into lesson plans</p> <p>Questions on Fluency videos Share notes or graphic organizers</p> <p>RICA Domain on Fluency</p> <p><b>Fluency:</b> Session 2 – Meet the expert on learner.org Engage in shared activity developing instruction in fluency and complete an “if-then” flow chart. Note how fluency is related to word study in Grades 3-5.</p> <p><u>Lit Case Study check-in:</u> IRI, writing sample</p>	<p><b><u>Bring to class:</u></b> Notes on the videos Questions about fluency If-Then &amp; Instruction Flow templates on word recognition</p> <p><b><u>Session 4 Activities:</u></b> Review Teaching word parts (learner.org) to help you understand word study and fluency. Take useful notes on how to teach word parts and the important word parts that must be focused on in grades 3-5.</p> <p><b><u>HOMEWORK: Comparing and contrasting fluency process at different grade levels.</u></b> View session 6, K-2 on learner.org. What components of fluency do you see? How is this process different from the Grades 3-5 process?</p>
<p>Session 6</p>	<p>Checking for Understanding on</p>	<p><b><u>Bring to class:</u></b></p>

	<p>Components so far. How is what you are learning is like the RICA Test? De-stressing about RICA.</p> <p><b>Comprehension</b> Engage in guided activity developing comprehension instruction, working with partner(s) to complete an “if-then” chart and an “instruction flow chart”</p> <p>RICA Domain on Comprehension</p> <p><u>Literacy Case Study Check-In:</u> using the grid to conduct data analysis</p>	<p>Questions on the fluency process Any fluency activities you observe in your field placements.</p> <p><b><u>Session 5 Activities:</u></b> Develop strategy lesson plan with a partner.</p> <p><b><u>Homework:</u></b> Read/review Chapter 4 in Cooper et al As you read, make note of how constructing meaning is different when reading narrative text and reading expository text.</p>
Session 7	<p><b><u>Checking for Understanding</u></b></p> <p>Work with a partner, rotate to small groups.</p> <p>Model: Case study</p> <p><u>Literacy Case Study Check-In:</u> Have ready for me to review the components you have completed so far – student profile, anecdotal notes, word list, graded paragraph data, writing sample, analysis grid</p> <p><b>Learning log:</b> What is easy about literacy instruction and what is hard. What do you need to know?</p>	<p><b><u>Bring to Class:</u></b> Your notes on comprehension All data you have collected on your student</p> <p><b><u>Activities:</u></b> Develop strategy lesson plans with a partner with given prompt.</p> <p><b><u>Homework:</u></b> Read Cooper et al: Chapter 6 The chapter addresses intermediate grades and middle grades. Transfer your understanding of teaching vocabulary to elementary grades. Bring ideas to class.</p>
Session 8	<p><b>Vocabulary</b> – Questions from Chapter, ideas for teaching vocabulary at the elementary level</p> <p>RICA Domain on Vocabulary</p> <p>Vocabulary Engage in interactive activity developing vocabulary instruction to complete an “instruction flow chart”; complete an “if-then” chart for vocabulary</p>	<p><b><u>Bring to Class:</u></b> Notes on what you have learned about vocabulary teaching.</p> <p><b><u>Class Activities:</u></b> Developing vocabulary Lesson 2 on learner.org Read about the component and answer the questions with a partner in the activity.</p> <p>Then develop an If – then chart.</p> <p><b><u>Homework:</u></b></p>

		<p>Read RICA Specifications on background knowledge and academic language</p> <p>Make notes on your ideas about ways to differentiate instruction for the different groups we consider in universal access: ELLs, gifted and talented students, struggling students, students with active IEPS.</p>
Session 9	<p><u>Lit Case Study Check-In:</u> writing the recommendations section</p> <p><b>Background Knowledge</b> How important is this? How do we develop it? Activate it?</p> <p><b>Academic Language</b> How is this different from vocabulary? What is the role of syntax? Semantics?</p> <p><u>Literacy Case Study Check in:</u> Where are you? All data is to be collected by session 10 to insure that everyone is getting started on data analysis and we can take the next step together in a workshop to develop the differentiated instruction that has to follow.</p> <p><b>Learning Log:</b> What are you struggling with right now? How confident do you feel?</p>	<p><b><u>Bring to Class:</u></b> Bring to class your notes and question RICA specifications and the ideas you have developed for differentiating instruction.</p> <p><b><u>Class Activities:</u></b> Work with a partner on analyzing student data – prompts to be given in class on developing background knowledge and academic language. Develop an If-then chart and lesson plans. In class work.</p> <p><b><u>Homework:</u></b> Organize all of your student data as well as work you have completed on your case study. Schedule an appointment with me if you need additional support.</p>
Session 10	<p><b>Case Study Workshop</b></p>	<p><b><u>Bring to Class:</u></b> All data for case study Bring your analysis grid filled in or not</p> <p><b><u>Class Activities:</u></b> Individual and small group conferencing for purposes of positive and/or corrective feedback.</p> <p><b><u>Homework:</u></b> Read Cooper et al, Chapter 8 Take notes on the role of developmental writing to support reading, memory, explanation, persuasion, thinking.</p>
Session 11	<p><b>Writing</b> Identify qualities of written text (6 traits), evaluate quality with 6 traits rubric, writing sample analysis</p>	<p><b><u>Bring to Class:</u></b> Your notes on a balanced writing program.</p> <p><b><u>Class Activity:</u></b></p>

	<p>Determine text complexity using criteria</p> <p>Activity: 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.</p> <p>Poetry and writing (Modeled) Now you try: Use a poem frame to write a poem, then use the poem as a frame to write a paragraph.</p> <p>PP: Core content standards on writing</p> <p><u>Literacy Case Study Check In:</u> Where are you in the process?</p>	<p>Given a sample of student writing, how will you analyze it? See pg. 461 of Cooper et al and use that as a resource.</p> <p>Consider. How can I best use rubrics as a teacher? Share ideas and share out to the group.</p> <p><b><u>Homework:</u></b> View learner.org session 4. Make notes of what the teacher did to support student writing. What ideas do you take from viewing Nadeen Ruiz teach?</p>
	April 1-6: Spring Break	
Session 12	Review	<p><b><u>Homework:</u></b> Read Chapter 9 in Cooper et al. Consider: How can what you are reading be applied to your knowledge of how to differentiate instruction.</p>
Session 13	<p><b>Differentiating Instruction</b> How is differentiation occurring in your school? In your placement? Is RTI a critical part of helping struggling readers?</p>	
Session 14	<p><b>Catching up</b> A review of content of the course and how that relates to the RICA Test.</p> <p>Review for the test.</p> <p>Schedule the test.</p>	<p><b><u>Activity:</u></b> You have just been hired. What do you do? Where do you start?</p> <p><b><u>Due: Literacy Case Studies</u></b></p>
Session 15	<p>Debrief class and provide feedback</p> <p>Evaluations</p> <p>Last day of class</p>	