

California State University San Marcos
College of Education
EDMS 540 Language & Literacy
Fall, 2001

Instructor: Dean Schulz, Distinguished Teacher in Residence

Office Hours: Monday 4:30 p.m. – 5:45 p.m.
Thursday, 4:30 p.m. – 5:45 p.m.
By Appointment

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Mission of the College of Education at CSUSM The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning and service. We value diversity, collaboration, and professionalism and shared governance.

CLAD Emphasis In 1992, the College of Education voted to infuse Crosscultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Course Description: This course is designed to give you the skills necessary to teach reading, writing, and oral language in an integrated language arts program to elementary students. You will learn about the elements of reading, how children acquire reading, how to assess students in the reading/writing and oral language processes, as well as how to design classroom instruction that is informed by the assessment process. You will also learn about the writing process and how reading and writing are integrally related. The components of an oral language program will also be addressed as well as that of listening. The instructional needs of second language learners as well as other students with special needs will also be addressed throughout the course.

Course Objectives: To prepare you to teach reading to students in grades K through 6. Preparation includes the ability to assess students and plan instruction according to assessment results. It also includes preparation to teach a balanced curriculum and to meet the needs of second language learners as well as students with special needs. All of the domains of the RICA test will be integrated into the class.

Required Texts:

Cunningham, P. *Phonics They Use*. Harper Collins
Johns, J. *Basic Reading Inventory*. Kendall/Hunt
Tompkins, G.E. *Literacy for the 21st Century: A Balanced Approach*
Prentice Hall
Fountas, I.C. and Pinnell G.S. *Guided Reading: Good first teaching for all*
Heineman
Cary, S. *Second language learners* Steinhouse
* Keene, E. *Mosaic of Thought* Heinemann

Recommended Texts:

Wagstaff, J. *Phonics that Work* Scholastic
Cunningham, P. *Month-by-Month Phonics for first grade*
Harvey, S., Goudvis, Anne, *Strategies that Work*. Steinhouse
Fountas, I.C. and Pinnell G. S. *Word Matters* Heinemann
Avery, C. ...*and with a light touch* Heinemann

Attendance Policy: *The attendance policy of the College of Education* : Due to the dynamic and interactive nature of this Language and Literacy course, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, and she/he may not receive a passing grade for the course at the discretion of the instructor. If you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of “A”. If you miss three class sessions, your highest possible grade is a “C+”. Should you have extenuating circumstances, contact the instructor as soon as possible.

Grading Policy: You must maintain a B average, with all grades at a C+ or better, in your teacher education courses at CSUSM to be recommended by this university for a teaching credential from the state of California. You must complete all major assignments to pass this course. It is most important to us that you learn all there is to learn in this class. Please communicate with us if you are experiencing any difficulty.

Projects:

1. Student Assessment: You will be asked to do an assessment of an individual student. This is a very important assignment because you will be asked to conduct individual assessments of students when you teach. Please select a student who is experiencing difficulties with reading. A detailed explanation of this assignment will be passed out in class. (30 pts.)

2. Reading and Writing Strategy lessons Each of you individually will present one lesson (no longer than 15 minutes please) on a reading or writing **strategy**. Write a one to two page lesson plan and bring enough copies for the cohort on the day you demonstrate your lesson. These can be lessons you would teach individually, in a small group or a whole class. They can be mini-lessons, direct instruction, inquiry, or any

format you choose. Make your lesson active, interesting, fun and meaningful. Feel free to use the required literature for this class. Be sure to ask yourself how this lesson is related to real reading and writing. For example if you are doing a lesson on having students clapping out the number of syllables in a word, you must be able to show that this is connected to real reading or writing. Examples of possible strategies are included below **(15 pts.)**

Make predictions while reading
Form hypothesis while reading
Support the hypotheses you make
Monitor how well you are comprehending while you read
letter sound associations
Monitor your writing to see if it makes sense
Edit your writing
Form mental pictures while you read
Summarize what you read
Make inferences
Ask questions of yourself while you read
Use context clues to figure out words you don't know
Sound out a word you don't know
Know what to do when you don't know how to spell a word
Use commas
Write paragraphs
Make transitions between paragraphs
Begin a piece of writing
Choose books you can read
Organize information while you read.
Relate what you are reading to what you already know
Recognize the main idea of a story
Identify patterns in a text
Use graphic organizers to write
DUE: See Sign-up sheet

3. Comprehension Group Project You will participate in a group project which will cover one of the comprehension strategies explained in the book, Mosaic of Thought written by Ellin Keene. Your group will plan and present a creative method for introducing us to the strategy and then conduct a support activity with the class to reinforce it. Your utilization of children's literature in the presentation is urged.
(15 Points)

4. Bibliography of children's books: This is meant to be the beginning of a reference list for you. Try to read at least 10 children's books, fiction and non-fiction. Write short annotations for each book and include title and author. Include selections for grades K – 6. Include some selections that address multicultural topics and second language learners. This should be included in your literacy research notebook.
(10 points)

5. Literacy Research Notebook Begin early to collect all that you learn and do in this class. As the class progresses, arrange what you feel best represents what you know and can do as a future literacy educator. You may include lesson plans, interesting

literacy information obtained from internet sites, reflections that you write about during your observations, while you learn about phonemic awareness, the use of phonics, comprehension strategies and other concepts crucial to effective literacy instruction. This will help you prepare for the RICA and will serve as a resource for you in the future. We will review your notebook with you during the final week of this course. **(20 points)**

6. Classroom Observation/Participation: Since it is essential that you begin to acclimate yourself to a life in an elementary classroom, you will be attending and documenting your observations of literacy blocks in real live classrooms. Your requirement is to complete five formal observations which focus on key lessons and activities which pertain to literacy. We will discuss the specific expectations in class. **(10 Points)**

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| Student Assessments | 30 Points | (Rubric) |
| Reading Strategy Lesson Plan | 15 Points | Cr/Nc |
| Comprehension Group Project | 15 Points | Group Assessment |
| Bibliography of Children’s Books | 10 Points | (Rubric) |
| Literacy Notebook | 20 Points | (Rubric) |
| Classroom Observations/Participation | <u>10 Points</u> | Cr/Nc |
| Total | 100 Points | |

Daily Class Topics and Readings

| DATE | CLASS TOPICS | READING |
|-------------------------|--|--|
| August 23 rd | Introductions, Review Syllabus, <ul style="list-style-type: none"> • Let’s Get to Know Each Other • Principals of an Effective Teacher of Reading • <i>Review Case Study Assignment (in detail)</i> • <i>Review Lesson Plan Presentation and sign-up</i> | Tompkins; Ch. 1 Fount & Pin. Ch. 1 |
| August 30 th | Literacy Assessment <ul style="list-style-type: none"> • Running Records • <i>Review General Overview (Case Study)</i> • <i>Review Research Notebook</i> • Introduction to Mosaic of Thought | Tompkins; Ch. 3 Keene; Ch. 1&2 Fount & Pin. Ch. 7 |

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| September 6 th | <p>Assessment (Continued)</p> <ul style="list-style-type: none"> • Second Language Literacy Assess. • Authentic Assessment • Review John's Assessment materials • How to make recommendations | <p>Fount&Pin.; Ch. 6 Cary; pg. 101-103 Keene; Ch. 3</p> |
| September 13 th Ch. 2 | <p>Reading and Writing Process</p> <ul style="list-style-type: none"> • The steps of each process • Implementing reading logs • Discuss the Cueing Systems | <p>Tompkins; Cary; pg.76-80 Keene; Ch. 4</p> |
| September 20 th | <p>Emergent Readers Organizing Guided Reading Groups General Overview (Due)</p> | <p>Tompkins; Ch.4 Cunningham; Ch. 1 Keene; Ch. 5 Fount & Pin.; Ch. 8</p> |
| September 27 th Ch.5 | <p>Breaking the Code</p> <ul style="list-style-type: none"> • <i>Phonemic Awareness,</i> • <i>Phonics</i> • <i>Spelling</i> | <p>Tompkins Cunningham; Ch.3 Keene; Ch. 6</p> |
| October 4 th | <p>Developing Fluent Readers</p> <ul style="list-style-type: none"> • Leveling and organizing classroom libraries | <p>Tompkins; Ch.6 Fount&Pin.; Ch. 9 Keene; Ch. 7</p> |
| October 11 th | <p>Word Study</p> <ul style="list-style-type: none"> • Word Walls, Centers, • Teaching Strategies • Making Words Demonstration • Second Language Learner Scaffolds | <p>Tompkins; Ch. 7 Cunningham; Ch.2 Fount & Pin.; Ch. 13 Keene; Ch. 8</p> |
| October 18 th | <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Student Conferences • Second Language Learner Scaffolds • Complete John's Assessment | <p>Tompkins; Ch. 8 Keene; Ch. 9</p> |
| October 25 th | <p>Second Language Learners</p> <ul style="list-style-type: none"> • Guiding Principles | <p>Cary; Ch. 2,3,4</p> |

- Instructional Support
- SDAIE strategies
(Specially designed academic instruction in English)

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|---------------------------|---|---|
| November 1 st | Reader's Workshop <ul style="list-style-type: none"> • Read A-Loud • Independent Reading/ Student Conferences | Tompkins; Ch. 12 Fount. & Pin; Ch. 3 |
| November 8 th | Writer's Workshop <ul style="list-style-type: none"> • Journal Writing • Rough cop of student's strengths and Weaknesses (due) | Tompkins; Ch. 12 (Second Half) |
| November 15 th | Structure of Text <ul style="list-style-type: none"> • Organization of three broad types (Stories,expository,poetry) • Story maps • Rough copy of recommendations (due) | Tompkins; Ch. 9 Keene; Ch 10 |
| November 29 th | Literature Circles <ul style="list-style-type: none"> • Key features • Implementation | Tompkins; Ch. 11 |
| December 6 th | Focus Units <ul style="list-style-type: none"> • Across the Curriculum • Case Study is Due | Tompkins; Ch. 10 |
| December 13 th | Pulling it all Together <ul style="list-style-type: none"> • Notebooks are due | |

The following CLAD competencies , as they pertain to reading and writing instruction as well as oral language development, are covered in this course:

Language Structure and First and Second language Development

- Sound Systems – phonology
- Word information – morphology, syntax
- Word meaning – semantics
- Language in context
- Written discourse
- Oral discourse

- Nonverbal communication

CALP as a part of reading in the context area

- Transfer of learning
- Context reduced/context embedded reading and writing instruction to promote meaning

Social and Political Factors

- Status of Language
- Value Systems
- Dialects and standard languages
- Acculturation patterns
- Language and environment

Pedagogical Factors

- Learning acquisition
- Comprehensible input
- Natural order
- Communicative competence

Relationships between teacher expectations for student achievement

- Empowerment models
- Deficit models

Parent and community participation

Organizational approaches

- Transition (early/late)
- Transition class

Instructional strategies

- Language management: use of L1; use of L2
- Classroom organization: Flexible grouping, cooperative learning
- Teacher vs. student centered instruction
- Team Teaching

Teacher delivery for ELD and content instruction

- Comprehensible input
- Language Modification
- Vocabulary
- Speed
- Use of media, manipulatives, modifications
- Clarification checks
- Appropriate questioning strategies (wait time, framing of questions, how students are selected to respond)
- Treatment of errors
- Treatment of grammar
- CALLA (introduction)

Listening and speaking

- Clarification checks
- Pacing
- Alternative vocabulary
- Making speech intelligible

Writing

- Writing process

Orthography (Spelling)

Reading: pre-reading, initial reading instruction, phonics, analytic methods

- Discourse strategies
- Literature based curriculum
- Techniques for students without literacy in L1 or L2
- Transferring from L1 to L2

Approaches on content area instruction – SDAIE

- English language development
- Providing comprehensible grade level instruction in the whole curriculum
- Incorporating student background knowledge and experience
- Use of additive cultural approaches in selecting, adapting and sequencing materials
- Selection of activities and strategies that are appropriate to students' developing language abilities including use of L1
- Incorporation of primary language resources
- Use of L1 and L2
- Allowing students to express meaning in a variety of ways
- Grouping for special purposes: empowerment, access to content, socialization, academic achievement and development of thinking skills, language development

Working with paraprofessionals

Assessment: diagnosis, placement, achievement

Cultural congruence

- Roles and status
- Gender
- Social class, age, occupation, educational level
- Learning styles
- Language use

Learning about students: observation, home visits, interviews

Using what you learn about your students: teaching styles, curriculum, classroom organization, parental involvement

Cultural contact: deculturalization, pluralism, biculturalism, racism, ethnocentrism, and pride, stereotypes, discrimination, institutional racism